

**THE USE OF “ENGLISH SOUNDS” APPLICATION
IN TEACHING STUDENTS’ PRONUNCIATION
AT THE 8TH GRADE OF SMPN 2
MALANGKE BARAT**

A Thesis

*A thesis submitted to the English Language Education Study Program Tarbiyah
and Teacher Training Faculty of State Islamic University of Palopo in partial
fulfillment of requirement for S.Pd degree in English Education*



UIN PALOPO

Compiled By:

Desy Wahyuni

REG. NUM. 2102020049

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF PALOPO**

2025

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EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF PALOPO**

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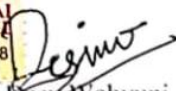
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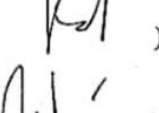


THESIS APPROVAL

This thesis entitled "The Use of "English Sounds" Application in Teaching Students' Pronunciation at The 8th Grade of SMPN 2 Malangke Barat" Which is written by Desy Wahyuni Registration Number 2102020049, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic University of Palopo has been examined in Thesis Examination/*Munagasyah* which was carried out on Wednesday, 27th August 2025/Rabiul Awal 3rd 1447 H. It has been approved by the examiners as a requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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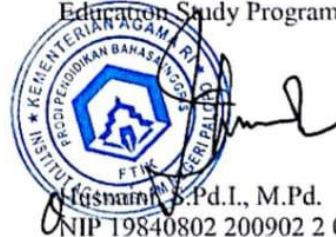
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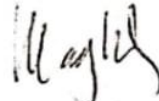
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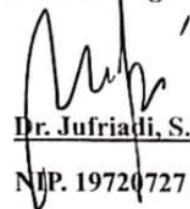
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This thesis is written to fulfill one of the requirements for obtaining a Bachelor of Education degree in the English Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of Palopo. In the process of writing this thesis, the researcher realizes that she has received assistance, guidance, support, and motivation from various parties. For this reason, the researcher would like to convey her profound thanks to:

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The researcher recognizes that this research has room for improvement. The researcher invites helpful feedback and recommendations from everyone to make future work better. The researcher hopes this research will help develop knowledge in English language teaching and will be useful for readers and upcoming research.

Finally, the researcher asks for forgiveness from Allah SWT for all shortcomings and mistakes, and prays that the good deeds of all those who have helped will be rewarded manifold by Allah SWT.

Palopo, 28 June 2025

The Researcher

Desy wahyuni

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ABSTRAK

Desy Wahyuni, 2025. "*Penggunaan Aplikasi English Sounds dalam Pembelajaran Pelafalan Siswa Kelas VIII SMP Negeri 2 Malangke Barat.*" Skripsi Program Studi Manajemen Pendidikan Islam, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Jufriadi dan Magfirah Thayyib.

Penelitian ini bertujuan untuk mengidentifikasi strategi yang efektif dalam pembelajaran pelafalan bahasa Inggris melalui pemanfaatan aplikasi *English Sounds*, guna meningkatkan kemampuan pengucapan siswa. Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK) yang terdiri atas empat tahapan, yaitu perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Penelitian ini dilaksanakan dalam dua siklus dengan subjek siswa kelas VIII A di SMP Negeri 2 Malangke Barat. Data diperoleh melalui tes, observasi, dan angket. Hasil *pre-test* menunjukkan bahwa sebagian besar siswa mengalami kesulitan dalam memahami konsep dasar pelafalan, kurang percaya diri dalam mengucapkan kosakata bahasa Inggris, serta mengalami hambatan dalam mengikuti instruksi guru yang disampaikan dalam bahasa Inggris. Pada Siklus I partisipasi siswa masih tergolong rendah, dengan hanya 6% yang mencapai kategori "Sangat Baik". Namun, setelah penerapan teknik peningkatan motivasi dan optimalisasi strategi pembelajaran pada Siklus II terjadi peningkatan signifikan, di mana 53% siswa mencapai kategori "Sangat Baik". Rata-rata skor kemampuan pelafalan meningkat dari 10,6 pada *pre-test* menjadi 62 pada Siklus I, dan 84,66 pada Siklus II. Kepercayaan diri siswa juga menunjukkan peningkatan, serta kemampuan belajar mandiri berkembang melalui penggunaan fitur perekaman suara dalam aplikasi. Berdasarkan temuan tersebut, dapat disimpulkan bahwa pembelajaran pelafalan bahasa Inggris melalui aplikasi *English Sounds* menjadi efektif apabila: (1) seluruh siswa mengunduh dan menggunakan aplikasi secara aktif; (2) guru memanfaatkan seluruh materi yang tersedia dalam aplikasi untuk menunjang pembelajaran; (3) siswa menggunakan fitur-fitur pendukung, seperti video penjelasan bunyi vokal dan perekaman suara untuk latihan mandiri; (4) siswa secara individual berlatih melafalkan kosakata yang relevan sesuai bunyi vokal yang dipelajari; dan (5) guru menggunakan variasi intonasi yang ekspresif untuk membantu siswa memahami pola pelafalan serta mengintegrasikan permainan edukatif untuk menciptakan suasana belajar yang menyenangkan dan interaktif.

Kata Kunci: *English Sounds*, Bunyi Vokal, Pengucapan, Penelitian Tindakan Kelas

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ABSTRACT

Desy Wahyuni, 2025. *"The Use of "English Sounds" Application in Teaching Students' Pronunciation at the 8th Grade of SMPN 2 Malangke Barat."*
Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Palopo.
Supervised by Jufriadi and Magfirah Thayyib.

This study aims to identify effective strategies for teaching English pronunciation through the use of the English Sounds application to enhance students' pronunciation skills. The research employed a Classroom Action Research (CAR) design consisting of four stages: planning, action, observation, and reflection. The study was conducted over two cycles with participants drawn from class VIII A of SMP Negeri 2 Malangke Barat. Data were collected through tests, observations, and questionnaires. Pre-test results indicated that most students struggled to grasp basic pronunciation concepts, lacked confidence in pronouncing English vocabulary, and faced challenges following teacher instructions delivered in English. In Cycle I, student participation remained low, with only 6% achieving the "Excellent" category. After the implementation of motivational techniques and the optimization of instructional strategies in Cycle II, a significant improvement was observed: 53% of students reached the "Excellent" category. The mean pronunciation score increased from 10.6 on the pre-test to 62 in Cycle I and 84.66 in Cycle II. Students also demonstrated greater self-confidence and developed independent learning skills through the application's voice-recording feature. Based on these findings, it can be concluded that English pronunciation instruction using the English Sounds application is effective when: (1) all students download and actively use the application; (2) teachers fully utilize the instructional materials available in the application; (3) students make use of supporting features such as vowel-sound video tutorials and voice recording for independent practice; (4) students individually practice pronouncing vocabulary relevant to the targeted vowel sounds; and (5) teachers employ expressive intonation patterns and integrate educational games to create an engaging and interactive learning environment.

Keywords: English Sounds, Vowel Sounds, Pronunciation, Classroom Action Research

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الملخص

ديسي وحيوي، ٢٠٢٥. "استخدام تطبيق إنكلش ساوندز (*English Sounds*) في تعليم النطق لطلاب الصف الثامن بالمدرسة الإعدادية الحكومية الثانية في مالانكي الغربية." رسالة جامعية في برنامج دراسة تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، جامعة بالوبو الإسلامية الحكومية. بإشراف جغريادي ومغفرة طَيَّب.

تهدف هذه الدراسة إلى تحديد الاستراتيجيات الفعالة في تعليم النطق باللغة الإنجليزية من خلال توظيف تطبيق "إنكلش ساوندز"، وذلك من أجل تحسين قدرة الطلاب على النطق. اعتمدت الدراسة على منهج بحث الفعل في الصف الذي يمر بأربع مراحل: التخطيط، وتنفيذ الإجراء، والملاحظة، والتقييم. وقد نُفِّذَت الدراسة في دورتين على طلاب الصف الثامن (أ) بالمدرسة الإعدادية الحكومية الثانية في مالانكي الغربية. جُمِعت البيانات من خلال الاختبار، والملاحظة، والاستبانة. أظهرت نتائج الاختبار القبلي أن معظم الطلاب واجهوا صعوبات في فهم المفاهيم الأساسية للنطق، وضعف الثقة بالنفس عند لفظ المفردات الإنجليزية، كما عانوا من صعوبة متابعة التعليمات المقدمة باللغة الإنجليزية. في الدورة الأولى كان مستوى مشاركة الطلاب منخفضًا، حيث لم يتجاوز الذين بلغوا فئة "ممتاز جدًا" نسبة ٦٪ فقط. لكن بعد تطبيق تقنيات تعزيز الدافعية وتحسين استراتيجيات التدريس في الدورة الثانية، حدث تحسن ملحوظ حيث بلغت نسبة الطلاب الذين وصلوا إلى فئة "ممتاز جدًا" ٥٣٪. كما ارتفع متوسط درجات القدرة على النطق من ١٠,٦ في الاختبار القبلي إلى ٦٢ في الدورة الأولى، ثم إلى ٨٤,٦٦ في الدورة الثانية. وأظهرت النتائج كذلك تحسنًا في ثقة الطلاب بأنفسهم، وثمَّ قدرتهم على التعلم الذاتي بفضل استخدام ميزة تسجيل الصوت في التطبيق. وبناءً على النتائج، يمكن الاستنتاج أن تعليم النطق باللغة الإنجليزية عبر تطبيق "إنكلش ساوندز" يكون فعالًا إذا تحققت الشروط التالية: (١) أن يقوم جميع الطلاب بتنزيل التطبيق واستخدامه بفاعلية. (٢) أن يوظف المعلم جميع المواد المتوفرة في التطبيق لدعم عملية التعلم. (٣) أن يستفيد الطلاب من الخصائص المساندة مثل مقاطع الفيديو لشرح أصوات الحروف المتحركة وتسجيل الصوت للتدريب الذاتي. (٤) أن يمارس الطلاب فرادى نطق المفردات المناسبة بحسب أصوات الحروف المتحركة المتعلَّمة. (٥) أن يستخدم المعلم تنويعًا في التبرات الصوتية للتوضيح، وأن يدمج الألعاب التعليمية لخلق جوٍّ ممتع وتفاعلي في التعلم.

الكلمات المفتاحية: تطبيق إنكلش ساوندز (*English Sounds*)، أصوات الحروف المتحركة، النطق، بحث الفعل في الصف

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CHAPTER I

INTRODUCTION

A. Background

Pronunciation encompasses the articulation of speech sounds that convey meaning in communication. This involves focusing on individual phonetic elements within a language including aspects like, syllable, stress, phrasing, timing, intonation, and vocal projection characteristics. Additionally, it incorporates awareness of physical movements and facial expressions that are intrinsically connected to spoken language delivery.¹ Pronunciation plays a crucial role in effective communication, as clear articulation enables listeners to comprehend the speaker's intended meaning. When a speaker communicates with incorrect or unclear references, misunderstandings or confusion may occur. Good pronunciation will increase the confidence of the speaker and the listener will more easily understand the speaker. So good pronunciation will help strengthen the listener and speaker relationship in the conversation. Having good pronunciation will make it easier for the speaker and listener to have a conversation.²

Pronunciation learning is currently still less innovative, pronunciation learning in the digital era should focus on technology, because technology has become an integral part of our daily lives, significantly impacting social, technological, and educational spheres, including English language teaching.³

¹ Nafisa Raimovna Kobilova, "Importance of Pronunciation in English Language Communication," *Academic Research in Educational Sciences* 3, no.6 (September, 2022), 593, <https://voiceofresearch.org/Doc/Sep-2018/Sep-2018_5.pdf>.
https://voiceofresearch.org/Doc/Sep-2018/Sep-2018_5.pdf.

² Dewi Azeng Kartini Br. Silaban and Marlin Steffi Marpaung, "Students' Perceptions of Using TikTok Application in Improving Pronunciation," *JIIIP - Jurnal Ilmiah Ilmu Pendidikan* 7 no.4 (April, 2024), 78, doi:10.54371/jiip.v7i4.4321.

³ Saleem Mohd Nasim, Farooq Altameemy, and Jamal Mohammad Ahmad Ali, "Effectiveness of Digital Technology Tools in Teaching Pronunciation to Saudi EFL Learners Prince Sattam Bin Abdulaziz University , Saudi Arabia Razia Sultana Qassim University , Saudi Arabia," *FWU Journal of Social Sciences* 16, no.3 (2022), 43, https://www.researchgate.net/profile/Saleem-Mohd-Nasim/publication/364354590_Effectiveness_of_Digital_Technology_Tools_in_Teaching_Pronun

One application that can be used in improving Pronunciation skills is the English Sounds application. The English Sounds application can improve pronunciation because this application will help the speaker in improving the pronunciation in English. The English Sounds app is designed to help learners enhance their pronunciation abilities and build self-assurance when speaking English words. Additionally, the application aims to provide an engaging and enjoyable educational experience that keeps students motivated rather than disinterested.⁴

From observations that have been made, show that SMPN 2 Malangke Barat still rarely uses applications in learning English and in learning English, Students demonstrate minimal enthusiasm and lack the necessary motivation for English language learning. The Pronunciation level of students at SMPN 2 Malangke Barat is still at the base level and lacks confidence in pronouncing words in English especially in class VIII A.

In the current era of applications being important in helping speakers to improve their skills in speaking English properly and correctly, now technology has played an important role and facilitates the world of education in teaching Pronunciation. Using technology to improve pronunciation can also be an interesting solution for students.⁵ The English sounds application is a good application, the application can provide structured and targeted exercises, in addition the application also provides access to sharing resources such as voice, video tutorials, interactive exercises and will allow learning to be accessed anywhere and anytime.

ciation_to_Saudi_EFL_Learners/links/634ecd7c12cbac6a3ed73533/Effectiveness-of-Digital-Technology-Tools-in-Teaching-Pronunciation-to-Saudi-EFL-Learners.pdf.

⁴ Falasifa Ajda, "English Sounds Application' To Improve Students' Pronunciation," *Banten: UIN Sultan Maulana Hasanudin Banten*, (2022).

⁵ Achmad Teguh Wibowo and others, "Speech Application Programming Interface for English Pronunciation Learning," *Scitepress*, (2020), 123, doi:10.5220/0008903803210325.

Based on the previous, the researcher would like to do a research titled "**The Use of "English sounds" Application in teaching Students' pronunciation at the 8th Grade at SMPN 2 Malangke Barat**" Which can increase students pronunciation. Seeing the lack of English pronunciation skills in class 8th students at SMPN 2 Malangke Barat, the objective of this research is to strengthen these skills by utilizing English Sounds application in learning English. Consequently, this research is expected to offer substantial value in advancing the effectiveness of English language instruction within educational settings.

B. Research Questions

Building upon the established background, the researcher constructs the following research question:

How to teach pronunciation by using English sound application effectively to improve students' pronunciation of the eight grade of SMPN 2 Malangke Barat?

C. Objective of The Research

Base on the research questions, the researcher sets the following research objectives:

To find out the effective ways in teaching pronunciation using English sounds application to improve the pronunciation of students in the eighth grade of SMPN 2 Malangke Barat.

D. Significance of the Research

The researcher hope this research will provide benefits for specific population as follows:

1. For the Teacher

The researcher hope this research is useful for teachers in developing teaching method to be more effective to improve students' pronunciation abilities. Teachers can use the English sounds application to help in learning to make it more interactive and interesting.

2. For the Students

The researcher anticipates that this research will offer advantages to students in enhancing their pronunciation abilities. Students can use the English sounds app for practice in improving their pronunciation.

3. For the researcher

The research anticipate that this research will contribute fresh insights for developing instructional approaches that can enhance English pronunciation abilities. The researcher can use the results of this research as a basis for further research in the same field.

E. Scope of the Research

The focus of this research is to determine the most effective way to use the English Sounds app in pronunciation learning to improve the ability of eighth-grade students at SMPN 2 Malangke Barat to pronounce English vowel sounds, particularly in mastering English vowel sounds, including: [aʊ, eɪ, i, ju, oo, u, æ, ɑ, ɔɪ, ɔ, ɔɪ, ε, ɪ, ʊ, ʌ].

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

There are several researched that have been conducted and are related to this research. Those are:

Improving Students' Pronunciation Ability in Speaking Using "Hello English" Application. This collaborative action research study in an educational setting aimed to examine the effectiveness of the Hello English application in improving students' spoken pronunciation abilities. Both qualitative and quantitative data were gathered. The quantitative data came through assessment scores measuring students' pronunciation competency, while the qualitative gathered via questionnaire responses regarding participants' experiences with the Hello English application. The results show how using the Hello English app can help students become more proficient in pronouncing words correctly through repeated practice. This app has been proven to provide consistent feedback to students so that they can gradually and continuously improve their pronunciation.⁶

Improving Students' Pronunciation Skills Using Elsa Speak Application. Using the Elsa Speak application to help students pronounce words more clearly. This research aims to introduce the Elsa Speak application as a tool for enhancing students' pronunciation. Classroom action research was used to perform this research. Three cycles of this research were carried out, and students' scores increased steadily from the first to the third. The findings indicate that the use of the Elsa Speak app has benefited students' English

⁶ Maria Arina Luardini and Natalina Asi, "Improving Students' Pronunciation Ability in Speaking Using "Hello English" Application," *Natalina Asi Journal Compound* 7, no.2 (December, 2019), 40. <https://e-journal.upr.ac.id/index.php/JCP/article/download/635/537>.

pronunciation skills. In addition, this app provides corrections that allow students to immediately identify and correct their pronunciation mistakes.⁷

English Sounds Application to Improve Students' Pronunciation. Using English Sounds to Help Students Pronounce Words Correctly. The objective of this research was to examine students' pronunciation competence and explore how the implementation of English sound systems influenced the English pronunciation learning process. Experimental research was used to carry out this research in particular, the research constituted a quasi-experiment. According to the research's findings, using the English Sounds Application significantly increased students' pronunciation. Thus, it can be said that the use of English sounds can be approved as a learning tool for enhancing pronunciation.⁸

Improving the Students' Pronunciation Ability by Using Elsa Speak App. This research sought to ascertain whether the Elsa Speak application improved students' supra-segmental English pronunciation abilities and find out how the students felt about using the application. The methodology used in this research is the One Group Pre-experimental design. Research findings indicate that the Elsa Speak application effectively assists learners in improving their pronunciation skills. The research revealed that students demonstrated enhanced self-assurance in English speaking abilities following consistent use of the application. This means that students responded well to using the Elsa Speak app.⁹

⁷ Anggraini, "Improving Students' Pronunciation Skill Using Elsa Speak Application," *Journey: Journal of English Language and Pedagogy* 5, no.1 (31, March, 2022), 135, doi:10.33503/journey.v5i1.1840.

⁸ Falasifa Ajda, "English Sounds Application' To Improve Students' Pronunciation," *Banten: UIN Sultan Maulana Hasanudin Banten*, (2022), 40.

⁹ Nur Wahid Akhmad and Ahmad Munawir, "Improving the Students' Pronunciation Ability by Using Elsa Speak App," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no.1 (June,2022), 846, doi:10.24256/ideas.v10i1.2868.

The Effectiveness of Using Cake Application on Students' Pronunciation Skill at SMP Unismuh Makassar. This research aimed to investigate the effectiveness of the Cake Application in enhancing pronunciation abilities among ninth-grade students at SMP Unismuh Makassar. The research utilized a quantitative approach with a pre-experimental design. The findings demonstrate that the Cake application proves to be efficient and beneficial for developing students' pronunciation competencies. This efficacy is demonstrated through the notable enhancement observed in student performance scores when comparing pre-application and post-application learning outcomes.¹⁰

Based on several researched that have been reviewed, it can be concluded that the use of mobile applications is effective in improving students' pronunciation skills. However, there are several differences and similarities between this research and previous researched that need to be analyzed to provide a clear context for the contribution of this research in the field of pronunciation learning through mobile technology.

This research has several fundamental differences from previous researched. First, in terms of the selection of learning applications, the four previous researched used different applications, namely Hello English, Elsa Speak, and Cake, while this research used the English Sounds application as a medium for pronunciation learning. Second, there are differences in the research methodology, where the three previous researched used experimental and pre-experimental methods with a quantitative research design, while this research used the Classroom Action Research (CAR) method. Third, the location of this research differs from the five previous researched because this research was conducted at SMPN 2 Malangke Barat, which provides a different

¹⁰ Sri Hermawati, Nurdevi Bte Abdul, and St. Asmayanti AM, "Effectiveness of Using Cake Application on Students' Pronunciation Skills At Smp Unismuh Makassar," *English Language Teaching Methodology* 3 no.3 (December, 2023), 309, doi:10.56983/eltm.v3i3.536.

context and characteristics of the research subjects compared to previous researched.

Despite these differences, this research also shares several similarities with previous researched. First, two previous research also used the Classroom Action Research method, the same as the method used in this research. Second, there are previous researched that also used the English Sounds application as a learning medium, providing a relevant basis for comparison. Third, the most fundamental similarity is the research objective, where previous researched aimed to improve students' English pronunciation skills, in line with the objective of this research. Previous research results showed an improvement in pronunciation skills and an increase in students' confidence in speaking English, while the problems faced in this research, namely low pronunciation skills and a lack of confidence in speaking English, are also the same problems faced in previous researched. Therefore, this research is expected to complement and strengthen the findings of previous researched, particularly in the context of using the English Sounds application through the Classroom Action Research approach at SMPN 2 Malangke Barat.

B. Literature Review

1. The concept of Pronunciation

a. Definition of pronunciation

Pronunciation is the way words and sounds are used in English. Pronunciation includes intonation, stress, vowels and consonants, and other sound patterns used to form words and sentences.

Pronunciation is a way of producing sounds, a way of conveying meaning, pronunciation is the most important aspect of a language and

plays an important role so that words and sentences can be properly comprehended by the audience.¹¹

Pronunciation is very important in communicating because if it is wrong in pronunciation then the listener will be wrong in interpreting.¹² To develop efficiency in communicating, it is necessary to understand how sound is made and how pressure is used.¹³

From the definition above, the researcher uses the English sounds application to improve student pronunciation. Pronunciation is one of the important things in speaking English, therefore, learning pronunciation is very important.¹⁴

b. The elements of pronunciation

The components of pronunciation include segmental and suprasegmental aspects. Those that include segmental features are vocal and consonant while those that include suprasegmental features are stress and intonation.¹⁵

1) Segmental feature

Segmental features are divided into two, namely vowels and consonants. Vowel sounds are divided based on the position of the

¹¹ Gian Anugerah S, "An Analysis of Student's Pronunciation Ability of Interdental Sounds at the Eleventh Grade of MAN Palopo," *Palopo: UIN Palopo*, (August, 2023), 9, <https://repository.iainpalopo.ac.id/id/eprint/7635/1/Gian%20Anugerah%20S.pdf>.

¹² Nafisa Raimovna Kobilova, "Importance of Pronunciation in English Language Communication," *Academic Research in Educational Sciences* 3, no. 6 (September, 2018), 592, https://voiceofresearch.org/Doc/Sep-2018/Sep-2018_5.pdf.

¹³ Tri Wardani, "The Use of Voice Aloud Reader Application To Improve Students' Pronunciation of the Tenth Grade At Sma Negeri 4 Palopo," *Palopo: UIN Palopo*, (November, 2022),10, <https://repository.iainpalopo.ac.id/id/eprint/5868/1/TRI%20WARDANI.pdf>.

¹⁴ Nur Aziza, "The Use of Audiovisual Media to Improve Students' Pronunciation Mastery of Terpadu Al-Hafidz Junior High School Palopo," *Palopo: UIN Palopo*, (Mei, 2022),7, <https://repository.iainpalopo.ac.id/id/eprint/5695/1/NUR%20AZIZA.pdf>.

¹⁵ Roger D, Wilde, Geoffrey Broughton, Christopher Brumfit, Anita Pincas, *Teaching English as a Foreign Language*, Second Edition (Simultaneously published in the USA and Canada, 1980), 52.

tongue in the oral cavity. While the sound of consonant is divided based on place and manner of articulation.

English contains numerous vowel sounds, totaling twenty distinct variations. Among these, twelve are classified as monophthongs (single, pure vowel sounds), while the remaining eight are diphthongs (vowel combinations that glide from one sound to another). Vowels represent speech sounds found in spoken language - examples include sounds like "Ah" [a] and "Oh" [O] - that are articulated with an unobstructed vocal passage, meaning no air pressure accumulates anywhere above the glottis during pronunciation.¹⁶

The vowel sounds in English pronunciation are [i:, I, Ū, u:, e, ə, ɜ:, ɔ:, æ, ʌ, ɑ:, ɒ, ɪə, eɪ, Ūə, ɔɪ, əŪ, eə, aɪ, aŪ].¹⁷

¹⁶ Nafisa Raimovna Kobilova, "Importance of Pronunciation in English Language Communication," *Academic Research in Educational Sciences* 3, no. 6 (September, 2018), 595, https://voiceofresearch.org/Doc/Sep-2018/Sep-2018_5.pdf.

¹⁷ Cynthia Labora Sianipar and Yenita Usuar, "Error Analysis of Students' Pronunciation in Story Telling The Ugly Duckling," *ELEJ-English Language Education Journal* 1, no. 1 (April, 2023), 65, <https://kti.potensi-utama.org/index.php/ELEJ/article/download/285/94>.

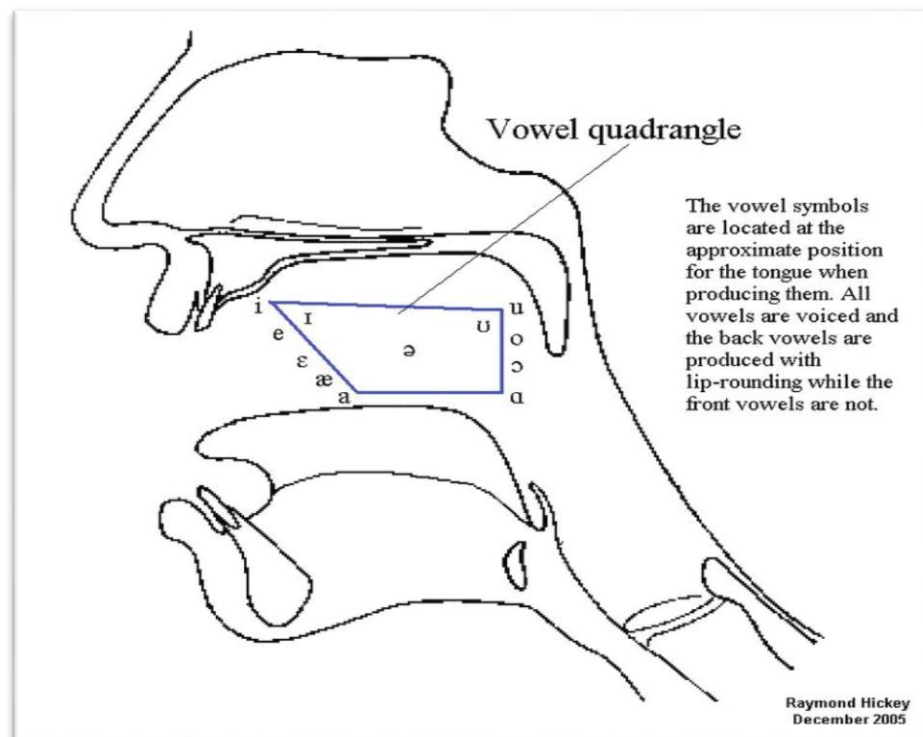


Figure 2.1 Vocal Quadrangle Diagram and Articulator Positions

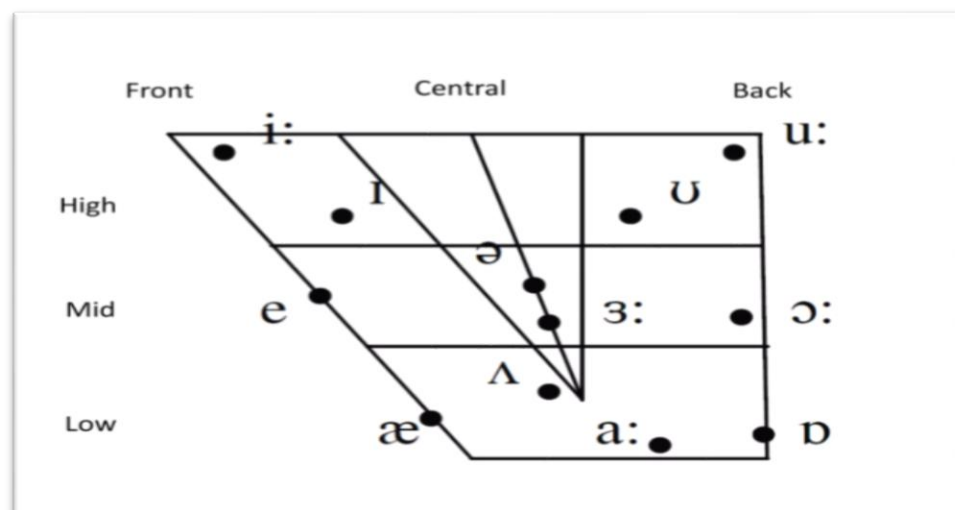


Figure 2.2 Cardinal Vowel Diagram

Consonants are sounds created due to obstruction or blockage of airflow in the vocal tract. This happens because the tongue, lips, teeth, provide resistance in the airflow. Consonants cooperate between parts of the mouth to produce sound. the consonant sounds in English pronunciation are [p, f, t, θ, ʃ, s, ʒ, k, b, v, d, ð, dʒ, z, ʒ, g, h, m, n, ŋ, r, l, w, j].¹⁸

2) Suprasegmental

Suprasegmental is something that accompanies phonemes which can be in the form of sound pressure or intonation, long-short or pitch, then sound vibrations will show certain emotions. The suprasegmental is an element that "accompanies" and influences the sounds of language.¹⁹ Suprasegmental features include stress and intonation.

Stress refers to the prominence given to specific syllables within spoken phrases. When a word has more than one syllable, then one of the syllables is emphasized more strongly than the other. Stress can alter how a sentence is interpreted, in the words "record"(rekaman) and "record"(catatan), emphasis on both the first and second syllables will change the meaning of the word.

Intonation is the tone used when speaking. Intonation is also known as a phrase or where a sentence is spoken using an up-and-down tone. That's called intonation. In spoken language, intonation

¹⁸ Cynthia Labora Sianipar and Yenita Usvar, "Error Analysis of Students ' Pronunciation in Story Telling The Ugly Duckling," *ELEJ-English Language Education Journal* 1, no. 1 (April, 2023), 68, <https://kti.potensi-utama.org/index.php/ELEJ/article/download/285/94>.

¹⁹ Wahyu Oktavia, "Penamaan Bunyi Segmental Dan Suprasegmental Pada Pedagang Keliling," *Jurnal Bahasa Lingua Scientia* 10, no.1 (June, 2018), 6, doi:10.21274/lis.2018.10.1.1-16.

plays a very important role, native speakers use intonation so that the desired meaning and impact are conveyed well.²⁰

2. Vowels Sounds

a. The front–back dimension

1) Front Vowels

The front vowels /i:/, /ε/, and /æ/ are articulated with the tongue positioned near the front teeth or alveolar ridge. The /i:/ sound involves a high tongue position towards the front of the mouth, while /ε/ is produced with a slightly lower and more relaxed tongue position. The /æ/ sound is characterized by a relatively open mouth and a lowered tongue position.²¹

Examples of front vowels in English include:

- /i:/ as in "see"
- /ε/ as in "bed"
- /æ/ as in "cat"

²⁰ Yadgorova Tolibovna, "Importance of Teaching the Pronunciation of Suprasegmental Features of English," *Ijssir* 12, no.5 (May, 2023), 6, <https://gejournal.net/index.php/IJSSIR/article/view/1745>.

²¹ Yuni Lubis, "A Comprehensive Literature Review on English Vowels," *JURNAL JUPENSI* 3, no.2 (August, 2023), 4, doi:10.7752/jpes.2023.07198.

2) Central Vowels

The central vowels are produced with the tongue positioned in the middle of the mouth, they are neither behind nor in front in terms of tongue placement.²²

Examples of center vowels in English include:

- /ə/ as in "about"
- /ʌ/ as in "but"

3) Back Vowels

English back vowels are formed by moving the back of the tongue toward the back of the mouth. This retraction creates a larger space in the mouth compared to front vowels.²³

Examples of back vowels in English include:

- /u:/ as in "moon"
- /ʊ/ as in "book"
- /ɑ:/ as in "car"
- /ɒ/ as in "hot"
- /ɔ:/ as in "law"

²² Yuni Lubis, "A Comprehensive Literature Review on English Vowels," *JURNAL JUPENSI* 3, no.2 (August, 2023), 4, doi:10.7752/jpes.2023.07198.

²³ Yuni Lubis, "A Comprehensive Literature Review on English Vowels," *JURNAL JUPENSI* 3, no.2 (August, 2023), 5, doi:10.7752/jpes.2023.07198.

b. The high–low dimension

1) High vowels

The high vowel is, the closer the tongue is to the roof of the mouth. However, if the tongue gets too close, it creates friction, resulting in a consonant sound rather than a vowel sound.²⁴

Example of high vowels in English include:

- /ɪ/ as in “Kit”
- /i:/ as in “Fleece”
- /ʊ/ as in “Foot”
- /u:/ as in “Goose”

2) Low vowels

Low vocals are a way of saying where the tongue is not raised, but lowered from its resting position, when producing low vocals, the mouth can be felt open and the jaw falls, it is not even easy to know what the tongue is doing.²⁵

Example of low vowels in English include:

- /æ/ as in “trap”
- /ɑ:/ as in “lot”

3) Mid vowels

In addition to high and low vowels, there's a middle category (mid vowels). These can be further divided into high-mid or low-

²⁴ April McMahon, *An Introduction to English Phonology*, Second Edition, (Edinburgh University Press Ltd, 2003), 70.

²⁵ April McMahon, *An Introduction to English Phonology*, Second Edition, (Edinburgh University Press Ltd, 2003), 71.

mid, depending on whether they're closer to the high or low end of the vowel scale.²⁶

Example of mid vowels in English include:

- /eɪ/ as in “face”
- /o:/ as in “goat”
- /ɛ/ as in “dress”
- /ɔ:/ as in “thought”
- /ə/ as in “about”
- /ʌ/ as in strut

c. Length

1) Long vowels

To produce long vowel sounds in English, we need to adjust the position of the tongue, lips, and oral cavity precisely. These movements make the vocal sound longer and clearer.

- /i:/ as in “fleece”
- /u:/ as in “goose”
- /o:/ as in “goat”
- /ɔ:/ as in “thought”
- /ɑ:/ as in “palm”
- /ɛr/ as in “nurse”

2) Short vowels

Short vowel sounds in English are produced through a series of complex movements in the oral cavity and throat. This process

²⁶ April McMahon, *An Introduction to English Phonology*, Second Edition, (Edinburgh University Press Ltd, 2003), 71.

involves the interaction between the tongue, lips, teeth, and soft palate. When we pronounce short vowels, the position of the tongue and lips forms a specific configuration that narrows the vocal channel. This constriction causes the air coming out of the lungs to vibrate at a certain frequency, producing a distinctive sound. The duration of short vowel sounds is generally very short, in contrast to long vowels.

- /ɪ/ as in “kit”
- /ɛ/ as in “dress”
- /æ/ as in “trap”
- /ʊ/ as in “foot”
- /ə/ as in “about”
- /ʌ/ as in “strut”

3. Concept of English Sounds Application

a. Definition of English Sounds Application

The English sounds is a digital platform created to assist in pronouncing and improving pronunciation in English. The app is designed with a variety of features and content to provide structured training, and provide immediate feedback, as well as a non-boring experience. This app is made for Education.

English sounds application is an application consisting of descriptions, images, sounds, words, phonetics, and videos that aims to help students practice pronunciation in English. The English sounds app is easily accessible for students to practice pronunciation because there

are phonetics that explain how to pronounce words in English correctly.²⁷

b. Feature of English Sounds Application

- 1) To access the English Sounds application on the phone, download English Sounds application on the google play Store for android users, and App Store for iOS user

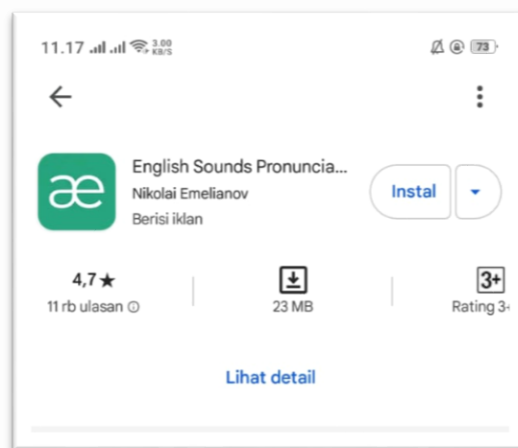


Figure 2.3 English Sounds Application Download on Google Play Store

- 2) When the downloading process is finished, install the software and start the English Sounds application

²⁷ Falasifa Ajda, "English Sounds Application' To Improve Students' Pronunciation," *Banten: UIN Sultan Maulana Hasanudin Banten*, (2022), 28.

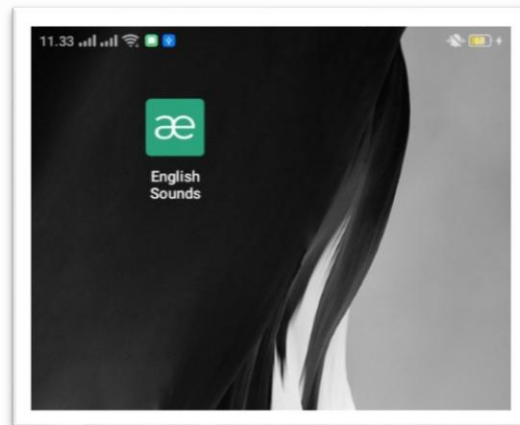


Figure 2.4 English Sounds Application Installation and Opening Process

- 3) After the application is opened, you will see the features on the English Sounds application, here are the features in the application:
 - a) The first feature when the application is opened, will show vowel sounds, R-controlled vowels, and consonant sounds.

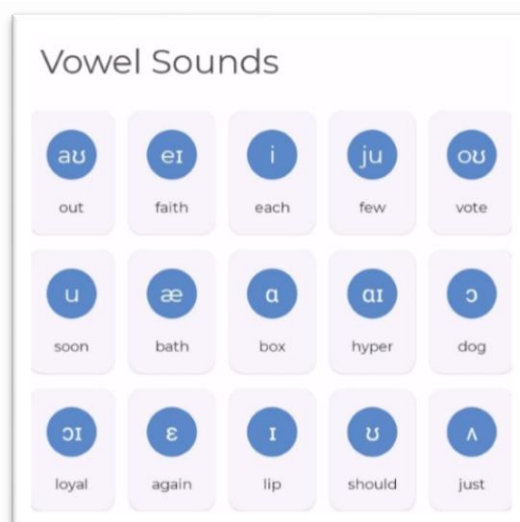


Figure 2.5 Main Menu Display of English Sound Application Features

- b) The second feature, when one of the symbols is opened, it will show an illustration along with an explanation and how to mention the symbol, and if the user wants more explanations, then the user can play the explanation video

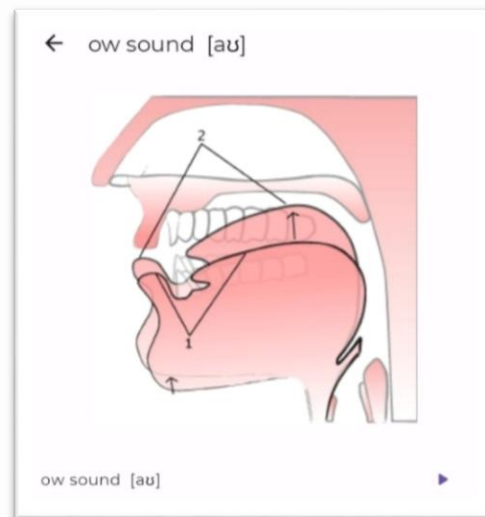


Figure 2.6 Symbol Detail Page with Illustration and Explanation Features

- c) The third feature, the application provides various examples of words if the symbol is located at the beginning, at the end, or at the middle of the word

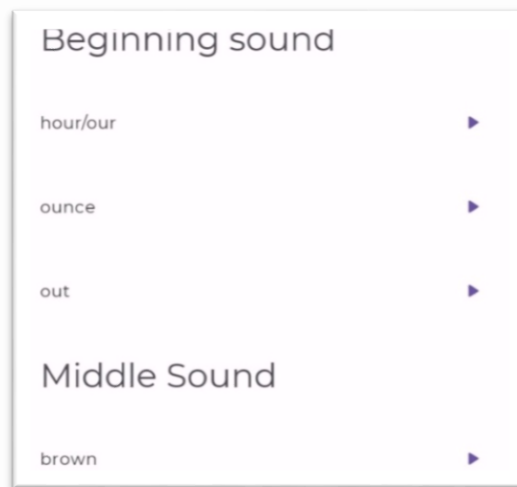


Figure 2.7 Symbol Detail Page with Illustration and Explanation Features

- d) The fourth feature, this application provides various video explanations of contrasting sounds, most common words, advances exercises, vowel sounds, R-controlled vowels, and consonant vowels. In addition, each video provides pronunciation exercises

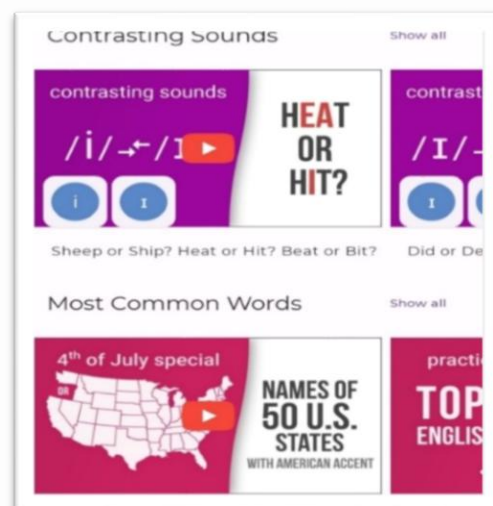


Figure 2.8 Video Tutorial Menu for Pronunciation Practice and Exercises

- e) The fifth feature, this application provides a voice recording feature, so users can hear the pronunciation of the native speaker then the user records the voice and compares it with the native speaker, so the user can correct the wrong pronunciation.

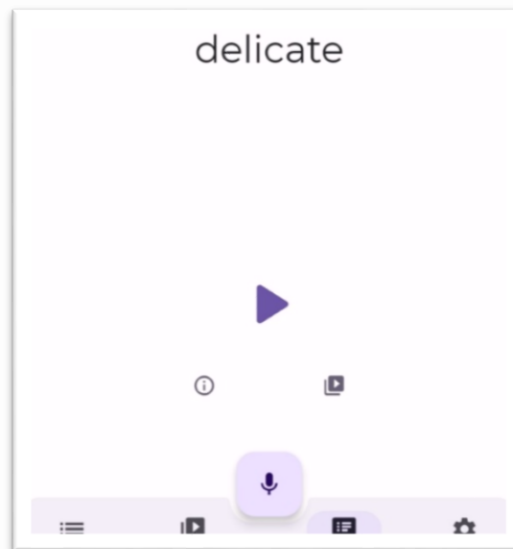


Figure 2.9 Voice Recording Feature

4. English Sound Application in Teaching Pronunciation

English sounds application is a tool with video and sounds features that can help students learn pronunciation well, by hearing sounds and seeing phonetics, Students demonstrate increased attention and enjoyment when learning pronunciation through informal methods, as this relaxed approach facilitates both practice and comprehension, English sounds application is a great tool to learn pronunciation, because students can hear the pronunciation correctly from the native, and then practice it, students can also tell if the pronunciation is wrong.²⁸

²⁸ Falasifa Ajda, "English Sounds Application' To Improve Students' Pronunciation," *Banten: UIN Sultan Maulana Hasanudin Banten*, (2022), 31.

The use of English Sounds in teaching English language pronunciation has a number of advantages. First, voice apps allow students to listen to examples of correct pronunciations over and over again. This is very important because students can imitate the right intonation, rhythm, and pronunciation. Second, voice apps provide an instant feedback feature that allows students to compare their pronunciation with the original examples. Thus, students can identify the mistakes they make and make corrections independently. Finally, voice applications make learning more interactive and engaging, so students are more motivated to keep practicing. Even students find learning English using an app a fun way to learn.²⁹

Although the English Sounds app has various advantages in supporting English phonology learning, there are several disadvantages that need to be considered in its implementation. First, the app relies on an internet connection, meaning that video features cannot be accessed when users are offline. This limitation poses a significant challenge, as not all users have stable and consistent internet access, particularly in areas with limited technological infrastructure. Second, the English Sounds app does not yet offer interactive features that allow users to input words or phrases independently and listen to their pronunciation in real-time.

5. The Strategy in Teaching Pronunciation

In teaching pronunciation, the use of auditory, visual and kinesthetic, can help students understand and master the pronunciation of sounds in the language being taught. The following is an example of using these three methods.³⁰

²⁹ Nyak Mila, Nora Fitria, "The Use of ELSA Application in Teaching Pronunciation," *English LAnguage Study and Teaching (ELASTE)* 5, no.1 (2024), 29, DOI: 10.32672/elaste.v5i1.7770.

³⁰ Falasifa Ajda, "English Sounds Application' To Improve Students' Pronunciation," *Banten: UIN Sultan Maulana Hasanudin Banten*, (2022), 24.

a. Auditory

This method involves hearing the sound and repeating it back. Teachers can use audio files to introduce and practice difficult sounds. Students may also be asked to listen to the voiceovers of other people, such as native speakers in videos or audio recordings. In addition, teachers can also provide verbal instructions to students, clarifying sound pronunciation and providing opportunities to practice together.

b. Visual

This method involves the use of pictures, graphs, and diagrams to help students understand the position of the lips, mouth, tongue in producing different sounds. The teacher can display a visual representation of the location and movement of the body parts involved in producing certain sounds. This can help students identify and correct errors in their pronunciation.

c. Kinesthetic

This method involves physical movements and body feelings in practicing and improving pronunciation. Teachers can use techniques such as lip, mouth, and tongue movements to help students understand and master difficult sounds. In this method, students can also be asked to attach touch to certain body parts when pronouncing sounds.

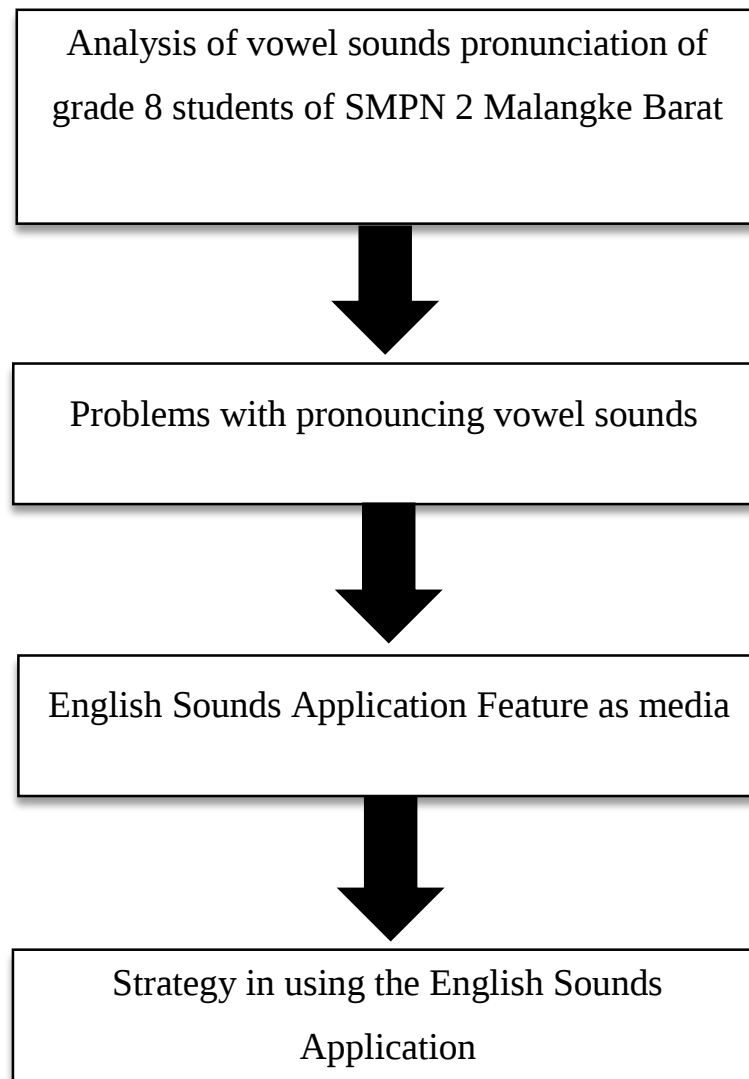
When the teacher integrate these three pronunciation teaching approaches, they establish a comprehensive and diverse educational setting that enables learners to better comprehend, rehearse, and enhance their pronunciation skills.

This research applies a combination of auditory and visual strategies in learning vowel sounds using the English Sounds app. The auditory strategy is implemented through the example word feature, which provides audio of vowel

sounds in various word positions (at the beginning, middle, and end) to provide contextual understanding; and the voice recording feature, which enables students to record their own pronunciation and compare it with the standard of native speakers until they achieve the correct accuracy. Meanwhile, visual strategies are applied through explanatory videos that detail the positions and movements of articulatory organs such as the tongue, lips, and mouth in producing each specific vowel sound. The combination of these two strategies was chosen because it not only aligns with the multimedia features provided by the English Sounds app but also helps students understand both the theoretical and practical aspects of pronunciation through simultaneous auditory and visual input, resulting in comprehensive learning and enhancing students' confidence in pronouncing English vowel sounds.

C. Conceptual Framework

The researcher designed a conceptual framework that aims to see how students' pronunciation improve. Here is a diagram showing the conceptual framework:



This research uses a structured approach with four connected steps to help solve students' problems with pronouncing vowel sounds. These four steps are arranged in order and work together to reach the main goal: helping students get better at pronouncing vowel sounds by using educational technology in their learning.

The first step involves identifying and examining problems. This starts by carefully studying how well eighth-grade students at SMPN 2 Malangke Barat can pronounce English sounds. During this step, the researcher finds out what

specific problems students have when trying to say English vowel sounds correctly. This examination provides the basic foundation for understanding how good students are at pronunciation before any teaching methods are applied to help them improve.

Based on the results of the identification in the first stage, the second stage is problem analysis, which involves conducting an in-depth analysis of the previous findings. At this stage, various problems with vowel pronunciation sounds experienced by students were identified, and the overall level of students' pronunciation abilities was determined. This diagnostic stage provides a comprehensive overview of the actual condition of students' pronunciation abilities, which then serves as a reference for selecting the most appropriate learning solution to meet students' needs.

After the issues are identified and the students' proficiency levels are known, the third stage is the implementation of solutions, which involves the implementation of technology-based solutions to address the diagnosed issues. This stage involves the selection and use of the English Sounds Application as an interactive learning tool specifically designed to enhance students' pronunciation skills. The implementation of this technology includes the integration of application features that support pronunciation learning, such as audio comparison to compare students' pronunciation with that of native speakers, visual feedback to provide visual guidance, and practice exercises for intensive training. The use of this technology also enables real-time feedback to students, making the learning process more responsive and effective.

The final stage is the implementation of the English Sounds Application strategy to improve students' pronunciation skills. This strategy involves several systematic approaches: first, students are given guidance on how to use the application, focusing on the available vowel sound practice modules. Then, a structured learning method is applied where students watch a 15-20 minute video explaining the material, after which the teacher asks students to practice

pronouncing vowel sounds so that the teacher can monitor each student's progress.

D. Hypothesis

Based on this research, two hypotheses have been formulated:

Ha: There are effective ways to use the English Sounds application that can significantly improve the pronunciation skills of 8th grade students at SMPN 2 Malangke Barat.

H0: There are no effective ways to use the English Sounds application that can significantly improve the pronunciation skills of 8th grade students at SMPN 2 Malangke Barat.

CHAPTER III

RESEARCH METHOD

A. Types and Design of Research

1. Type of Research

This type of research was Classroom Action Research (CAR). This research conducted within a classroom setting, designed to address real-world problems encountered by teachers or lecturers regarding their students. Classroom action research is a series of observation activities carried out continuously in a classroom context, where all variables studied are directly related to real conditions in the classroom. This research aims not only to identify the causes of learning obstacles, but also to focus on the preparation and implementation of concrete actions to improve the quality of the learning process and overall learning outcomes. The process of Classroom Action Research consists of four distinct steps: namely planning, action, observation, and reflection.³¹

2. Design of Research

In general, there were four steps in conducting classroom action research, namely (1) planning, (2) Action, (3) observation, and (4) reflection.³² The research was completed in two cycle. Cycle I went through multiple steps including planning, action, observation, and reflection. Cycle II was conducted to improve upon cycle II. The diagram that follows illustrates both phases of the research.

³¹ Kurt Lewin, "Action Research and Minority Problems," *Journal of Social Issues* 2, no.4 (1946), 34, doi:10.1111/j.1540-4560.1946.tb02295.x.

³² Kurt Lewin, "Action Research and Minority Problems," *Journal of Social Issues* 2, no.4 (1946), 34, doi:10.1111/j.1540-4560.1946.tb02295.x.

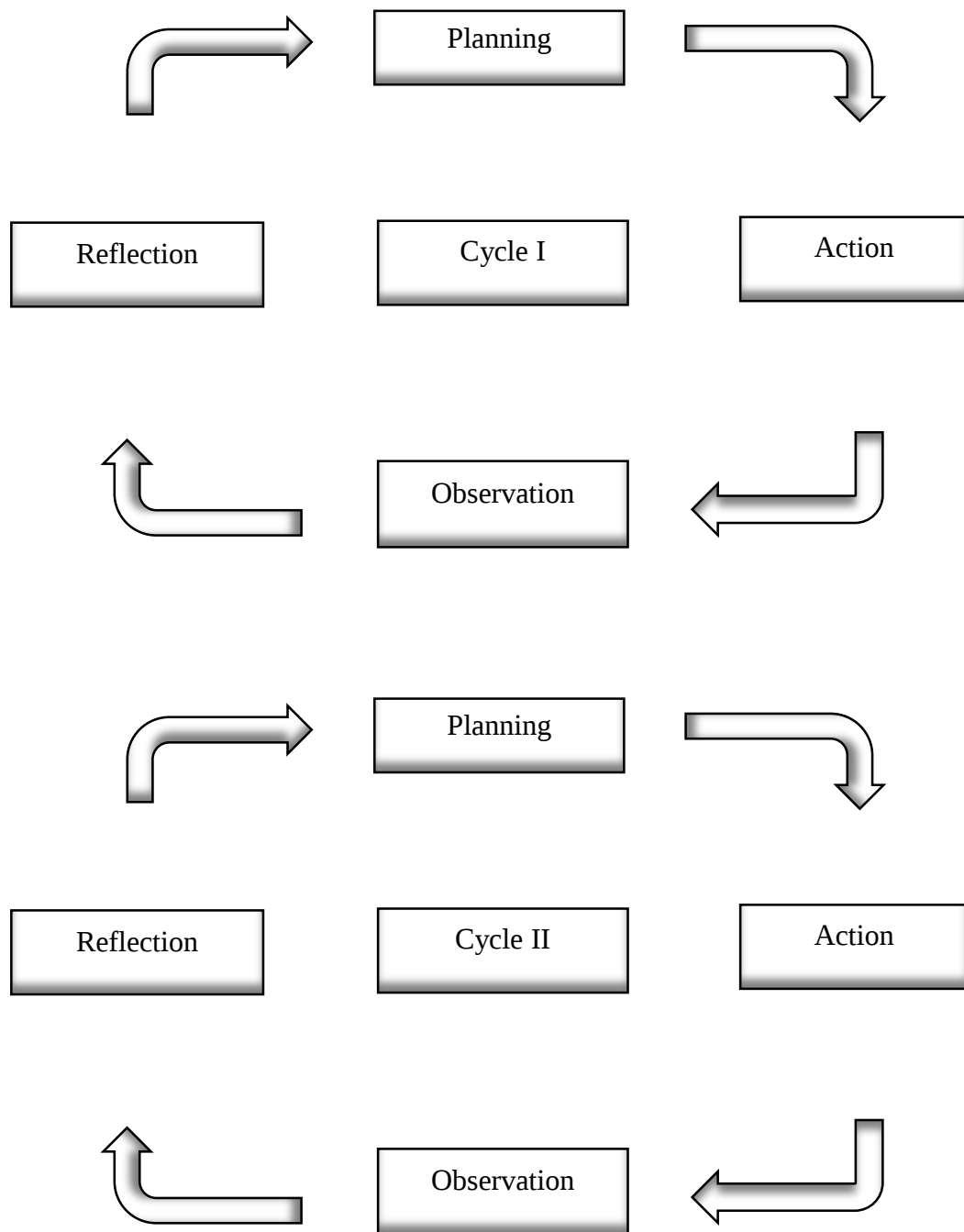


Figure 3.1 Classroom Action Research Model Kurt Lewin

B. Research Procedure

1. Subject of the Research

a. Population

This research target population comprised students in grade VIII students of SMPN 2 Malangke Barat with a total of 2 classes, namely class A and class B with a total population of 31 students.

b. Sample

The researcher focused the research on class VIII A, which had a total of 15 students. This class was chosen because it was identified as having pronunciation problems that required special attention. Based on these issues, the researcher designated class VIII A as the subject of the research and conducted research in that class to address the existing pronunciation problems.

2. Time of the Research

This research was conducted from May 7 to June 30, 2025, and covered the entire research schedule, from the pre-cycle to the final results of Cycle 2.

3. Location of the Research

This Classroom Action Research (CAR) took place at SMPN 2 Malangke Barat, located in Kabupaten Luwu utara, South Sulawesi. The researcher chose SMPN 2 Malangke Barat as the study site for several clear reasons. First, through early observations, the researcher discovered that students had notable difficulties with English pronunciation, showing that their speaking skills needed improvement. Second, the school was willing to cooperate and showed enthusiasm for activities aimed at enhancing

teaching quality through classroom action research. The diagram below shows the two cycles of the study. Third, the accessibility of the location allowed the researcher to conduct observations and data collection optimally. These conditions made SMPN 2 Malangke Barat an appropriate setting for implementing learning strategies that could improve students' pronunciation skills through the Classroom Action Research approach.

4. Research Procedure in CAR

1. Planning

At this stage, it is explained about what, why, where, when, how. Classroom action research is also a research who is carried out for self-reflection.³³ Therefore at this stage the teacher also make observations on themselves, which is when the researcher apply approaches, models, or methods that aim to solve problems when research is carried out. When research, peer engagement is needed to assist in assessing the activity. In this stage, the teacher also explains the preparation for the action of the research process, namely the learning implementation plan and observation instruments.

2. Action

At this stage, the teacher implement action planning. When implementing, the teacher must follow the stages or planning that has been compiled before.

³³ Ni Nengah Persi, Ni Wayan Sri Darmayanti, Kompyang Selamat, Ni Putu Ayu Hervina Sanjayanti, Dr. Dimas Qondia, Komang Wisnu Budi Wijaya, Kadek Yudista Witraguna, Ketut Manik Asta Jaya, *Penelitian Tindakan Kelas (PTK): Panduan Dan Implementasinya Bagi Guru Dan Mahasiswa*, First Edition, (Cahaya Dhanvantari, 2016) 11.

3. Observation

At this stage the activities carried out, namely observation of the student learning process, observation can be made during the learning process. In addition, observations on the teacher are also carried out during the learning process, these observations are carried out by peers (collaborators). The collaborator observes the learning process based on pre-compiled instruments. Then the results of these observations will be a reflection on the next learning

4. Reflection

At this stage, the results of reflection are used as material for consideration in subsequent cycles. So, reflection is an activity, analysis, expansion, explanation of conclusions, and identification in planning the next cycle.

C. Research Target

This research establishes indicators of success based on observations made during the learning process. The criteria for success are as follows: first, student participation in learning activities must reach a minimum of 70%; and second, there must be an increase in scores from the pre-test to the post-test in the second cycle that meets the Minimum Passing Criteria (KKM) of 75. If both indicators are met, the classroom action research can be declared successful, and the learning cycle is terminated. Conversely, if the targets are not met, the researcher will continue with the implementation of improvement strategies in the next cycle.

D. Instrument of the Research

1. Observation sheet

In this research, participatory observation was used as the main data collection method, whereby the researcher was directly involved in the activities being observed and collected data as a source for the research. The researcher observed and recorded the entire process, from preparation to evaluation of the research activities, with a focus on two main subjects, namely teachers and students, during the learning process. To ensure systematic and structured data collection, this observation uses an observation sheet as an observation instrument consisting of 10 observation aspects, with 5 specific points to observe the activities and behavior of teachers in managing learning, and 5 other points to observe the responses and participation of students during learning activities. Through this participatory observation approach, the researcher can obtain comprehensive and in-depth data on the dynamics of learning interactions between teachers and students in the context of the research conducted.

2. Questionnaire

From the survey results, it was known how students responded in using the English sounds application. The number of questions that were given to students was 10 questions with predetermined answers, namely (Strongly disagree, disagree, simply agree, agree, strongly agree).

3. Test

Tests were used as a method to check student learning progress during the study. By using tests to measure student performance, the researchers were able to determine the students' pronunciation abilities and knowledge.

An initial test was given to students at the beginning of the researcher to assess their abilities before starting the intervention. During this phase, researchers examined students' pronunciation skills by presenting them with a set of 10 words. This preliminary evaluation was administered to enable researchers to determine the baseline level of students' pronunciation proficiency, specifically in pronouncing vowels sounds.

Test cycle I was done after the learning finished to see whether students improved their way of pronouncing words. At this stage the researcher assessed the student's pronunciation by giving 10 words to know the level of the student's after the treatment conducted, then the student pronounced the words then the researcher assessed the extent of the increase in the student's pronunciation.

At the lesson's conclusion, a follow-up assessment was done to measure whether students' speaking skills had gotten notably better than in the first cycle. At this stage, the researcher assessed students' pronunciation by giving them 10 words to gauge consistency and improvement in pronunciation after receiving additional treatment. Students then pronounced the words, and the researcher evaluated the extent of the improvement in pronunciation compared to the results of Cycle I and analyzed the effectiveness of the learning methods implemented.

E. Procedure of Data Collection

1. Pre-Test

Before starting the main research, an initial assessment was done to check students' pronunciation skills. The researcher gave students a pronunciation test with 10 words containing different vowel sounds to measure their current pronunciation ability.

2. Cycle I

a. Planning

During the planning phase, the researcher designed learning process activities based on the established learning objectives. Then the research prepared research instruments. Then the researcher prepared an observation sheet that was used to observe teachers and students so that the researcher knew the activities and learning outcomes of students during the learning process. Next, the researcher identified the problem and then planned a learning plan, then chose the appropriate learning technique and set the criteria for student achievement.

b. Action

Implementing the activities that were designed in the preliminary planning stage.

1) Pre pronunciation

Before starting the lesson, the teacher said hello to the students. The teacher then led the class in reciting a prayer. Following this, the teacher asked about the students' well-being and marked who was present or absent.

2) While pronunciation

The teacher began by showing students the English sounds application, followed by a demonstrated how to operate the app. The teacher gave more details about pronunciation. The teacher then discussed vowel sounds that needed improvement. Finally, students had the opportunity to ask questions.

3) Post pronunciation

At this stage, the teacher asks students to open the English sounds application that students have downloaded on their respective cellphones, next, the instructor asks students to access the vowel sounds that were introduced earlier in the lesson. then students are asked to open the video feature which contains an explanation of vowel sounds along with examples, students are also asked to open other features in the form of example features that can help students recognize vowel sounds better.

4) Produce

At this stage, the teacher asks students one by one to pronounce the words on the board which are words related to the vowel sounds that the students have learned from the explanatory video, then the teacher can analyze the students' correct and incorrect pronunciation. The teacher closed the class by praying together and saying greetings.

c. Observation

At this stage, the researcher observed the teaching and learning process during the research. In addition, the researcher also observed student

activities and observed student development and participation during the learning process.

d. Reflection

After the teaching process had finished, the researcher performed a reflection phase. The researcher discussed the data that had been obtained from the learning process and observed its weaknesses and strengths. After a failure was found, the researcher provided a solution for Enhancement in the next cycle.

3. Cycle II

a. Planning

In the preparation stage of the second cycle, teachers will implement the following steps:

- 1) Adjust the lesson plan by considering the obstacles encountered by students in the previous cycle.
- 2) Reselect teaching materials and develop an evaluation system and learning instruments to address achievement indicators that still need improvement.

b. Action

Executing the prepared activities from the planning stage.

1) Pre pronunciation

Before the lesson started, the teacher first welcomed everyone, then guided the students through a prayer together. After that, the teacher asked about the students' condition and checked which students had come to class.

2) While pronunciation

The teacher began by showing students the English Sounds application, followed by a demonstration of how to operate it, and concluded with more detailed pronunciation instruction. Then the teacher explained about vowels sounds that would be improved, then students were welcome to ask.

3) Post pronunciation

At this point, the teacher tells students to use the English sounds app they installed on their phones. The teacher instructs students to find the vowel sounds section that was taught before. Students need to watch the video part that shows how vowel sounds work with examples. The teacher also asks students to explore other parts of the app, like the example sections, which help them understand vowel sounds more clearly.

4) Produce

At this stage, the teacher asks students one by one to pronounce the words on the board which are words related to the vowel sounds that the students have learned from the explanatory video, then the teacher can analyze the students' correct and incorrect pronunciation. The teacher concluded the session by having the class pray as a group and exchange good wishes.

c. Observation

At this stage, the researcher observed the teaching and learning process during the research. In addition, the researcher also observed student activities and observed student development and participation during the learning process.

d. Reflection

The evaluation phase starts when learning sessions end. In this phase, the information obtained is reviewed based on student achievement and observations of aspects that need improvement and things that are already going well. To address the shortcomings found, improvement strategies are developed to be applied in the next cycle. If there is a significant improvement in student learning achievement in the second cycle, then no additional cycles are needed.

4. Questionnaire

The researcher gave a questionnaire to the students to see if students liked the application of English sounds in improving pronunciation. The questionnaire was distributed to students following the completion of material delivery.

F. Technique of Data Analysis

In analyzing the learning outcomes of research, students using the given tests, This study applied descriptive statistics to analyze the data.

1. Converting a score to a students' grade

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total number}} \times 100$$

2. Categorizing students' result test based on the following standards.³⁴

³⁴ Luis Villabos, "Rubrics Presentation," 2010. <https://www.slideshare.net/lavillal/rubrics-presentation>. Accessed: 10 January 2024

Table 3.1 Scoring Classification

No.	Score	Classification
1.	90-100	Excellent
2.	80-89	Very good
3.	70-79	Good
4.	60-69	Fair
5.	0-59	Low

3. Determining the test result

The researcher calculated the percentage of students in the class who achieved the Minimum Passing Criteria (KKM), focusing on English, which required a minimum score of 75 points. The formula used was:

$$P = \frac{F}{N} \times 100\%$$

P = percentage of observation scores

F = total student activity scores for each indicator

N = total number of students in a class

4. Utilizing Likert Scale techniques to evaluate questionnaire data.³⁵

Table 3.2 Likert Scale

Strongly Disagree	Disagree	Hesitate	Agree	Strongly Agree
1	2	3	4	5

The questionnaire results are calculated using the formula below.

$$p = \frac{F}{N} \times 100\%$$

Where: **P** = Percentage

F = Number of each indicator of students participation

N = Total number of students

5. Describing the results of the observation

This research uses qualitative data analysis through three stages:

- a. Coding: The data from the observation will be coded by labeling each phenomenon during the observation process.
- b. Categorization: Codes with similar characteristics will be grouped into categories to identify emerging patterns.
- c. Description and Interpretation: The results of categorization will be described narratively.

³⁵ Siti Nuriana Binti Kalling, "Improving Students' Listening Skill By Using We Sing Karaoke Application At the Eleventh Grade of Man Palopo," *UIN Palopo*, (August, 2023), 40, .

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher established assessment scores for class VIII A according to learners' pronunciation abilities. The researcher outlines the impact on class VIII A evaluated through the test instrument.

1. Pre-Test Result

Before the action of the cycle I in this research, a pre-test was conducted for the students on May 7, 2025. The results of the students' scores are presented in the table below.

Table 4.1 The Students' Score in Pre-test

No	Students	Score
1.	S1	10
2.	S2	10
3.	S3	0
4.	S4	0
5.	S5	0
6.	S6	0
7.	S7	10
8.	S8	0
9.	S9	30
10.	S10	10
11.	S11	10
12.	S12	20
13.	S13	20
14.	S14	10

15.	S15	30
Mean		10,6

Firstly, to calculate the mean score, the researcher applied the method described next:

$$Mx = \frac{\sum x}{n}$$

$$Mx = \frac{160}{15}$$

$$Mx = 10,6$$

Next, to calculate the percentage of students who achieve the KKM standard in a class, the following formula can be used:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{0}{15} \times 100\%$$

$$P = 0 \times 100\%$$

$$P = 0\%$$

Based on the results of the pre-test, the data shows that the Mean test score was 10.6. Thus, no students scored above the Minimum Passing Criteria (KKM).

Table 4.2 Frequency of Students' Score in Pre-test

Classification	Score	Frequency	percentage
Excellent	90-100	0	0%
Very good	80-89	0	0%
Good	70-79	0	0%
Fair	60-69	0	0%

Low	0-59	15	100%
Total		15	100%

Based on the table information, the maximum pre-test score was 100% within the low performance range. In contrast, the minimum score recorded was 0%, indicating that none of the students reached the excellent performance level during the pre-test. These findings demonstrate that students began the learning process with limited capabilities, as not a single student was able to attain excellent performance at the initial stage.

The results are also illustrated in the following diagram:

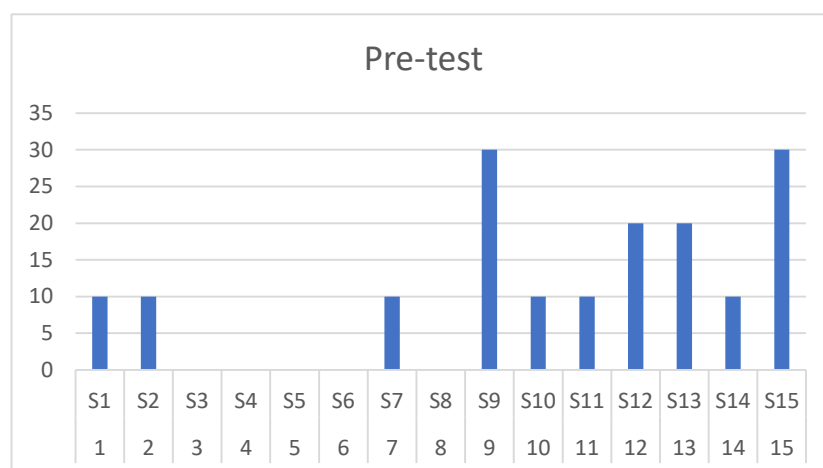


Figure 4.1 The Result Pre-test

2. Cycle I Result

a. Planning

At this stage, researchers made thorough preparations to ensure that the classroom action research would run smoothly. First, the researcher prepares comprehensive learning materials on English pronunciation, specifically vowel sounds: [aʊ, eɪ, i, ju, oʊ, u, æ, ʌ, ɑɪ, ɔɪ, ɛ, ɪ, ʊ, ʌ.] These

materials are selected from the English sound application and adapted to the students' abilities and learning objectives.

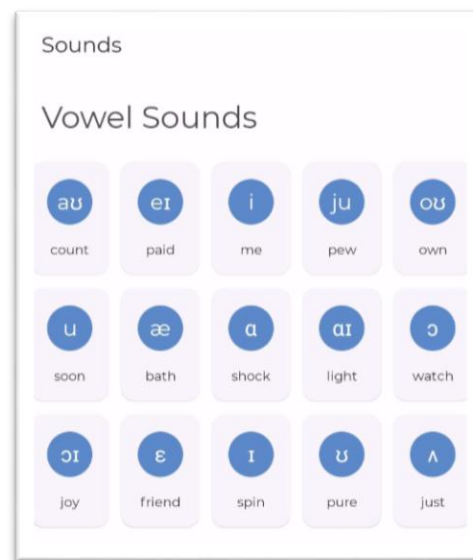


Figure 4.2 Vowel Sounds on the English Sounds Application

The researchers also developed lesson plans (RPP) that included interesting pronunciation activities and repetitive exercises. For the research instruments, the researchers prepared various tools to measure students' pronunciation progress. These testing materials had three stages of evaluation - before starting, during progress, and at the end - to see how well students produced correct vowel pronunciations. The researchers also created observation sheets to be used by observers to record student and teacher activities during class, how actively they participated, and changes in their behavior during learning. In addition, the researchers also prepared questionnaire guidelines aimed at finding out students' perceptions of their experience using the English Sounds application. A voice recorder was also prepared to record students' speech so that it could be analyzed and compared in detail. Furthermore, the researcher established research success standards. The researcher determined the target scores students must achieve in pronunciation, the number of students who must show

improvement, and the level of student participation required in class. The researcher also created a schedule for when data would be collected.

b. Action

1) The First Meeting

On May 8, 2025, the first meeting was conducted. The teacher opened the lesson by saying hello to students, leading a group prayer, recording attendance, and offering motivational words. Next, the teacher presented the material to be researched and the achievement targets to be attained by the students.

Before providing an in-depth explanation of pronunciation, the teacher first introduced and demonstrated the use of the English Sounds app and its features. The teacher then presented the material on the vowel sounds to be researched, namely the eight vowel sounds [aʊ, eɪ, i, ju, oʊ, u, æ, ʌ, ɔɪ, ɛ, ɪ, ʊ, ʌ].

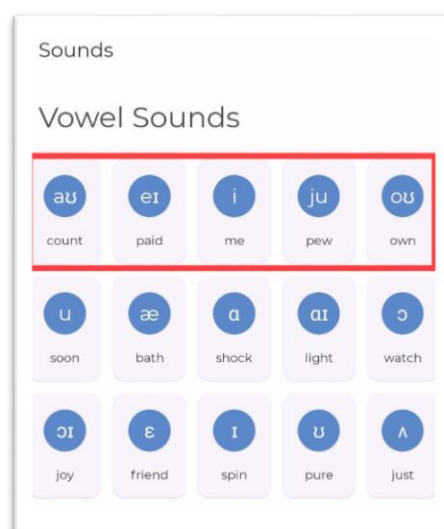


Figure 4.3 The Vowel Sounds Taught in the First Meeting

For the next activity, the teacher instructs students to open the English Sounds app and look at each vowel sound they have learned about. Students are asked to access the video explanation feature available for each vowel sound and watch the videos for 25 minutes. In addition, students can also access other features for each vowel sound in the app, such as a feature that provides examples of the position of the vowel sound [aʊ] when it is at the beginning, end and at the middle of a word. After finishing watching the instructional videos, one by one, the teacher asks every student to read aloud the example words from the board. These words are part of the vowel sounds that have been learned through the English Sounds app. This activity aims to assess students' progress after the learning process.

At the end of the learning session, the teacher gives students the opportunity to ask questions related to the material that has been learned. After the question-and-answer session is finished, the teacher concludes the class by providing a brief summary and motivation for the next meeting.

2) The Second Meeting

On May 10, 2025, the second class was conducted. The teacher kicked off the learning session by greeting learners, praying as a group, checking who was present, and providing inspiration. The teacher then conducted a brief review of the previous meeting's material to ensure the students' understanding before moving on to new material.

In this second meeting, the teacher focused the learning on five different vowel sounds from the previous meeting, namely [u, æ, ɑ, aɪ, ɔ]. The teacher explained the characteristics of each vowel sound and how they differ from the vowel sounds learned in the first meeting. The

teacher also explained the achievement targets that students must achieve for the five vowel sounds.

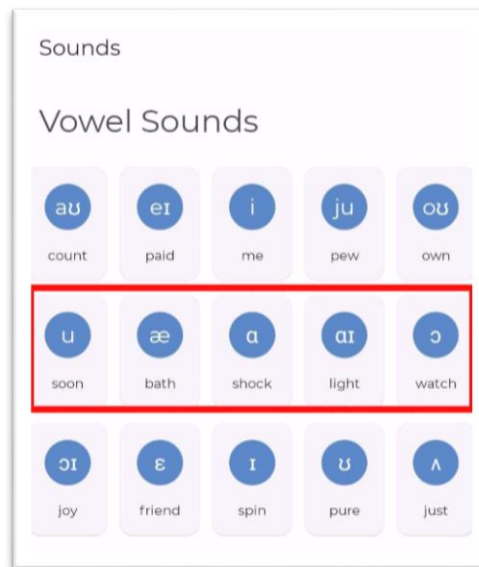


Figure 4.4 The Vowel Sounds Taught in the Second Meeting

During the Action stage, the teacher asked the students to open the English Sounds app and explore each of the five vowel sounds that had been presented. The students were asked to access the explanatory video feature available for each vowel sound and watch the videos for 25 minutes. In addition, students can also access other features for each vowel sound in the app, such as features that provide examples of the positions of the vowel sounds [u] and [aɪ] when they are at the beginning, end, middle and of a word.

After finishing watching the instructional videos, the teacher asks students one by one to pronounce the example words written on the board. These words include the five vowel sounds [u, æ, ɑ, aɪ, ɔ] that have been learned through the English Sounds app. This exercise is designed to assess student development and evaluate how much their

pronunciation abilities have improved between from the first meeting to the second meeting.

At the end of the learning session, the teacher gave students the opportunity to ask questions related to the material that had been learned. The teacher also evaluated the students' learning progress by providing constructive feedback. After the question and answer session was over, the teacher closed the class by giving a brief summary and motivating students to continue practicing using the English Sounds app at home.

3) The Third meeting

On May 14, 2025, the third meeting was conducted. The teacher opened the session by saying hello to students, praying together, recording who was present, and offering motivational words. The teacher then conducted a comprehensive review of the material from the first and second meetings to evaluate the students' retention of the vowel sounds they had learned before continuing to the final stage of learning.

In this third meeting, the teacher focused the learning on the last five vowel sounds in the research, namely [ɔɪ, ε, ɪ, ʊ, ʌ.] The teacher explained the specific characteristics of each vowel sound and compared them with all the vowel sounds that had been learned in the first and second meetings. The teacher also explains the final achievement targets that students must achieve to complete their mastery of all the vowel sounds in the research.

researched. The teacher also evaluated the students' learning progress over the three sessions and provided feedback and final assessments. After students finished asking questions, the teacher ended the class with a thorough recap of the key topics of all the vowel sounds that had been researched and motivating the students to continue applying the knowledge gained in their daily communication.

The test cycle I was held on May 14, 2025, at this stage the teacher conducted a cycle I test by giving paper containing vowel sound words to students and then calling students forward to be tested one by one to measure how students' pronunciation improve students' after treatment.

During the first cycle of testing, students showed improved results compared to their initial pre-test scores. The researcher collected these first-cycle findings during this session. The results are as follows:

Table 4.3 The students' Score in Cycle I

No	Students	Score
1.	S1	70
2.	S2	70
3.	S3	40
4.	S4	40
5.	S5	70
6.	S6	80
7.	S7	70
8.	S8	60
9.	S9	90
10.	S10	60
11.	S11	40
12.	S12	60
13.	S13	80

14.	S14	50
15.	S15	50
Mean		62

Firstly, The mean score was determined by the researcher using the method below:

$$Mx = \frac{\sum x}{n}$$

$$Mx = \frac{930}{15}$$

$$Mx = 62$$

Next, to calculate the percentage of students who achieve the KKM standard in a class, the following formula can be used:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3}{15} \times 100\%$$

$$P = 0,2 \times 100\%$$

$$P = 20\%$$

The first cycle test results showed that students in class VIII A at SMPN 2 Malangke Barat had the mean learning score of 62. The research examined how well students learned using the English Sounds app to better their pronunciation abilities. From the 15 students who participated in the first cycle test, only 3 students earned scores of 75 or higher. The other 12 students received scores below the required minimum grade standard (KKM). The student performance in the first cycle was divided into five different achievement levels, which are organized into five groups and shown below:

Table 4.4 Frequency of Students' Score in Cycle I

Classification	Score	Frequency	percentage
Excellent	90-100	1	6%
Very good	80-89	2	13%
Good	70-79	4	26%
Fair	60-69	3	20%
Low	0-59	5	33%
Total		15	100%

Based on the data presented in the table, the results of the first cycle evaluation show the following distribution of student achievement: 1 student (6%) achieved the excellent category, 2 students (13%) achieved the very good category, 4 students (26%) achieved the good category, 20% of 3 students (20%) achieved the fair category, 5 students (33%) achieved the low category.

This data indicates that out of the total 15 students who participated in the first cycle evaluation, the majority of students achieved acceptable standards, although there is still significant variation in achievement levels among the students. Some students are in categories that require improvement.

The results are also illustrated in the following diagram:

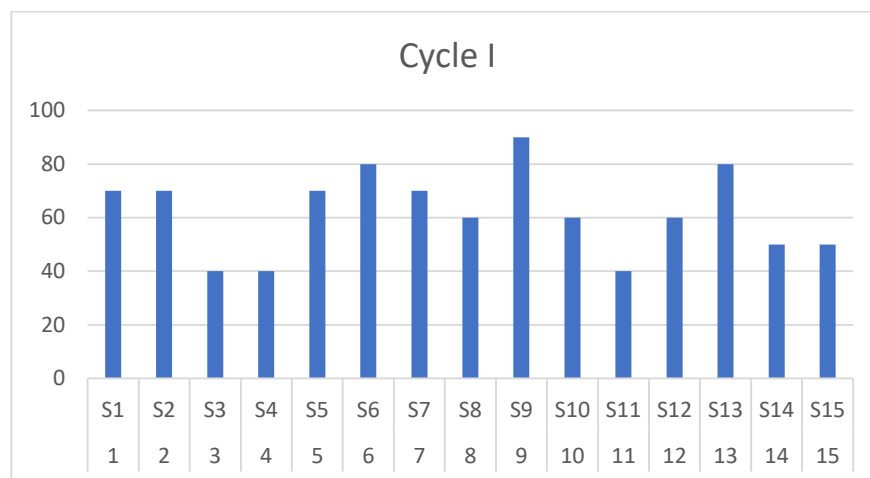


Figure 4.6 The Result Cycle I

c. Observing

1) Observing on teacher

In cycle I, the teacher successfully implemented the prepared lesson plan by integrating the English Sounds app into English learning. The teacher provided clear and systematic directions for app usage, including detailed explanations of key features such as pronunciation exercises and voice recording features. This comprehensive guide helps students understand how to optimally utilize the app to enhance their pronunciation skills.

During the learning process, teachers show appreciation for students' efforts in practicing using the app. Teachers also provided constructive feedback and specific remedial solutions, thus helping students identify their mistakes and obtain clear directions to make improvements. Overall, the implementation of English Sounds app in cycle I went smoothly and effectively.

2) Observing on students

In cycle I, students showed good consistency in using the features of the English Sounds application. Students actively followed the teacher's instructions and completed the learning tasks through the app with smooth interaction. In terms of motivation, most students were enthusiastic about using the app because they found it helpful in improving their English pronunciation skills through an interactive and fun approach, and students were able to operate the app well after receiving an initial explanation from the teacher. Overall, students' engagement with the English Sounds app was enough to support the effectiveness of the learning process in this first cycle.

d. Reflecting

After completing the first cycle, the researcher looked back at the teaching methods to see how well they worked. This reflection aimed to identify strengths, weaknesses, and formulate improvement plans for the next cycle.

The research process in cycle I showed fairly good results, although the students' mean scores were still below the expected target. Throughout the research, the teacher spoke English during various classroom activities such as starting and ending lessons, giving instructions to students, asking and answering questions, and teaching the subject matter. Based on what was observed, students continued to struggle with understanding the English that the teacher used during class, as seen from their expressions of confusion and responses that were not in accordance with the instructions given. In terms of student participation, it was found that five students, namely S1, S3, S4, S11, and S14, were not confident when asked by the teacher to say the words written on the board.

The evaluation and observation data showed what worked well and what didn't work well during the first cycle. The strengths found include three students, namely S6, S9, and S13, who began to show improvement in their understanding of the material, and the overall research process showed fairly good results. However, there were still several shortcomings that needed to be addressed, including twelve students still scoring below the expected target, students still struggling to understand the English instructions provided by the researcher, five students S1, S3, S4, S11, and S14, showing a lack of confidence in pronouncing words, and a gap in understanding between the instructions given and the students' responses.

The analysis of goal achievement shows that although there has been a significant improvement, the expected target has not been fully achieved. The results obtained indicate that improvements are still needed, particularly in the research strategies used to address students' difficulties in understanding English instructions. To address the shortcomings identified in Cycle I, the researcher formulated several improvement strategies to be implemented in Cycle II, including a scaffolding strategy by repeating instructions twice and providing translations into Indonesian as a form of research support, and developing specific strategies to enhance the confidence of students who lacked confidence in actively participating.

Therefore, the researcher decided to continue Cycle II by refining the action plan based on the experience from Cycle I to achieve more optimal results and the established research objectives.

3. Cycle II Result

a. Planning

In the planning stage of cycle II, researchers made thorough preparations based on the results of reflection and evaluation from cycle I. Based on an in-depth analysis of the action of the previous cycle, researchers identified several obstacles that still needed to be overcome despite considerable improvement. These issues include a large number of students still scoring below the expected target, students' difficulty in understanding English instructions, and a lack of confidence in five students, namely S1, S3, S4, S11, and S14, in pronouncing words.

The learning material to be taught in Cycle II remains focused on the same vowel sounds as Cycle I, namely the sounds [aʊ, eɪ, i, ju, ɒʊ, u, æ, ɑ, ɔɪ, ɛ, ɪ, ʊ, ʌ] taken from the English Sounds application. The same material is set to deepen students' understanding and ensure optimal achievement of learning targets.

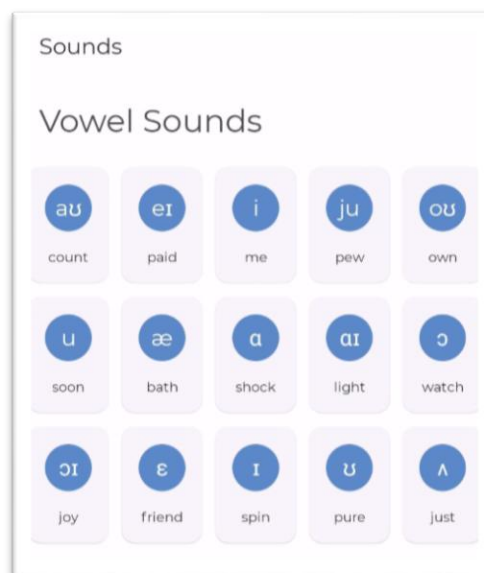


Figure 4.7 Vowel Sounds on the English Sounds Application

Based on the findings from Cycle I, the researcher formulated a more comprehensive and targeted revision of the action plan. The scaffolding strategy is strengthened by repeating instructions twice with clear intonation and providing bilingual support through translation into Indonesian after the English instructions are given.

To address students' confidence issues, the researcher will utilize the voice recording feature in the English Sounds app, which allows students to record their own pronunciation and compare it with native speakers. An individualized approach will be taken with students who lack confidence, particularly S1, S3, S4, S11, and S14. Students can practice independently through recording by repeating their pronunciation until they feel confident before being asked to say the words on the board by the teacher. With this thorough preparation, the researcher hopes to achieve more optimal learning outcomes in the action of Cycle II.

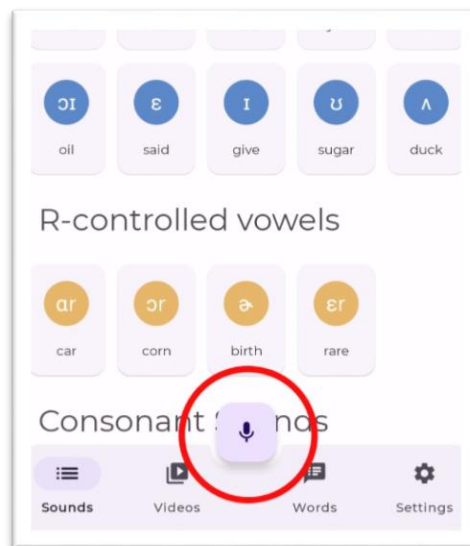


Figure 4.8 Voice Recording Feature on English Sounds Application

b. Action

1) The first meeting

The first class session happened on May 15, 2024. When the lesson began, the teacher walked into the classroom, welcomed the students, and they prayed together. After that, the teacher checked which students had come to class and inquired about their condition to make sure they were prepared for the learning activity. Following this, the teacher provides a brief summary of the topics that will be studied during the class, namely vowel sounds [aʊ, eɪ, i, ju, ʊʊ].

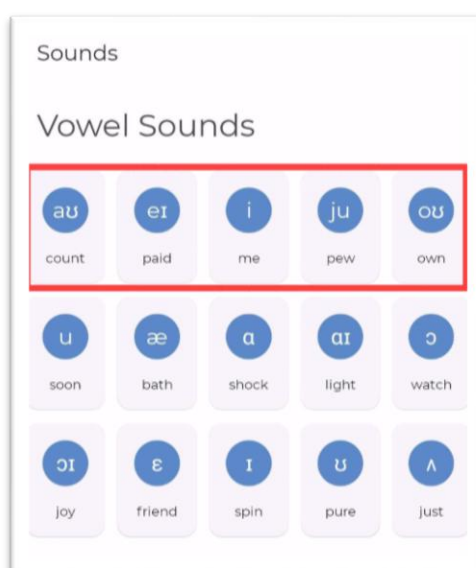


Figure 4.9 The Vowel Sounds Taught in the First Meeting

The teacher ensures that all students are ready before beginning the learning process. During the motivation stage, the teacher encourages students to overcome their shyness in learning pronunciation, especially when pronouncing words in English. The teacher highlighted that students need confidence to effectively learn pronunciation.

In the main part of the lesson, the teacher told students to open the English Sounds application and directs them to watch a 25 minute instructional video on vowel sounds [aʊ, eɪ, i, ju, ʊ]. During the viewing process, students are asked to pay close attention to how each vowel sound is pronounced. Students are then asked to utilize the features in the app that demonstrate how vowel sounds are pronounced at the beginning, middle, or end of a sentence. Additionally, students are asked to use the voice recording feature to compare their pronunciation with the audio available in the app until they achieve correct pronunciation. The teacher also takes an individual approach to students who lack confidence in pronouncing vowel sounds by providing assistance and motivation to boost their confidence in practicing pronunciation. After finishing watching the video and practicing using the app, students are asked one by one to pronounce words related to the vowel sounds [aʊ, eɪ, i, ju, ʊ] that they have learned. These words were written by the teacher on the whiteboard as a practice guide.

In the closing activity, the teacher gave students the opportunity to ask questions related to the vowel sounds material that had been learned. After the question and answer session was over, the teacher provided a brief summary of today's lesson. As a closing motivation, the teacher encouraged students to continue practicing pronunciation using the English Sounds app at home and to use the voice recording feature to correct their pronunciation mistakes. This was done so that students could improve their confidence in pronunciation. The lesson ended with the teacher saying goodbye to the students.

2) The second meeting

The second meeting took place on May 16, 2024. The class started when the teacher came into the room, said hello, and led the students in prayer. Next, the teacher checked who was present and asked how the

students were feeling to make sure they were prepared for the lesson. Before teaching new content, the teacher reminded students about what they had studied before regarding vowel sounds. Then, the teacher explained what topics would be covered in today's class, namely vowel sounds [u, æ, ʌ, ɔɪ, ɔ]. The teacher ensured that all students were ready before starting the learning process.

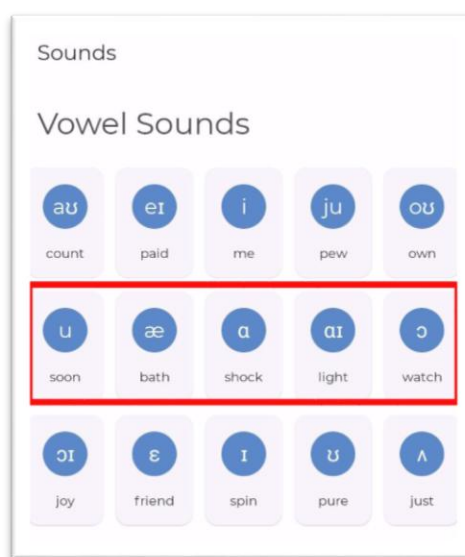


Figure 4.10 The Vowel Sounds Taught in the Second Meeting

During the motivation stage, the teacher encourages the students to overcome their shyness in learning pronunciation, especially when pronouncing words in English. The teacher highlighted that students need to be confident while practicing pronunciation, especially based on their experience from the previous class. Following this, the teacher gave a short introduction about the topics that would be covered in this session.

In the main part of the lesson, the teacher told students to use the English Sounds app and watch a 25-minute teaching video about vowel sounds [u, æ, ʌ, ɔɪ, ɔ]. While watching the video, students were told to

listen carefully to how each vowel sound was different from what they learned in earlier classes. Students are then asked to utilize the features in the application that show how to pronounce vowel sounds when they are at the beginning, middle, or end of a sentence. In addition, students are also asked to use the voice recording feature to compare their pronunciation with the audio available in the application until they achieve the correct pronunciation.

The teacher conducted more intensive observation and guidance compared to the previous session, taking an individualized approach with students who lacked confidence in pronouncing vowel sounds. The teacher provided assistance and motivation to help students feel more confident in practicing pronunciation. After watching the video and practicing using the app, students are asked one by one to pronounce words related to the vowel sounds [u, æ, ɑ, ɔ, ɒ] that have been learned. These words have been written by the teacher on the board as a practice guide.

In the closing activity, the teacher gave students the opportunity to ask questions related to the vowel sounds material that had been learned. When students finished asking questions, the teacher gave a quick overview of what they learned that day. As a closing motivation, the teacher encouraged students to continue practicing pronunciation using the English Sounds app at home and to use the voice recording feature to correct their pronunciation mistakes. This helps students feel more sure about their pronunciation skills as they keep learning. The teacher also shared the lesson plan for the next meeting and expressed appreciation for the students' efforts in learning vowel sounds in this second cycle. The lesson concluded with the teacher saying goodbye to the students.

3) The Third Meeting

The final meeting of the second cycle took place on May 17, 2025, and concentrated on teaching vowel sounds [ɔɪ, ɛ, ɪ, ʊ, ʌ]. The lesson began with the teacher entering the classroom and greeting the students. The teacher then took attendance and asked the students how they were feeling to ensure they were ready to learn. Before starting the new lesson, the teacher asked the students to recall the material that had been learned in previous meetings in cycle 2, especially the vowel sounds that had been discussed. After that, In the end, the teacher explained what students would study [ɔɪ, ɛ, ɪ, ʊ, ʌ].

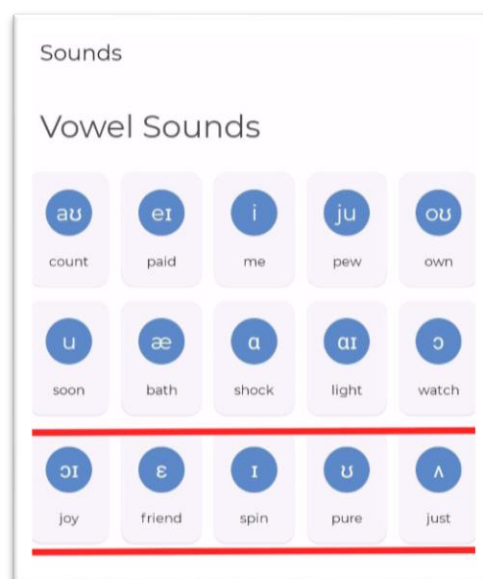


Figure 4.11 The Vowel Sounds Taught in the Third Meeting

The teacher checks that every student is prepared before beginning the lesson and reminds them that this is the last class for learning vowel sounds in the cycle II. During the motivation stage, the teacher encourages students to overcome their shyness in learning pronunciation, especially when pronouncing words in English. The teacher emphasizes the importance of confidence in the pronunciation

learning process and reminds students of the progress they have made during previous meetings in cycle 2. The teacher also provides additional motivation that by completing the vowel sounds learning in this meeting, students will have more comprehensive pronunciation skills.

During the main learning session, the teacher tells students to use the English Sounds app and watch a 25-minute teaching video about vowel sounds [ɔɪ, ɛ, ɪ, ʊ, ʌ]. While watching the video, students need to listen carefully to how each vowel sound is pronounced and remember the pronunciation rules they studied before. Students are then asked to utilize the features in the application that demonstrate how to pronounce vowel sounds when they are at the beginning, middle, or end of a sentence. Additionally, students are asked to use the voice recording feature to compare their pronunciation with the audio available in the application until they achieve correct pronunciation.

The teacher conducts a comprehensive observation as the final evaluation of Cycle 2, approaching students who lack confidence in pronouncing vowel sounds individually. The teacher provides assistance and motivation to help students feel more confident in practicing pronunciation. After watching the video and practicing using the app, students are asked one by one to pronounce words related to the vowel sounds [ɔɪ, ɛ, ɪ, ʊ, ʌ] that have been learned. These words have been written by the teacher on the board as a practice guide. As an additional activity, the teacher had some students say different vowel sound combinations from everything they studied in Cycle 2 to check how well they understood it all.

In the closing activity, the teacher gave students the opportunity to ask questions related to the vowel sounds material that had been learned, not only in this session but also overall in Cycle 2. After the question-

and-answer session ended, the teacher provided a brief summary of today's lesson and conducted a comprehensive review of all the vowel sounds that had been researched in Cycle 2. As a closing motivation, the teacher encouraged students to continue practicing pronunciation using the English Sounds app at home and to utilize the voice recording feature to correct any pronunciation errors they made. The goal was to help students keep getting better at feeling confident when they speak. The teacher gives special appreciation for the students' efforts and progress throughout the learning process in Cycle 2 and expresses the hope that their pronunciation skills will continue to develop. The lesson concludes with the teacher saying goodbye to the students and closing Cycle 2.

The test cycle II held on May 17, 2025 was the final evaluation stage through the cycle II test. At this stage, the teacher gave test instruments in the form of worksheets containing words with vowel sounds to students. Each student was then called individually to undergo a pronunciation test to measure the development of their abilities after receiving treatment in cycle II.

The evaluation results showed a significant improvement in students' performance compared to the previous test in cycle I. During this stage, the researcher collected the findings from the cycle II. The findings were:

Table 4.5 The Students' Score in Cycle II

No	Students	Score
1.	S1	80
2.	S2	70
3.	S3	80
4.	S4	90

5.	S5	70
6.	S6	90
7.	S7	80
8.	S8	90
9.	S9	100
10.	S10	70
11.	S11	90
12.	S12	100
13.	S13	90
14.	S14	90
15.	S15	80
Mean		84,66

Firstly, the researcher determined the mean score through the following process:

$$Mx = \frac{\sum x}{n}$$

$$Mx = \frac{1.270}{15}$$

$$Mx = 84,66$$

Next, to calculate the percentage of students who achieve the KKM standard in a class, the following formula can be used:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{12}{15} \times 100\%$$

$$P = 0,8 \times 100\%$$

$$P = 80\%$$

The second cycle test results showed that students in class VIII A at SMPN 2 Malangke Barat had the mean learning score of 84.66. Students got better pronunciation scores after they used the English Sounds app. From the 15 students who took the second cycle test, 12 students got scores of 75 or higher, but 3 students did not reach the required minimum score (KKM). The student results from Cycle II are divided into five categories and shown below:

Table 4.6 Frequency of Students' Score in Cycle II

Classification	Score	Frequency	percentage
Excellent	90-100	8	53%
Very good	80-89	4	26%
Good	70-79	3	20%
Fair	60-69	0	0%
Low	0-59	0	0%
Total		15	100%

The data in the table shows the students' cycle 2 scores. There is a clear increase in scores from the pre-test to the Cycle 2 test. 8 students (53%) achieved the excellent category, 4 students (26%) achieved the very good category, 3 students (20%) achieved the good category, and 0% in the fair and low categories. The data indicates that students have achieved perfect scores in Cycle 2.

The results are also illustrated in the following diagram:

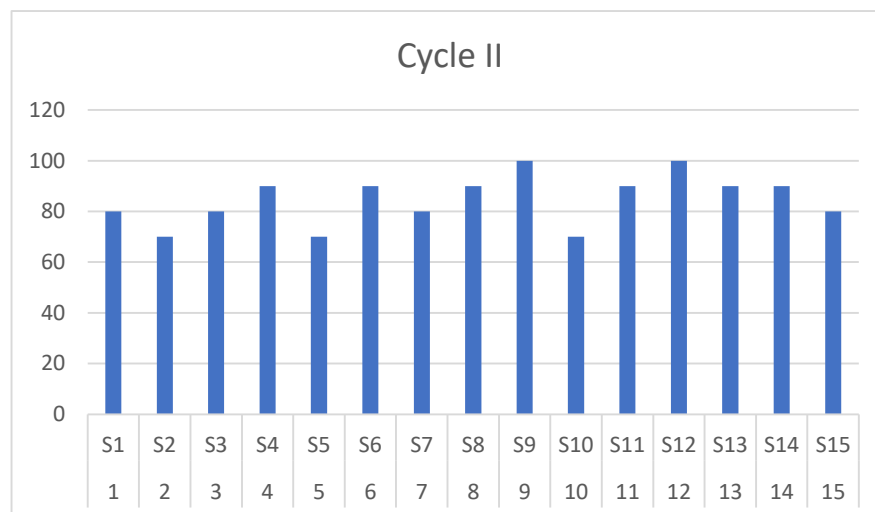


Figure 4.12 The Result Cycle II

c. Observation

1) Observation on Teacher

Based on the observation, teachers played a key role in making the English Sounds app work well for helping students improve their pronunciation. Teacher were able to explain how to use the app clearly and provide good examples which made it much easier for students to understand and work with the application. The teacher's constant support and encouragement also creates a comfortable and enjoyable learning atmosphere for students. The teacher utilized all the features in the app such as voice recording exercises and comparing voices with native speakers therefore students this made students more excited and involved in their lessons. This helps students achieve learning objectives better. In addition, teachers also provided constructive feedback, timely, and accompanied by easy-to-understand ways of improvement that help students recognize their mistakes and improve pronunciation.

2) Observation on Students

The final observations of the research showed that the English Sounds app worked well for teaching English. Students were excited and took part actively when using this app for their lessons. They regularly tried out different app features, particularly the parts that helped them practice saying words correctly and record their own voices. Only a few minor technical issues happened during classes, and these were quickly fixed. Students could easily interact with both the app and their teacher, which made the classroom environment positive and helpful for learning.

d. Reflection

The action of cycle II showed a significant improvement compared to cycle I. Students began to become familiar with vowel sounds after receiving more intensive treatment. The scaffolding strategy applied by teachers by repeating instructions twice and providing translations into Indonesian proved effective in helping students understand the material better. The use of features in the English Sounds app, particularly the voice recorder, had a positive impact on students who were still lacking confidence in their pronunciation.

The individualized approach taken by teachers toward each student contributed greatly to the success of the learning process. Personalized motivation encouraged students to remain enthusiastic about learning pronunciation. This was evident in the students' increased enthusiasm and their courage to practice pronunciation without fear of making mistakes.

Cycle II showed much more satisfactory results compared to Cycle I. The mean score increased significantly from 62 in Cycle I to 84.66 in Cycle II. This improvement was not only seen in the technical aspects of pronunciation but also in the development of students' confidence. The

learning target, which was previously achieved by only three out of fifteen students in Cycle I, was now achieved by 12 students.

The voice recording feature in the English Sounds app received positive feedback from students. Many students stated that this feature made it easier for them to identify and correct pronunciation errors more quickly and accurately. The ability to listen back to their own recordings provided an opportunity for reflection and self-improvement.

When comparing the first cycle with the second cycle, the results show that effective use of the English Sounds app has been proven to improve students' English pronunciation. The success of cycle II indicates that this classroom action research has achieved its expected objectives.

e. Interpretation Action and Learning Result

1. Action and Learning Result at Cycle I

During the first cycle, English learning showed adequate achievement, although the learners' mean score had not reached the optimal target. Nevertheless, there was an improvement in the scores compared to the baseline test before the first cycle started.

For this research, the researcher gave students two tests to check their pronunciation skills - one test at the beginning and another test at the end of the first part of the research. When comparing the mean scores from both tests, the results showed that students scored 10.6 points on the first test. After the teaching intervention, their mean score improved significantly to 62 points on the final test of the first phase.

2. Action and Learning Result at Cycle II

During the cycle II, the learning process worked at its best level. Students' English pronunciation improved significantly, with the mean score of 84.66 in cycle II.

The following diagram shows student scores on the pre-test, cycle 1, and cycle 2.

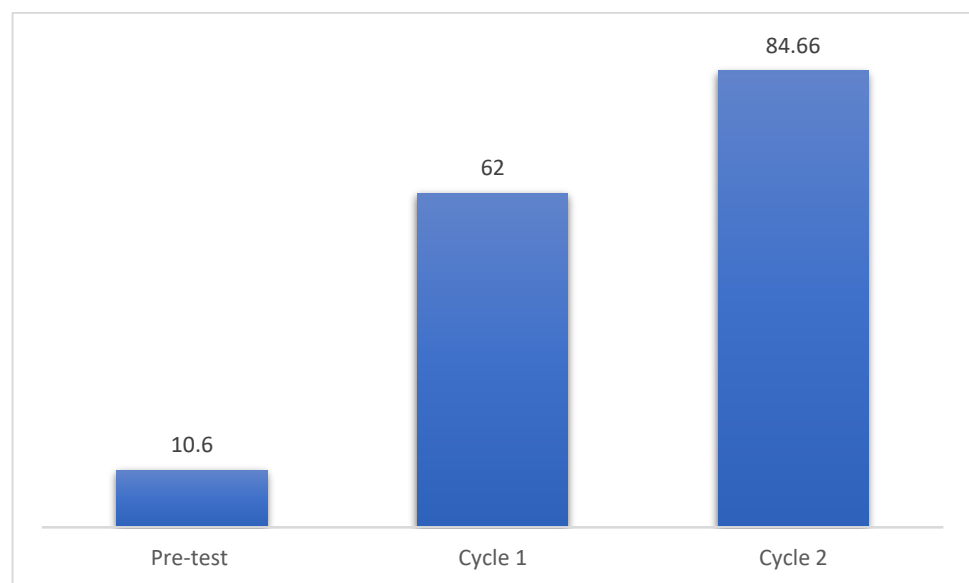


Figure 4.13 The Mean of the Students' Scores on Pre-test, Cycle and Cycle II

f. Questionnaire

In this research, the researcher used a questionnaire instrument containing ten statements to evaluate students' responses after using English Sounds App in the learning process. Responses were measured using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

Figure 4.7.1 Students' Perception of the English Sounds Application

No	Statement	SD	D	H	A	SA
1.	I find it easy to understand the features in this application,	0%	0%	0%	66,6%	33,3%

The table data shows that one-third of students (33.3%) strongly agreed with the statement “*I find it easy to understand the features in this application,*” while 66,6% of other students agree. Meanwhile, 0% of students responded with hesitate, disagree, or strongly disagree to the statement. These results indicated that 99,9% students provided positive responses regarding the ease of understanding the features within the English Sounds app. The results suggest that the English Sounds app has user-friendly features that students can easily comprehend.

Figure 4.7.2 Students' Perception of the English Sounds Application

No	Statement	SD	D	H	A	SA
2	I am helped to understand English pronunciation well because of the features in this application.	0%	0%	0%	66,6%	33,3%

According to the table data, about 33.3% of students gave the highest agreement rating “*I am helped to understand English pronunciation well because of the features in this application,*” while 66.6% of students agreed. No students or 0% of students responded with hesitate, disagree, or strongly disagree to the statement. Therefore, the results show that almost all students (99.9%) found the English Sounds app helpful for learning how to pronounce English words correctly.”.

Figure 4.7.3 Students' Perception of the English Sounds Application

No	Statement	SD	D	H	A	SA
3	This app has helped me improve my English pronunciation skills.	0%	6,6%	0%	53%	40%

The table shows that 40% of students completely agree that using this app made their English pronunciation better while 53% of students agree, 0% are hesitate, 6.6% of students said they disagree, while no students strongly disagreed. This shows that 93% of students believe the app made their English pronunciation better.

Figure 4.7.4 Students' Perception of the English Sounds Application

No	Statement	SD	D	H	A	SA
4	I am helped to improve my vocal in English pronunciation with this application.	0%	0%	0%	73,3%	26,6%

The table shows that 26% of students completely support this statement “*I am helped to improve my vocal in English pronunciation with this application,*” while 73.3% agree, and no students or 0% of students responded with hesitate, disagree, or strongly disagree. From the table, it can be concluded that 99.9% of students were helped in improving their vocal sound by using the English Sounds app.

Figure 4.7.5 Students' Perception of the English Sounds Application

No	Statement	SD	D	H	A	SA
5	I am helped in correcting my mistakes because this application provides useful feedback.	0%	0%	0%	40%	60%

According to the data in the table, 60% of students gave the highest rating *“I am helped in correcting my mistakes because this application provides useful feedback.”* 40% of students agree, while 0% of students or no students responded with hesitate, disagree, and strongly disagree. From the table, the conclusion that 100% of students are helped in correcting mistakes with the English Sounds application.

Figure 4.7.6 Students' Perception of the English Sounds Application

No	Statement	SD	D	H	A	SA
6	I feel that my progress in learning English has improved after using this application.	0%	0%	0%	60%	40%

Based on the data in the table, 40% of students strongly agreed about this sentence *“I feel that my progress in learning English has improved after using this application,”* while 60% of other students agreed. Meanwhile, 0% of students responded with hesitate, disagree, or strongly disagree to the statement. The conclusion is 100% of students feel that their progress in English has improved after using the English Sounds application.

Figure 4.7.7 Students' Perception of the English Sounds Application

No	Statement	SD	D	H	A	SA
7	I find learning English more enjoyable using this app.	0%	6,6%	0%	40%	53,3%

The table shows that, 53,3% of students strongly agreed with this sentence “*I find learning English more enjoyable using this app,*” while 40% of other students agreed, 0% of students responded with hesitate, 6,6% disagree, and 0% of students strongly disagree to the statement. From the table, based on the findings, 93.3% of students said they enjoyed studying English more with the English Sounds application.

Figure 4.7.8 Students' Perception of the English Sounds Application

No	Statement	SD	D	H	A	SA
8	I like the design of this app.	0%	0%	0%	53,3%	46,6%

Based on the data in the table, 46,6% of students strongly agreed with this sentence “*I like the design of this app,*” while 53,3% of other students agreed. Meanwhile, 0% of students responded with hesitate, disagree, or strongly disagree to the statement. It can be concluded that 99.9% of students like the design of the English Sounds app.

Figure 4.7.9 Students' Perception of the English Sounds Application

No	Statement	SD	D	H	A	SA
9	I feel motivated to continue learning English with this app.	0%	0%	0%	40%	60%

Based on the data in the table, 40% of students strongly agreed with this sentence “*I feel motivated to continue learning English with this app,*” while 60% of other students agreed. Meanwhile, 0% of students responded with hesitate, disagree, or strongly disagree to the statement. It can be concluded that 100% of students feel motivated to continue learning English with this application.

Figure 4.7.10 Students' Perception of the English Sounds Application

No	Statement	SD	D	H	A	SA
10	I will recommend this app to my friends.	0%	0%	0%	73,3%	26,4%

Based on the data in the table, 26,4% of students strongly agreed with the statement “*I will recommend this app to my friends*” while 73,3% of other students agreed. Meanwhile, 0% of students responded with hesitate, disagree, or strongly disagree to the statement. It can be concluded that 99,7% of students will recommend English Sounds application to their friends.

B. Discussion

Based on the pre-test results from before the first cycle revealed important information about the starting skill levels of eighth-grade students in class VIII A at SMPN 2 Malangke Barat. The data analysis found that most students had difficulty understanding the instructions given by the researchers. This condition was caused by the students' limited understanding of basic pronunciation concepts, especially related to vowel sounds and the correct pronunciation of words in English. In addition to conceptual understanding, the researcher also found that most students showed fear of making mistakes and felt embarrassed when asked to practice pronouncing words in English. Students did not yet have adequate understanding of pronunciation concepts and vowel sounds. Their level of enthusiasm was still low when first introduced to pronunciation evaluation.

In Cycle I, the researcher implemented the English Sounds this is an application served as an educational tool to enhance how students pronounce words. During the first cycle of observation, researchers noticed that student involvement remained relatively low, although three students, namely students S6, S9, and S13, showed observability in their learning behavior in class and enthusiasm during the learning season. The conclusion of observation results in the first cycle, the researcher identified several crucial components that needed to be considered in the action of the cycle II. The percentage data of student classification in Cycle I showed that no students achieved the excellent category in pronunciation skills. Referring to this condition, the researcher decided to make improvements in learning through Cycle II. One of the obstacles identified was the feeling of shame and fear of making mistakes, which became a barrier for students in practicing pronunciation, and a lack of understanding when the teacher explained the material in English.

Entering cycle II, the researcher revised the learning plan. The researcher formulated a more comprehensive and targeted revision of the action

plan. The scaffolding strategy was strengthened by repeating instructions twice with clear intonation and providing bilingual support through translation into Indonesian after the English instructions were given. To address students' confidence issues, the researcher utilized the voice recording feature in the English Sounds app, which allows students to record their own pronunciation and compare it with native speakers. An individualized approach will be implemented with students who lack confidence, particularly S1, S3, S4, S11, and S14. Additionally, the researcher took the initiative to motivate students during the learning process to be more enthusiastic and confident. This improvement strategy proved effective, as evidenced by the significant improvement in Cycle II compared to the previous cycle. The most notable positive change was the increase in students' confidence when practicing English pronunciation independently through the features available in the English Sounds app. In the second cycle, the scores showed a notable increase, surpassing the set standards. Student classification percentage data showed a significant increase between the action of Cycle I and Cycle II. In Cycle II, 53% of students achieved the excellent category, meanwhile in Cycle I, no students reached that category.

Students showed progress in understanding pronunciation techniques and recognizing vowel sounds, and showed increased self-confidence when practicing pronouncing English words. In addition to mastering vowel sounds as the main focus, students also showed better independent learning abilities because they utilized the video feature in the application to practice pronunciation repeatedly at home. The implementation of the voice recorder feature proved effective in increasing student motivation, because they could conduct independent evaluations of their pronunciation. In the cycle II, there was a positive transformation in students' learning attitudes. They showed new enthusiasm, especially students who previously felt shy and afraid to pronounce English words.

The English Sounds app proved to be very effective in helping learners improve how they pronounce vowel sounds in English. This research covers 15 complete vowel sounds, namely /aʊ/, /eɪ/, /i/, /ju/, /oʊ/, /u/, /æ/, /ɑ/, /aɪ/, /ɔ/, /ɔɪ/, /ɛ/, /ɪ/, /ʊ/, and /ʌ/, which were taught progressively with five vowel sounds in each cycle consisting of three sessions. For example, in the first cycle, students learned /aʊ/ as in the words “our,” “count,” “How”; /eɪ/ as in the words “able,” “cake,” and “today”; /i/ as in the words “eat,” “keep,” and “free”; /ju/ as in the words “unit,” “cute,” and “view”; and /oʊ/ as in the words “own,” “road,” and “snow.” Through direct observation during the learning process, it was evident that students made gradual progress in pronouncing target words after watching discussion videos from the English Sounds app. This improvement was evident from the reduction in pronunciation errors in the second cycle compared to the first cycle, particularly in complex vowel sounds such as diphthongs /aʊ/, /eɪ/, and /aɪ/, which were previously often mispronounced by Indonesian students due to interference from their native language. The use of the English Sounds app has proven effective because it provides accurate pronunciation models that can be repeated, enabling students to self-correct and boost their confidence in pronouncing English vowel sounds correctly.

The results of cycle I and cycle II, when using the English Sounds app, teachers should employ effective strategies for teaching with this app, namely: (1) Students must download the English Sounds app to their mobile phones, (2) Teachers must use the materials available in the English Sounds app, (3) then students are asked to use the features available in the app, such as the video feature explaining each sound in the app, the feature that provides examples and pronunciations for each sound, (4) Students who experience difficulties due to lack of confidence can use the voice recording feature to practice independently, (5) after watching the explanatory videos from the app, students are asked one by one to practice by pronounce the vocabulary written by the teacher on the board related to the vowel sounds they have learned from the videos. This is to see the students' progress at each meeting, (6) The teacher can use interesting

variations of intonation in pronunciation teaching to increase student interest and motivation. Expressive intonation also helps students understand pronunciation patterns and recognize differences in the meaning of words based on pressure and tone of voice. (7) The teacher can integrate educative games as ice breaker at the beginning of learning or after watching videos to generate student enthusiasm. This strategy creates a relaxed and pleasant atmosphere thereby reducing student tension before entering the core material. (8) Implementation of scaffolding strategies, whereby teachers provide gradual support through repeated instructions with clear intonation, bilingual support (Indonesian- English translation), pronunciation examples, and gradual reduction of assistance in line with student progress. (9) Motivating students with low self-confidence teachers identify students who require special attention and provide personalized guidance, positive reinforcement, and additional time for independent practice using voice recording features.

This research contributes new insights into teaching pronunciation strategies using the English Sounds app. Unlike previous research that focused only on the general use of technology, this research developed more specific and structured teaching strategies. The developed strategy includes eight systematic steps, starting from technical preparation (downloading the application and utilizing its features), utilizing the video discussion feature in the application as the primary learning medium for each sound, the use of expressive intonation variations to enhance student understanding, the integration of educational games as icebreakers, the application of scaffolding with gradual support, and the provision of personal guidance for students who lack confidence. This combination of strategies creates a holistic approach to pronunciation teaching, where technology is not only used as a tool but is integrated with pedagogical methods that support the individual needs of students. Specifically, this research utilizes the video feature within the app as an interactive learning medium that allows students to learn each sound visually and auditory simultaneously. This differs from previous research, which tended

to use technology-based apps without structured and personalized teaching strategies and had not optimized the video feature as the primary learning medium.

This research combined questionnaires, tests, and observations to strengthen the credibility of the research findings. Test results showed a significant improvement in students' pronunciation skills after using the English Sounds app, with the mean pre-test score increasing from 10.6 to 86.66. This finding was reinforced by student questionnaires, which revealed that they felt the English Sounds app improved their English pronunciation skills. Student number 10 strongly agreed with the statement, "This app has helped me improve my English pronunciation." Observations from both cycles showed that in Cycle I, the teacher successfully provided clear and systematic instructions regarding the app's use, including detailed explanations of key features such as pronunciation exercises and the voice recording feature. Students demonstrated good consistency in using the app's features and enthusiastically followed the teacher's instructions. In Cycle II, the teacher utilized all of the app's features more optimally, such as voice recording exercises and comparing voices with native speakers, resulting in more engaged and engaged students. Students routinely used the app's various features, and communication between students, the app, and the teacher was smooth and effective. The consistency between quantitative, qualitative, and observational data indicates that effective use of the English Sounds app has a statistically measurable impact. The English Sounds app also provides a meaningful learning experience for students, with questionnaires revealed increased motivation to learn thanks to the app's interactive features, which is consistent with improved test scores in terms of accuracy and fluency. This data convergence strengthens the validity of the finding that effective use of the English Sounds app can improve students' English pronunciation skills, both from an objective perspective (test results), a subjective perspective (student perceptions and experiences), and from a learning implementation perspective (observational results).

This research aimed to test the use the English Sounds application effectively to improve students' pronunciation skills. Based on the results of data collection and analysis, the results show that the English Sounds app helped students get better at pronunciation. Students gave positive feedback about using this app during their language learning sessions. Students experienced increased motivation in learning English, which also encouraged the researcher to continue developing learning methods. This section describes the development of pronunciation skills of class VIII A students as a result of the application of the English Sounds Application. The improvements that occurred were not only in the technical aspects of pronunciation, but also in the psychological aspects in the form of increased self-confidence and learning motivation.

The results of this research indicated that effective use of the English Sounds app can improve students' pronunciation, particularly in terms of vowel sounds. This was consistent with the research titled “Improving Students' Pronunciation Ability in Speaking Using the Hello English Application,” which utilized the Hello English application, where it was found that the application could assist students in becoming more proficient in correctly pronouncing words through repeated practice. However, this research provides a more specific contribution by focusing on vowel sounds, while the Hello English research is more general in terms of overall pronunciation ability.³⁶ The findings of this research also supported the results of a research titled “Improving the Students' Pronunciation Ability by Using Elsa Speak App,” This research used the Elsa Speak app, which showed an improvement in students' pronunciation ability. However, this research offered a different

³⁶ Maria Arina Luardini and Natalina Asi, "Improving Students' Pronunciation Ability in Speaking Using “Hello English” Application," *Natalina Asi Journal Compound* 7, no.2 (December, 2019), 40. <https://e-journal.upr.ac.id/index.php/JCP/article/download/635/537>.

perspective by using the English Sounds app, which has a specific advantage in teaching vowel sounds through interactive video and voice recording features.³⁷

This research used the Classroom Action Research (CAR) method, consisting of two cycles, in line with “Improving Students' Pronunciation Skills Using the Elsa Speak Application,” which also used classroom action research with three cycles. Both researches showed a consistent pattern of improvement from cycle to cycle. In this research, there was a significant increase from the mean score of 10.6 on the pre-test to 62 in Cycle I and 84.66 in Cycle II. This indicated higher effectiveness compared to the previous research.³⁸ The next research is “The Effectiveness of Using Cake Application on Students' Pronunciation Skill at SMP Unismuh Makassar,” which uses the Cake application with a pre-experimental design and also shows results that support the effectiveness of using the application in learning English specially pronunciation. However, this research provides an advantage with the CAR approach, which allows for continuous improvement through reflection and action of more optimal strategies in each cycle.³⁹ The next finding shows consistency with previous research, namely the research entitled “English Sounds Application to Improve Students' Pronunciation,” This research uses the same application, namely the English Sounds application, to improve students' pronunciation skills. Although previous research reported significant improvements, this research provides a more comprehensive contribution by using the Classroom Action Research (CAR) method, which allows for continuous improvement through reflection at each cycle, unlike the quasi-

³⁷ Nur Wahid Akhmad and Ahmad Munawir, "Improving the Students' Pronunciation Ability by Using Elsa Speak App," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no.1 (June,2022), 846, doi:10.24256/ideas.v10i1.2868.

³⁸ Anggraini, "Improving Students' Pronunciation Skill Using Elsa Speak Application," *Journey: Journal of English Language and Pedagogy* 5, no.1 (31, March, 2022), 135, doi:10.33503/journey.v5i1.1840.

³⁹ Sri Hermawati, Nurdevi Bte Abdul, and St. Asmayanti AM, "Effectiveness of Using Cake Application on Students' Pronunciation Skills At Smp Unismuh Makassar," *English Language Teaching Methodology* 3 no.3 (December, 2023), 309, doi:10.56983/eltm.v3i3.536.

experimental approach, which only measures effectiveness at a single point in time.⁴⁰

Throughout this research, the researcher met with various difficulties that influenced the learning activities and final results. The main limitation of this classroom action research is the absence of collaborative discussions with English teachers during the research process, this has the potential to reduce the sharpness of analysis regarding the effectiveness of the measures implemented and limit the development of alternative strategies that may be more suited to the needs of students. The most significant difficulty was the students' poor English abilities, which caused problems in understanding the teacher's instructions and explanations given in English. This situation required the researcher to adapt by first providing explanations in English, then translating them into Indonesian to ensure the students' understanding. This, of course, affected the efficiency of the learning time. Although this research showed positive results in improving students' pronunciation, there were several limitations that needed to be acknowledged and considered for future research. First, the limited scope of the research, which focuses solely on vowel sounds, does not provide a comprehensive picture of students' overall pronunciation abilities. The relatively short duration of the research is a significant limitation in measuring the long-term effectiveness of the English Sounds app. A longer-term research is needed to validate the app's effectiveness in sustaining and improving students' pronunciation skills over time. The research was also carried out with middle school students who had limited English learning experience. The results may differ if the research were conducted at a higher level, such as senior high school, where students have a stronger foundation in English and more mature cognitive abilities to understand more complex pronunciation concepts.

⁴⁰ Falasifa Ajda, "English Sounds Application' To Improve Students' Pronunciation," *Banten: UIN Sultan Maulana Hasanudin Banten*, (2022), 69.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the study, effective ways to use the English Sounds application to improve the pronunciation skills of eighth-grade students at SMPN 2 Malangke Barat include: Students must download the English Sounds app to their mobile phones, Teachers must use the materials available in the English Sounds app, then students are asked to use the features available in the app, such as the video feature explaining each sound in the app, the feature that provides examples and pronunciations for each sound, Students who experience difficulties due to lack of confidence can use the voice recording feature to practice independently, after watching the explanatory videos from the app, students are asked one by one to practice by pronounce the vocabulary written by the teacher on the board related to the vowel sounds they have learned from the videos. In addition, teachers can use interesting intonation variations during pronunciation instruction to increase student interest. Furthermore, integrating educational games as icebreakers can generate enthusiasm and create a relaxed and enjoyable learning atmosphere. Teachers apply scaffolding through clear and gradual instruction, bilingual support (Indonesian-English translation). In addition, teachers provide support by adopting a personalized approach, giving positive reinforcement, and motivating students who lack confidence. The effectiveness of these methods is clearly evident from the significant improvement in learning outcomes in each evaluation cycle. The effectiveness of this strategy was evident from the significant increase in students' average scores from 10.6 (pre-test) to 62 in Cycle I and 84.66 in Cycle II, with the minimum passing grade increasing from 0% to 80%. Questionnaire data showed that 100% of students acknowledged an improvement in pronunciation skills and learning motivation. Thus, the English Sounds application, combined with systematic and integrated learning strategies, has proven effective in improving students' pronunciation skills.

B. Implication

Based on the results of this research, the following theoretical and practical implications can be drawn

1. Theoretical Implications

a. Effectiveness of Selecting Technology-Based Learning Methods

The findings of this research reinforce the theory that selecting the appropriate learning method can significantly influence student learning outcomes. Teaching pronunciation using the English Sounds app has proven to be effective when implemented with the right strategies and optimal utilization of the app's features. The research results indicate that the effective way to use the English Sounds app is through optimal utilization of the video explanation feature for concept understanding, use of the voice recording feature for independent practice, integration of game media in learning to increase student interest, and application of proper intonation in learning to help students understand pronunciation and word meaning.

b. Strengthening Motivation and Self-Confidence in Learning

This research supports the theory that strengthening motivation and utilizing technology can increase students' self-confidence. The voice recording feature provides gradual assistance that allows students to practice independently, especially for students who experience anxiety and shyness when practicing pronunciation. The positive transformation of students' learning attitudes in cycle II shows that students who were initially unable and afraid to pronounce vowel sounds correctly became able to do so with confidence and high enthusiasm.

c. Effectiveness of Bilingual Learning Strategies

The support strategy reinforced with explanations in two languages (English and Indonesian) proved effective in overcoming students' comprehension difficulties. This supports the theory of bilingual learning, which emphasizes the importance of using the mother tongue as a bridge to understanding new concepts.

2. Practical Implications

These research findings can help both current teachers and people who want to become teachers to improve their ability to integrate learning technology and apply learning strategies that can improve student learning achievement. Teachers need to optimize the use of features in learning applications such as explanatory videos, voice recorders, and interactive games to create more engaging and effective learning experiences. Additionally, these findings also have implications for the development of English language learning curricula that integrate mobile learning technology, particularly to improve students' pronunciation skills.

C. Suggestion

Research results demonstrated that students improved their pronunciation skills when they used the English Sounds application, the researcher provide several recommendations that can be considered for further implementation and development.

1. For English teachers

English teachers are recommended to integrate the English Sounds application as one of the innovative learning media in teaching pronunciation. This application can be a useful method for making English pronunciation better, while providing students with the opportunity to practice independently.

The implementation of this technology allows to develop an interactive study environment that helps students improve their speaking skills through immediate pronunciation feedback. In addition, the use of this application can encourage students to develop independent learning through the available self-correction features, this way, teaching can be adjusted to match each student's individual learning needs. For English teachers who wish to implement the English Sounds application, it is recommended that they use a bilingual approach by first providing explanations in English, then translating them into Indonesian to aid student comprehension. Gradually, the use of Indonesian can be reduced to increase students' exposure to English. Teachers should then conduct an initial assessment to identify variations in student abilities within a class. Based on the results, teachers can tailor instruction to each student's ability level or use a peer tutoring system. The English Sounds app should be integrated with other teaching methods as a supplementary tool, not as the sole source of learning. Finally, teachers need to motivate students to continue practicing pronunciation outside of class and conduct regular evaluations by providing constructive feedback to help students develop their pronunciation skills continuously.

2. For the next researcher

Based on the difficulties and limitations encountered in this research, the researcher offered several suggestions for future research. First, due to the lack of discussion with English teachers, further research should involve subject teachers as active collaborators in order to improve the quality of reflection and validity of research findings. Second, future researchers are advised to conduct longer-term researched to measure how well the English Sounds app works over time and see if students still remember the pronunciation lessons after some time has passed. Research conducted over a longer period will show more clearly how using the app affects students' pronunciation skills in the long run. Third, future researchers are advised to conduct research at a higher level, such as high school students or even college students, by expanding the scope of the

research beyond vowel sounds to include consonant sounds. Students at higher levels have a stronger foundation in English and more mature cognitive abilities to understand more complex pronunciation concepts. Therefore, the research can show a complete understanding of how the English Sounds app helps improve all parts of pronunciation. Comparative research between different educational levels can also provide valuable insights into the effectiveness of the app across different age groups.

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A P P E N D I C E S

APPENDIX 1

SURAT IZIN MENELITI



PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
(DPMPTSP)

Jl. Simpursiang Nomor.27 Masamba, Telp : (0473) 21000 Fax : (0473) 21000 Kode Pos : 92966
Email : dpmptsp@luwuutarakab.go.id Website : <http://dpmptsp.luwuutarakab.go.id>

SURAT KETERANGAN PENELITIAN
Nomor : 0131/SKP/DPMPTSP/IV/2025

- Membaca : Permohonan Surat Keterangan Penelitian an. Desy Wahyuni beserta lampirannya.
- Menimbang : Rekomendasi Badan Kesatuan Bangsa dan Politik Kabupaten Luwu Utara 070/125/IV/Bakesbangpol/2025
- Mengingat : 1. Undang-Undang Nomor 39 Tahun 2008 tentang Kementrian Negara;
2. Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;
3. Peraturan Pemerintah Nomor 12 Tahun 2007 tentang Pembinaan dan Pengawasan Penyelenggaraan Pemerintah Daerah;
4. Peraturan Presiden Nomor 97 Tahun 2014 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu;
5. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
6. Peraturan Bupati Nomor 17 Tahun 2020 tentang Perubahan Kedua atas Peraturan Bupati Luwu Utara Nomor 11 Tahun 2018 tentang Pelimpahan Kewenangan Perizinan, Non Perizinan dan Penanaman Modal Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

MEMUTUSKAN

- Menetapkan : Memberikan Surat Keterangan Penelitian Kepada :
- Nama : Desy Wahyuni
Nomor Telepon : 082196077629
Alamat : Dsn. Kalitata Desa Kalitata Kec. Malangke Barat Kab. Luwu Utara
Sekolah / Instansi : Institut Agama Islam Negeri Palopo
Judul Penelitian : Using use of "English Sounds" Application in Teaching Students Pronunciation at the 8th Grade of SMPN 2 Malangke Barat
Lokasi Penelitian : SMPN 2 Malangke Barat

Dengan ketentuan sebagai berikut :

1. Surat Keterangan Penelitian ini mulai berlaku pada tanggal 28 April 2025 s/d 28 Juli 2025.
2. Mematuhi semua peraturan Perundang-Undangan yang berlaku.
3. Surat Keterangan Penelitian ini dicabut kembali dan dinyatakan tidak berlaku apabila pemegang surat ini tidak mematuhi ketentuan peraturan perundang-undangan yang berlaku.

Surat Keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya dan batal dengan sendirinya jika bertentangan dengan tujuan dan/atau ketentuan berlaku.

Diterbitkan di : Masamba
Pada Tanggal : 24 April 2025

An. BUPATI LUWU UTARA
KEPALA DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU



Ditanda tangani secara elektronik oleh:
Kepala Dinas Penanaman Modal Dan
Pelayanan Terpadu Satu Pintu Luwu Utara
Ir. Alauddin Sukri, M.Si
28/04/2025 07:13:27

Ir. Alauddin Sukri, M.Si
NIP : 196512311997031060



Disampaikan kepada :

1. Lembar Pertama yang bersangkutan;
2. Lembar Kedua Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;

APPENDIX 2

SURAT KETERANGAN TELAH MENELITI



**PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 2 MALANGKE BARAT**

Alamat : Poros Masamaba, Desa Kalitata Kec. Malangke Barat Kab. Luwu Utara. Uptsmpn2malbar@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor :400.3.10.2/131/UPT.SMPN2MB-LU/V/2025

Yang bertanda tangan dibawah ini :

Nama : **H. Marupi, S.Pd**
NIP : 19660505 199003 1 016
Pangkat/Gol : Pembina Utama Muda
Jabatan : Kepala Sekolah

Menerangkan bahwa mahasiswa berikut ini:

Nama : **DESY WAHYUNI**
NIM : 2102020049
Tempat/Tanggal Lahir : Bila Riawa Sidrap, 23 Desember 2002
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Pendidikan Bahasa Inggris
Jabatan : Mahasiswa IAIN Palopo
Alamat : Desa Kalitata, Kec. Malangke Barat, Kab. Luwu Utara

Benar telah mengikuti dengan baik kegiatan Penelitian Lapangan di UPT SMP Negeri 2 Malangke Barat selama 1 (satu) bulan terhitung dari tanggal, 07 Mei s.d 07 Juni 2025.

Demikian surat Keterangan Penelitian ini diberikan untuk di pergunakan sebagaimana mestinya.



Kalitata, 09 Juni 2025

Kepala UPT

H. MARUPI, S.Pd

Pangkat : Pembina Utama Muda

NIP . 19660505 199003 1 016

APPENDIX 3

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Nama Sekolah	: SMPN 2 Malangke Barat	Kelas	: VIII A
Mata Pembelajaran	: Pronunciation	Pertemuan ke-	: 1 & 2
Materi	: Vowel Sounds	Alokasi Waktu	: 60 Minute

A. TUJUAN PEMBELAJARAN

- Mengidentifikasi pemahaman siswa terhadap penggunaan aplikasi English Sounds
- Mengajarkan cara penggunaan aplikasi English Sounds dalam pembelajaran pronunciation
- Mengidentifikasi pemahaman siswa tentang pronunciation serta jenis-jenis sounds
- Menjelaskan tentang pronunciation serta vowel Sounds yang ada di pronunciation
- Menganalisis mengevaluasi sampai sejauh mana pemahaman siswa tentang pronunciation dan vowel Sounds

B. LANGKAH-LANGKAH PEMBELAJARAN

Media	Alat/Bahan	Sumber Belajar
• <i>English Sounds Application</i>	• Handphone	• Bahan ajar dari Aplikasi english Sounds

Kegiatan Pendahuluan (5 menit)
• Melakukan pembukaan dengan salam pembuka kemudian berdoa untuk memulai pembelajaran dan siswa mengisi daftar hadir. • Peneliti menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dari mempelajari pronunciation dan penggunaan aplikasi English Sounds dalam kehidupan sehari-hari • Peneliti menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh
Kegiatan Inti (50 menit)

Stimulus	- Guru menyampaikan materi yang akan dipelajari dan target pencapaian yang harus dicapai oleh siswa, dan memotivasi siswa - Sebelum memberikan penjelasan mendalam tentang pronunciation, guru terlebih dahulu memperkenalkan dan mendemonstrasikan penggunaan aplikasi English Sounds beserta fitur-fiturnya - Guru mempresentasikan materi tentang bunyi vokal yang akan dipelajari
Pengumpulan data	- Siswa membuka aplikasi English Sounds dan mengeksplorasi lima bunyi vokal yang dipelajari - Siswa menonton video penjelasan untuk setiap bunyi vokal selama 25 menit secara total - Siswa mengakses fitur contoh kata yang menunjukkan posisi bunyi vokal di awal, tengah, dan akhir kata
pembuktian	Guru meminta siswa satu per satu mengucapkan kata-kata contoh yang tertulis di papan tulis
Menarik kesimpulan	Peneliti membuat kesimpulan tentang hal-hal yang telah dipelajari terkait: Pronunciation and vowel sounds peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Refleksi dan konfirmasi (5 menit)	
	- Refleksi pencapaian siswa, dan refleksi peneliti untuk mengetahui ketercapaian proses pembelajaran dan perbaikan. - Peneliti menyampaikan menyampaikan rencana pembelajaran pada pertemuan berikutnya - Peneliti memberikan pesan dan motivasi untuk tetap semangat belajar dan diakhiri dengan berdoa.

C. PENILAIAN PEMBELAJARAN (ASESMEN)

Aspek yang dinilai	Bentuk Penilaian	Instrumen Penilaian
Pegetahuan	Observasi	Pegamatan sikap

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Nama Sekolah	: SMPN 2 Malangke Barat	Kelas	: VIII A
Mata Pembelajaran	: Pronunciation	Pertemuan ke-	: 3 & 4
Materi	: Vowel Sounds	Alokasi Waktu	: 60 Minute

D. TUJUAN PEMBELAJARAN

- Mengidentifikasi pemahaman siswa terhadap penggunaan aplikasi English Sounds
- Mengajarkan cara penggunaan aplikasi English Sounds dalam pembelajaran pronunciation
- Mengidentifikasi pemahaman siswa tentang pronunciation serta jenis-jenis sounds
- Menjelaskan tentang pronunciation serta vowel Sounds yang ada di pronunciation
- Menganalisis mengevaluasi sampai sejauh mana pemahaman siswa tentang pronunciation dan vowel Sounds

E. LANGKAH-LANGKAH PEMBELAJARAN

Media	Alat/Bahan	Sumber Belajar
• <i>English Sounds Application</i>	• Handphone	• Bahan ajar dari Aplikasi english Sounds

Kegiatan Pendahuluan (5 menit)
• Melakukan pembukaan dengan salam pembuka kemudian berdoa untuk memulai pembelajaran dan siswa mengisi daftar hadir. • Peneliti menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dari mempelajari pronunciation dan penggunaan aplikasi English Sounds dalam kehidupan sehari-hari • Peneliti menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh
Kegiatan Inti (50 menit)

Stimulus	- Guru menyampaikan materi yang akan dipelajari dan target pencapaian yang harus dicapai oleh siswa, dan memotivasi siswa - Sebelum memberikan penjelasan mendalam tentang pronunciation, guru terlebih dahulu memperkenalkan dan mendemonstrasikan penggunaan aplikasi English Sounds beserta fitur-fiturnya - Guru mempresentasikan materi tentang bunyi vokal yang akan dipelajari
Pengumpulan data	- Siswa membuka aplikasi English Sounds dan mengeksplorasi lima bunyi vokal yang dipelajari - Siswa menonton video penjelasan untuk setiap bunyi vokal selama 25 menit secara total - Siswa mengakses fitur contoh kata yang menunjukkan posisi bunyi vokal di awal, tengah, dan akhir kata
pembuktian	Guru meminta siswa satu per satu mengucapkan kata-kata contoh yang tertulis di papan tulis
Menarik kesimpulan	Peneliti membuat kesimpulan tentang hal-hal yang telah dipelajari terkait: Pronunciation and vowel sounds peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Refleksi dan konfirmasi (5 menit)	
	- Refleksi pencapaian siswa, dan refleksi peneliti untuk mengetahui ketercapaian proses pembelajaran dan perbaikan. - Peneliti menyampaikan rencana pembelajaran pada pertemuan berikutnya - Peneliti memberikan pesan dan motivasi untuk tetap semangat belajar dan diakhiri dengan berdoa.

F. PENILAIAN PEMBELAJARAN (ASESMEN)

Aspek yang dinilai	Bentuk Penilaian	Instrumen Penilaian
Pegetahuan	Observasi	Pegamatan sikap

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Nama Sekolah	: SMPN 2 Malangke Barat	Kelas	: VIII A
Mata Pembelajaran	: Pronunciation	Pertemuan ke-	: 5 & 6
Materi	: Vowel Sounds	Alokasi Waktu	: 60 Minute

G. TUJUAN PEMBELAJARAN

- Mengidentifikasi pemahaman siswa terhadap penggunaan aplikasi English Sounds
- Mengajarkan cara penggunaan aplikasi English Sounds dalam pembelajaran pronunciation
- Mengidentifikasi pemahaman siswa tentang pronunciation serta jenis-jenis sounds
- Menjelaskan tentang pronunciation serta vowel Sounds yang ada di pronunciation
- Menganalisis mengevaluasi sampai sejauh mana pemahaman siswa tentang pronunciation dan vowel Sounds

H. LANGKAH-LANGKAH PEMBELAJARAN

Media	Alat/Bahan	Sumber Belajar
• <i>English Sounds Application</i>	• Handphone	• Bahan ajar dari Aplikasi english Sounds

Kegiatan Pendahuluan (5 menit)
• Melakukan pembukaan dengan salam pembuka kemudian berdoa untuk memulai pembelajaran dan siswa mengisi daftar hadir. • Peneliti menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dari mempelajari pronunciation dan penggunaan aplikasi English Sounds dalam kehidupan sehari-hari • Peneliti menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh
Kegiatan Inti (50 menit)

Stimulus	- Guru menyampaikan materi yang akan dipelajari dan target pencapaian yang harus dicapai oleh siswa, dan memotivasi siswa - Sebelum memberikan penjelasan mendalam tentang pronunciation, guru terlebih dahulu memperkenalkan dan mendemonstrasikan penggunaan aplikasi English Sounds beserta fitur-fiturnya - Guru mempresentasikan materi tentang bunyi vokal yang akan dipelajari
Pengumpulan data	- Siswa membuka aplikasi English Sounds dan mengeksplorasi lima bunyi vokal yang dipelajari - Siswa menonton video penjelasan untuk setiap bunyi vokal selama 25 menit secara total - Siswa mengakses fitur contoh kata yang menunjukkan posisi bunyi vokal di awal, tengah, dan akhir kata
pembuktian	Guru meminta siswa satu per satu mengucapkan kata-kata contoh yang tertulis di papan tulis
Menarik kesimpulan	Peneliti membuat kesimpulan tentang hal-hal yang telah dipelajari terkait: Pronunciation and vowel sounds peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Refleksi dan konfirmasi (5 menit)	
	- Refleksi pencapaian siswa, dan refleksi peneliti untuk mengetahui ketercapaian proses pembelajaran dan perbaikan. - Peneliti menyampaikan rencana pembelajaran pada pertemuan berikutnya - Peneliti memberikan pesan dan motivasi untuk tetap semangat belajar dan diakhiri dengan berdoa.

I. PENILAIAN PEMBELAJARAN (ASESMEN)

Aspek yang dinilai	Bentuk Penilaian	Instrumen Penilaian
Pegetahuan	Observasi	Pegamatan sikap

APPENDIX 4

VALIDASI INSTRUMENT PENELITIAN

SURAT KETERANGAN VALIDASI

Yang bertandatangan dibawah ini:

Nama : Dr. Magfirah Thayyib, S.S., M.Hum
Jabatan/Pekerjaan : Lektor
Instansi Asal : IAIN Palopo

Menyatakan bahwa instrument penelitian dengan judul:

The Use of "English sounds" Application in teaching Students' pronunciation at The 8th Grade at SMPN 2 Malangke Barat

dari mahasiswa:

Nama : Desy Wahyuni
Program Study : Pendidikan Bahasa Inggris
NIM : 2102020049

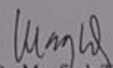
(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran berikut:

Lihat naskah pd draft instrumen 8
lembar validasi

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 11 Februari 2025

Validator,


Dr. Magfirah Thayyib, S.S., M.Hum
NIDN: 0919078501

APPENDIX 5

PRE-TEST & POST-TEST

Test Before Cycle I

Nama :

Kelas :

Petunjuk :

- Dalam test ini terdiri dari 10 kata yang harus diucapkan oleh siswa
- Setiap kata yang benar akan diberi tanda centang(√) pada kolom correct dan kata yang salah pada kolom incorrect.

No	Vowel Sounds	Correction	
		correct	Incorrect
1.	Cow		
2.	Rain		
3.	Equal		
4.	Pew		
5.	Shadow		
6.	Through		
7.	Faculty		
8.	Withdraw		
9.	Nothing		
10.	Entire		

Test Cycle I

Nama :

Kelas :

Petunjuk :

- Test ini terdiri dari 10 kata yang harus diucapkan oleh siswa
- Setiap kata yang benar akan diberi tanda centang(√) pada kolom correct dan kata yang salah pada kolom incorrect.

No	Vowel Sounds	Penilaian	
		correct	Incorrect
1.	Author		
2.	Shoe		
3.	Vote		
4.	Clue		
5.	own		
6.	Issue		
7.	Brief		
8.	Potato		
9.	Now		
10.	Always		

Test Cycle II

Nama :

Kelas :

Petunjuk :

- Dalam test ini terdiri dari 10 kata yang harus diucapkan oleh siswa
- Setiap kata yang benar akan diberi tanda centang(✓) pada kolom correct dan kata yang salah pada kolom incorrect.

No	Vowel Sounds	Correction	
		correct	Incorrect
1.	Brown		
2.	Paid		
3.	Moment		
4.	Noise		
5.	Want		
6.	Nutrition		
7.	Follow		
8.	Clue		
9.	Believe		
10.	Poison		

LEMBAR VALIDASI INSTRUMEN PENELITIAN

A. Identitas

Judul Validasi : Validasi Instrumen Soal Test before cycle I, Cycle I, Cycle II
Nama Validator : *Magfirah Thayyib*
Nama Pembuat : Desy Wahyuni

B. Pengantar

Lembar validasi ini digunakan untuk memperoleh penilaian Bapak/Ibu terhadap instrumen soal Test before cycle I, Cycle I, Cycle II untuk siswa kelas VIII SMPN 2 Malangke Barat. Saya ucapkan terima kasih atas kesediaan Bapak/Ibu menjadi validator dan mengisi lembar validasi ini.

C. Petunjuk

Bapak/ibu dimohon untuk memberikan penilaian pada setiap lembar instrumen validasi dengan memberikan tanda ceklis (✓) pada salah satu kolom.

Test Before Cycle I

Butir Validasi	Valid	Tidak Valid
Butir 1	✓	
Butir 2	✓	
Butir 3	✓	
Butir 4	✓	
Butir 5	✓	
Butir 6	✓	
Butir 7	✓	
Butir 8	✓	
Butir 9	✓	
Butir 10	✓	

Test Cycle I

Butir Validasi	Valid	Tidak Valid
Butir 1	✓	
Butir 2	✓	
Butir 3	✓	
Butir 4	✓	
Butir 5	✓	
Butir 6	✓	
Butir 7	✓	
Butir 8	✓	
Butir 9	✓	
Butir 10	✓	

Test Cycle II

Butir Validasi	Valid	Tidak Valid
Butir 1	✓	
Butir 2	✓	
Butir 3	✓	
Butir 4	✓	
Butir 5	✓	
Butir 6	✓	
Butir 7	✓	
Butir 8	✓	
Butir 9	✓	
Butir 10	✓	

Saran:

.....

.....

.....

Kesimpulan:

.....

.....

.....

A. Kesimpulan

Instrumen soal ini (lingkari salah satu pilihan)

- ☒ a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo, ..17 Jan 2025

Penilai Kelayakan

.....
W. g. l.

Test Before Cycle I

Nama : *Mawar*

Kelas : *VIII A*

Petunjuk :

- Dalam test ini terdiri dari 10 kata yang harus diucapkan oleh siswa
- Setiap kata yang benar akan diberi tanda centang(✓) pada kolom correct dan kata yang salah pada kolom incorrect.

No	Vowel Sounds	Penilaian	
		correct	Incorrect
1.	Cow	✓	
2.	Rain		✓
3.	Equal		✓
4.	Pew		✓
5.	Shadow	✓	
6.	Through		✓
7.	Faculty		✓
8.	Withdraw		✓
9.	Nothing	✓	
10.	Entire		✓

Test Cycle I

Nama : Mawar

Kelas : VIII A

Petunjuk :

- Test ini terdiri dari 10 kata yang harus diucapkan oleh siswa
- Setiap kata yang benar akan diberi tanda centang(✓) pada kolom correct dan kata yang salah pada kolom incorrect.

No	Vowel Sounds	Penilaian	
		correct	Incorrect
1.	Author	✓	
2.	Shoe	✓	
3.	Vote		✓
4.	Clue	✓	
5.	own	✓	
6.	Issue	✓	
7.	Brief	✓	
8.	Potato	✓	
9.	Now	✓	
10.	Always	✓	

Test Cycle II

Nama : Mawar

Kelas : VII A

Petunjuk :

- Dalam test ini terdiri dari 10 kata yang harus diucapkan oleh siswa
- Setiap kata yang benar akan diberi tanda centang(✓) pada kolom correct dan kata yang salah pada kolom incorrect.

No	Vowel Sounds	Penilaian	
		correct	Incorrect
1.	Brown	✓	
2.	Paid	✓	
3.	Moment	✓	
4.	Noise	✓	
5.	Want	✓	
6.	Nutrition	✓	
7.	Follow	✓	
8.	Clue	✓	
9.	Believe	✓	
10.	Poison	✓	

APPENDIX 6

KUESIONER

Lembar Kuesioner Untuk Siswa

- Nama :
- Kelas :
- Jenis Kelamin :

Petunjuk kuesioner:

- Pertanyaan-pertanyaan berikut ini bertujuan untuk mengetahui minat siswa dalam meningkatkan pronunciation menggunakan aplikasi English sounds
- Pertanyaan dalam kuesioner ini terdiri dari 10 pertanyaan jawablah dengan jujur sesuai dengan pengalaman dan pengetahuan anda
- Jawaban tidak akan mempengaruhi nilai Bahasa Inggris anda
- Beri tanda centang (✓) jawaban pada kolom sesuai dengan jawaban anda

Catatan: STS = Sangat Tidak Setuju

TS = Tidak Setuju

RR = Ragu-Ragu

S = Setuju

SS = Sangat Setuju

NO	PERYATAAN	JAWABAN				
		STS	TS	RR	S	SS
1	Saya mudah memahami fitur dalam aplikasi ini.					
2	Saya terbantu memahami pengucapan Bahasa Inggris dengan baik karena fitur- fitur pada aplikasi ini.					

3	Saya terbantu meningkatkan keterampilan pengucapan Bahasa Inggris saya dengan aplikasi ini.					
4	Saya terbantu meningkatkan suara vokal saya dalam Bahasa Inggris dengan aplikasi ini.					
5	Saya terbantu dalam memperbaiki kesalahan saya karena aplikasi ini memberikan umpan balik yang berguna.					
6	Saya merasa kemajuan belajar Bahasa Inggris saya telah meningkat setelah menggunakan aplikasi ini.					
7	Saya merasa belajar Bahasa Inggris lebih menyenangkan menggunakan aplikasi ini.					
8	Saya suka desain aplikasi ini.					
9	Saya merasa termotivasi untuk terus belajar Bahasa Inggris dengan aplikasi ini.					
10	Saya akan merekomendasikan aplikasi ini kepada teman-teman saya.					

LEMBAR VALIDASI INSTRUMEN PENELITIAN

The Use of "English Sounds" Application In Teaching Students' Pronunciation at The 8th Grade of SMPN 2 Malangke Barat.

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Interval skala yang digunakan sebagai berikut:
1: Tidak layak
2: Kurang layak
3: Cukup layak
4: Layak
5: Sangat layak
4. Mohon kesediaannya untuk memberikan saran perbaikan di akhir lembaran ini.

B. Penilaian Kelayakan

No.	Uraian	Kelayakan				
I	Aspek Isi	1	2	3	4	5
a	Tujuan penelitian dinyatakan jelas				✓	
b	Tujuan wawancara dinyatakan dengan jelas.					✓
c	Petunjuk melakukan wawancara mudah dipahami					✓
II	Aspek Cakupan (Isi)	1	2	3	4	5
a	Butir-butir wawancara mencakup data yang berhubungan dengan cakupan isi materi memadai.					✓
b	Butir-butir wawancara tersebut menggali informasi yang dibutuhkan dari responden.					✓

c	Butir-butir wawancara relevan dengan dengan topik penelitian.					✓
d	Butir-butir wawancara spesifik dan terarah, sehingga dapat membantu memperoleh data yang spesifik dan relevan.				✓	
III	Aspek Bahasa	1	2	3	4	5
a	Butir-butir wawancara dirumuskan dalam Bahasa Indonesia yang baik dan benar.				✓	
b	Butir-butir wawancara dirumuskan dalam Bahasa Indonesia yang efektif.					✓
c	Butir-butir wawancara dirumuskan dalam Bahasa Indonesia yang efisien.					✓
d	Butir-butir wawancara dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden				✓	

C. Komentar

Urutkan poin wawancara sesuai th. /
 Cakupin data yg ingin
 diperoleh.

D. Saran

E. Kesimpulan

Instrumen wawancara ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut.

Lihat naskah Instrumen, 1/1

Palopo, 17 Jan 2025
Penilai Kelayakan

Magh

Lembar Kuesioner Untuk Siswa

- Nama : Mila Sapitri
- Kelas : VIII A
- Jenis Kelamin : Perempuan

Petunjuk kuesioner:

- Pertanyaan-pertanyaan berikut ini bertujuan untuk mengetahui minat siswa dalam meningkatkan pronunciation menggunakan aplikasi English sounds
- Pertanyaan dalam kuesioner ini terdiri dari 10 pertanyaan jawablah dengan jujur sesuai dengan pengalaman dan pengetahuan anda
- Jawaban tidak akan mempengaruhi nilai Bahasa Inggris anda
- Beri tanda centang (✓) jawaban pada kolom sesuai dengan jawaban anda

Catatan:

STS	=	Sangat Tidak Setuju
TS	=	Tidak Setuju
RR	=	Ragu-Ragu
S	=	Setuju
SS	=	Sangat Setuju

NO	PERYATAAN	JAWABAN				
		STS	TS	RR	S	SS
1	Saya mudah memahami fitur dalam aplikasi ini.				✓	
2	Saya terbantu memahami pengucapan Bahasa Inggris dengan baik karena fitur- fitur pada aplikasi ini.					✓

3	Saya terbantu meningkatkan keterampilan pengucapan Bahasa Inggris saya dengan aplikasi ini.					✓
4	Saya terbantu meningkatkan suara vokal saya dalam Bahasa Inggris dengan aplikasi ini.				✓	
5	Saya terbantu dalam memperbaiki kesalahan saya karena aplikasi ini memberikan umpan balik yang berguna.				✓	
6	Saya merasa kemajuan belajar Bahasa Inggris saya telah meningkat setelah menggunakan aplikasi ini.					✓
7	Saya merasa belajar Bahasa Inggris lebih menyenangkan menggunakan aplikasi ini.					✓
8	Saya suka desain aplikasi ini.				✓	
9	Saya merasa termotivasi untuk terus belajar Bahasa Inggris dengan aplikasi ini.					✓
10	Saya akan merekomendasikan aplikasi ini kepada teman-teman saya.				✓	

APPENDIX 7

OBSERVASI

Lembar Observasi Pengamatan Proses Pembelajaran Menggunakan Aplikasi English Sounds

Informasi Umum

- Nama Pengamat :
- Tanggal Observasi :
- Waktu Observasi :
- Kelas :
- Tujuan Observasi : Menganalisis efektivitas penggunaan aplikasi English Sounds dalam meningkatkan pronunciation siswa.

Petunjuk:

- Amati secara langsung dan aktif selama proses pembelajaran berlangsung, dengan fokus pada penggunaan aplikasi English Sounds.
- Catat semua perilaku siswa terkait penggunaan aplikasi, kesulitan yang dihadapi, serta perubahan dalam pronunciation.
- Gunakan bahasa yang jelas dan deskriptif.

Aspek yang Diamati

No	Aspek yang Diamati	Keterangan/Catatan
1.	Siswa	
	1.1. Seberapa sering siswa menggunakan fitur-fitur aplikasi?	
	1.2. Seberapa aktif siswa dalam mengikuti kegiatan pembelajaran menggunakan aplikasi?	

	1.3. Bagaimana interaksi siswa dengan aplikasi dan guru selama pembelajaran?	
	1.4. Seberapa termotivasi siswa dalam menggunakan aplikasi dan belajar bahasa Inggris?	
	1.5. Apakah siswa mengalami kesulitan dalam mengoperasikan aplikasi (misal, koneksi internet, perangkat, atau tampilan aplikasi)?	
2.	Guru	
	2.1. Apakah guru memberikan instruksi yang jelas dan demonstrasi yang memadai tentang cara menggunakan aplikasi English Sounds? (Langkah-langkah, fitur-fitur penting, contoh penggunaan)	
	2.2. Apakah guru memberikan dukungan dan motivasi yang cukup kepada siswa dalam menggunakan aplikasi English Sounds? (Dorongan, apresiasi)	

	2.3. Apakah guru memanfaatkan fitur-fitur aplikasi English Sounds secara optimal untuk meningkatkan pengucapan siswa? (Latihan, kuis, rekaman suara, perbandingan)	
	2.4. Apakah guru memberikan umpan balik yang konstruktif terhadap pengucapan siswa setelah menggunakan aplikasi English Sounds? (Ketepatan, kesabaran, solusi perbaikan)	
	2.5. Seberapa efektif guru dalam mengintegrasikan aplikasi ke dalam pembelajaran?	

Catatan Tambahan:

.....

.....

.....

LEMBAR VALIDASI INSTRUMEN PENELITIAN

Pedoman observasi ini gunakan untuk mempermudah peneliti melakukan observasi serta memperoleh informasi mengenai menganalisis efektivitas penggunaan aplikasi *English Sounds* dalam meningkatkan pronunciation siswa.

A. Petunjuk Pengisian

1. Beri tanda (✓) pada kolom Y (ya) atau T (tidak) berdasarkan pendapat Bapak/Ibu
2. Isi kelayakan pada baris terbawah dengan ketentuan:
L: layak digunakan
P: layak digunakan dengan perbaikan
T: tidak layak digunakan
3. Beri saran (jika ada) dan kesimpulan

B. Penilaian Kelayakan

NO	Aspek/Indikator	Y	T
1.	Format bahasa mudah dipahami	✓	
2.	Format pedoman observasi mempermudah peneliti dalam mencatat dalam mencatat hasil pengamatan	✓	
3.	Kesesuaian pedoman observasi dengan tujuan obsevasi	✓	

Saran:

- Kurangi aspek? observasi yg tak terkait langsung dg klm penelitian
- Lihat catatan pd masalah pembaf observasi

Kesimpulan:

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap pedoman observasi yang digunakan:

- a. Layak
- ☒ b. Layak dengan perbaikan
- c. Tidak layak

Palopo, 17 Feb

Penilai Kelayakan

Magfah Thuygib

Lembar Observasi Pengamatan Proses Pembelajaran Menggunakan Aplikasi English Sounds

Informasi Umum

- Nama Pengamat : Rahmi Sudirman
- Tanggal Observasi : 14 Mei 2025
- Waktu Observasi : 51051
- Kelas : VIII. A
- Tujuan Observasi : Menganalisis efektivitas penggunaan aplikasi English Sounds dalam meningkatkan pronunciation siswa.

Petunjuk:

- Amati secara langsung dan aktif selama proses pembelajaran berlangsung, dengan fokus pada penggunaan aplikasi English Sounds.
- Catat semua perilaku siswa terkait penggunaan aplikasi, kesulitan yang dihadapi, serta perubahan dalam pronunciation.
- Gunakan bahasa yang jelas dan deskriptif.

Aspek yang Diamati

No	Aspek yang Diamati	Keterangan/Catatan
1.	Siswa	
	1.1. Seberapa sering siswa menggunakan fitur-fitur aplikasi?	Siswa menggunakan fitur-fitur aplikasi dengan konsisten, terutama fitur latihan Pengucapan dan Pemahaman Suara
	1.2. Seberapa aktif siswa dalam mengikuti kegiatan pembelajaran menggunakan aplikasi?	Siswa aktif mengikuti instruksi guru dan menyelesaikan tugas-tugas belajar melalui aplikasi.

	1.3. Bagaimana interaksi siswa dengan aplikasi dan guru selama pembelajaran?	Interaksi siswa dengan aplikasi berjalan lancar. siswa dapat mengoperasikan aplikasi dengan baik setelah mendapat penjelasan dari guru
	1.4. Seberapa termotivasi siswa dalam menggunakan aplikasi dan belajar bahasa Inggris?	Sebagian besar siswa menunjukkan antusiasme tinggi dalam menggunakan aplikasi.
	1.5. Apakah siswa mengalami kesulitan dalam mengoperasikan aplikasi (misal, koneksi internet, perangkat, atau tampilan aplikasi)?	Tidak ada kesulitan yang berarti dalam mengoperasikan aplikasi. Setelah mendapatkan penjelasan awal siswa dapat menggunakannya dengan baik
2.	Guru	
	2.1. Apakah guru memberikan instruksi yang jelas dan demonstrasi yang memadai tentang cara menggunakan aplikasi English Sounds? (Langkah-langkah, fitur-fitur penting, contoh penggunaan)	Guru memberikan instruksi yang jelas tentang penggunaan aplikasi. Guru menjelaskan secara rinci fitur utama seperti latihan pengucapan dan rekaman suara.
	2.2. Apakah guru memberikan dukungan dan motivasi yang cukup kepada siswa dalam menggunakan aplikasi English Sounds? (Dorongan, apresiasi)	Guru memberikan apresiasi terhadap usaha siswa dalam berlatih menggunakan aplikasi selama proses pembelajaran.

2.3. Apakah guru memanfaatkan fitur-fitur aplikasi English Sounds secara optimal untuk meningkatkan pengucapan siswa? (Latihan, kuis, rekaman suara, perbandingan)	Guru mengintegrasikan aplikasi ke dalam pembelajaran dan fitur utama seperti latihan pengucapan
2.4. Apakah guru memberikan umpan balik yang konstruktif terhadap pengucapan siswa setelah menggunakan aplikasi English Sounds? (Ketepatan, kesabaran, solusi perbaikan)	Guru memberikan umpan balik dan solusi perbaikan yang spesifik. Hal ini membantu siswa mengidentifikasi kesalahan mereka dan mendapatkan arah yang jelas untuk melakukan perbaikan.
2.5. Seberapa efektif guru dalam mengintegrasikan aplikasi ke dalam pembelajaran?	Guru sangat efektif dalam mengintegrasikan aplikasi ke dalam pembelajaran. Guru menerapkan RPP dengan baik.

Catatan Tambahan:

Secara keseluruhan guru berhasil mengintegrasikan aplikasi ke dalam pembelajaran dengan efektif. memberikan interaksi yang jelas dan siswa menunjukkan respon yang positif.

APPENDIX 8

TRANSKIP PRE-TEST & POST-TEST

Student Transcription in Pre-test

Nama : Mawar

Kelas : VII A

No	Vowel Sounds	Pronunciation	Pronounce	Correct	Incorrect
1.	Cow	/kaʊ/	Kau	✓	
2.	Rain	/reɪn/	Pei		✓
3.	Equal	/iːkwəl/	Equal		✓
4.	Pew	/piuː/	Pew		✓
5.	Shadow	/ʃædɔː/	shad-on	✓	
6.	Through	/θruː/	Trow		✓
7.	Faculty	/fækəlti/	fa-kulti		✓
8.	Withdraw	/wɪðˈdrɔː/	witərow		✓
9.	Nothing	/nʌθɪŋ/	nɪlting	✓	
10.	Entire	/ɪnˈtaɪər/	Entir		✓

Student Transcription in Cycle I

Nama : Mawar

Kelas : VIII A

No	Vowel Sounds	Pronunciation	Pronounce	Correct	Incorrect
1.	Author	/ˈɔːθər/	AW-ther	✓	
2.	Shoe	/ʃuː/	Shoo	✓	
3.	Vote	/voot/	Voc		✓
4.	Clue	/kluː/	Kloo	✓	
5.	Own	/oon/	ohn	✓	
6.	Issue	/ˈɪʃuː/	Ishoo	✓	
7.	Brief	/briːf/	Breef	✓	
8.	Potato	/pəˈteɪtoʊ/	Puhtay-toh	✓	
9.	Now	/naʊ/	Now	✓	
10.	Always	/ˈɔːlweɪz/	Awl-wayz	✓	

Student Transcription in Cycle II

Nama : Mawar

Kelas : VIII A

No	Vowel Sounds	Pronunciation	Pronounce	Correct	Incorrect
1.	Brown	/braʊn/	Braʊn	✓	
2.	Paid	/peɪd/	Peɪd	✓	
3.	Moment	/ˈmoʊmənt/	Moh-ment	✓	
4.	Noise	/nɔɪz/	Noɪz	✓	
5.	Want	/wɑːnt/	Wahnt	✓	
6.	Nutrition	/nuˈtriʃən/	Noo-Trish-un	✓	
7.	Follow	/fəˈloʊ/	Fah-loh	✓	
8.	Clue	/kluː/	kloo	✓	
9.	Believe	/bɪˈliːv/	Bin-leew	✓	
10.	Poison	/ˈpɔɪzən/	Pos-zun	✓	

APPENDIX 9

DOKUMENTASI



Students were doing pre-test



Students were learning in cycle 1



Students were using English Sounds application



Students were doing test cycle 1



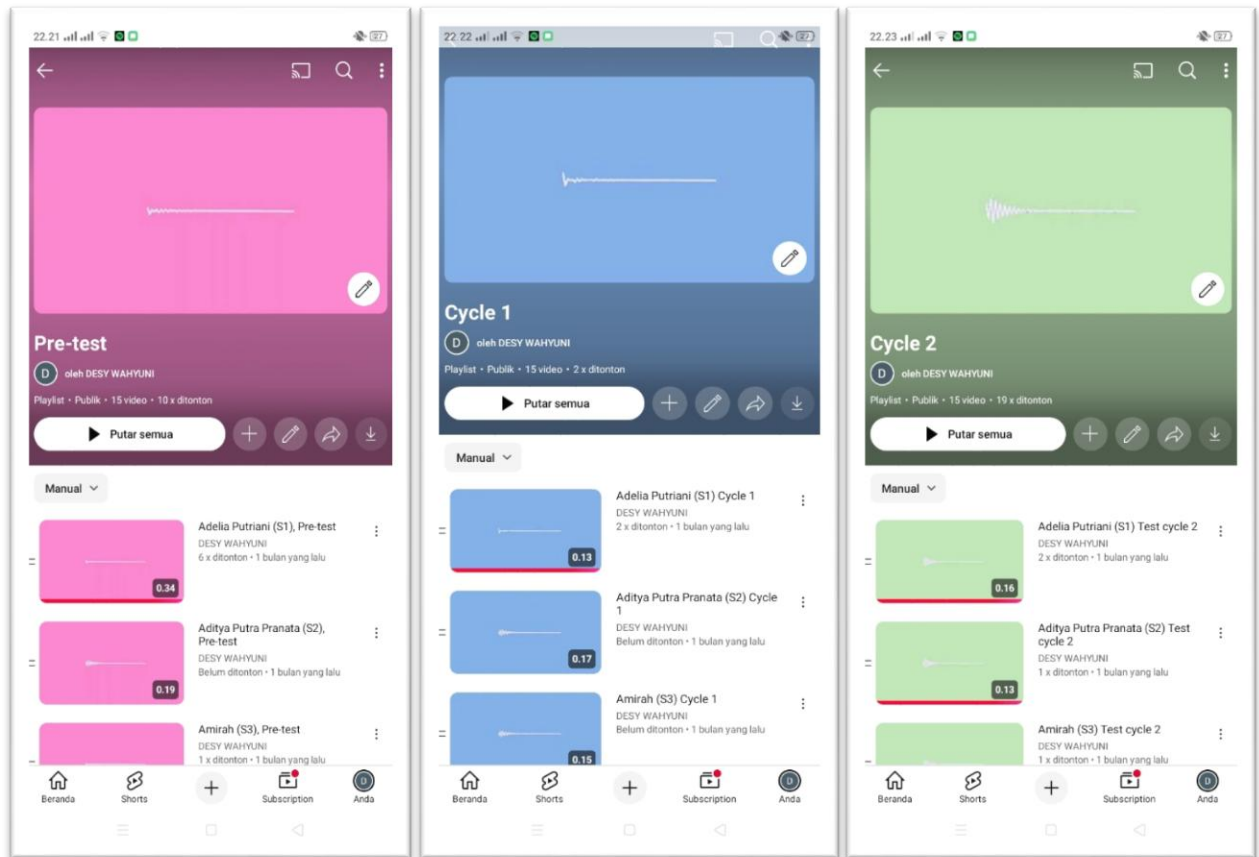
Students were learning in cycle 2



Students were doing test cycle 2



Students were answered the questionnaire



1. **Link Pre-Test**

https://youtube.com/playlist?list=PLU_DuGELSfIdffIUOKyFavQojYruuBdO3&si=Snpxy4SZTysU1ZFU

2. **Link Cycle I**

https://youtube.com/playlist?list=PLU_DuGELSfIdgZTKs1lsuw1bAtCFNv4Mh&si=YujP1NmgJzqQADQF

3. **Link Cycle II**

https://youtube.com/playlist?list=PLU_DuGELSfiffzTlKirwxuhuMdeDQeIJ5&si=cXjfqqxNVY3_JP4e

BIOGRAPHY



Desy Wahyuni was born in Bila Riawa Sidrap, on Desember 23, 2002. She's hobbies are cooking, painting, watching movie and listening to music. The researcher is the third of three children from a father named Abd. Latif and Nasira the researcher lives on Malangke Barat, nort Luwu regency. The researcher completed her Elementary School in 2014 at SDN 157 Kalitata. Then, in the same year, she continued her education at SMPN 2 Malangke Barat until 2018, then continued her education at SMAN 7 Luwu Utara majoring in IPS. After graduated from high school in 2021, the researcher continued her education in English language Education study program, Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Palopo.