

Chapter V: Conclusion and Suggestion

This chapter as the final result of the research presents the conclusion and suggestion based on the result of the study. Below is what the researcher concludes and suggests.

Conclusion

Speech to text application is a smart phone application that has elements to make language learning more fun and effective. In using this application, students become more interactive and attractive in learning English particularly learning pronunciation.

In implementing Speech to text application during the teaching learning process in class 7^A, the students are motivated to learn pronunciation through speech to text application. It can be seen from their enthusiasm and participations in using this application. In addition, there was also an increase of students' pronunciation after being taught through speech to text application. It be seen from the students' score. The result of the post-test was higher than the result of pre-test. The score of the pre-test was 125 and the score of the post test was 210. It means that the student pronunciation was improved by applying speech to text application.

Subsequent, the hypothesis of this research is received. The hypothesis of this research is "Speech to text application can improve the students' pronunciation". It is showed that by the result of the hypothesis verification

testing is $t_{\text{count}} (9,836) > t_{\text{list}} (2,069)$ therefore H_0 is rejected and accepted H_a . It is indicated that Speech to text application can improve the students' pronunciation.

Suggestion

Based on the conclusion above, the researcher has some suggestions, there are: First, In teaching English process, the teacher should be smart in choosing the best way to transfer their knowledge to make them can easily understand and interest in English subject. The English teacher must find the best technique, method or media that will be used in learning process, because it can influence students' motivation in learning English.

Second, the teachers have to use speech to text application as the media to improve students' pronunciation. It is because speech to text application is easy to be used and can help the students to know the correct pronunciation.

The last, this research is still has many deficiency therefore I suggest to the further researcher to conduct this research by using different instrument and see the other indicators of pronunciation to assess the students pronunciation in order to have better improvement.

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Appendix 1 THE NAME OF SAMPLE IN PRE-TEST AND POST-TEST

NO	Name of Students	Sex
1	Almadin Nur	Male
2	Bayu Saputra	Male
3	Haikal Djafar	Male
4	Muslim Harun	Male
5	Moh. Alif	Male
6	Fadjar Modji	Male
7	Fadel Wahid	Male
8	Ilham Ointu	Male
9	Renaldi Nur	Male
10	Nurain Muhamad	Female
11	Novi Lambonua	Female
12	Pratiwi Katiho	Female
13	Pandri Ahmad	Male
14	Rapika Sakula	Female
15	Rivai Basalama	Male
16	Salsadila Hodongi	Female
17	Selcia Damopolii	Female
18	Sergio Muharam	Male
19	Sahril Manggopa	Male
20	Gerald Yusuf	Male
21	Sri Dewi	Female
22	Moh. Azzan	Male
23	Moh. Rivai	Male
24	Dewinta Lawadjo	Female

Appendix 2

SCORE OF PRE-TEST

NO	Name	Indicators			Y	y ²
		Intelligibility	Fluency	Accuracy		
1	Studet AN	2	2	1	5	25
2	Student BS	2	1	1	4	16
3	Student HD	2	2	1	5	25
4	Student MH	2	1	1	4	16
5	Student MA	2	1	1	4	16
6	Student FM	2	2	1	5	25
7	Student FW	2	2	1	5	25
8	Student IO	2	2	1	5	25
9	Student RN	2	1	1	4	16
10	Student NM	3	2	2	7	49
11	Student NL	2	1	1	4	16
12	Student PK	2	1	1	4	16
13	Student PA	3	2	2	7	49
14	Student RS	3	2	2	7	49
15	Student RB	2	3	1	6	36
16	Student SH	2	2	1	5	25
17	Student SD	2	1	1	4	16
18	Student SM	3	3	2	8	64
19	Student SM	2	1	1	4	16
20	Student AI	2	2	2	6	36
21	Student GY	2	1	1	4	16
22	Student MA	2	1	1	4	16
23	Student MR	2	1	1	4	16
24	Student DL	4	3	3	10	100
	Total	54	40	31	125	709

Appendix 3

THE INTERVAL CLASS, MEAN AND STANDARD DEVIATION OF PRE-TEST

Counting the interval class, mean and standard deviation of pre-test :

1. The steps in counting the interval class

a. Finding the range (R)

$$R = \text{Highest Score} - \text{Lowest Score}$$

$$= 10 - 4$$

$$= 6$$

b. The amount of interval class (k)

$$K = 1 + 3,3 \log_n$$

$$= 1 + 3,3 (24)$$

$$= 1 + 4,55$$

$$= 5,5 = 6$$

c. The wide of interval class (p)

$$P = \frac{R}{k}$$

$$= \frac{6}{6}$$

$$= 1$$

The table of distribution frequency of pre-test

NO	Interval Class	Frequency (f_i)	Middle Point (x_i)	$f_i x_i$	F. Relative (%)
1	3 - 4	11	3,5	38,5	45,84 %
2	5 - 6	8	5,5	44	33,33 %
3	7 - 8	4	7,5	30	16,67 %
4	9 - 10	1	9,5	9,5	4,16 %
Σ		24	44	131	100 %

2. The steps in counting mean score and standard deviation

1. The mean score:

$$\begin{aligned} X &= \frac{\Sigma n}{n} \\ &= \frac{125}{24} \\ &= 5,2 \end{aligned}$$

2. The standard deviation :

$$\begin{aligned} S &= \sqrt{\frac{n(\Sigma X^2) - (\Sigma X)^2}{n(n-1)}} \\ &= \sqrt{\frac{24(709) - (125)^2}{24(24-1)}} \\ &= \sqrt{\frac{17016 - 15625}{552}} \\ &= \sqrt{\frac{1391}{552}} \\ &= \sqrt{2,51} \\ &= 1,58 \end{aligned}$$

Appendix 4

THE PERCENTAGE OF STUDENTS' PRONUNCIATION IN PRE-TEST
BASED ON INDICATORS OF PRONUNCIATION

1. Intelligibility

$$\frac{\Sigma \textit{Intelligibility}}{\textit{Total Score}} \times 100\%$$

$$= \frac{54}{96} \times 100 \%$$

$$= 56,25$$

$$= 56 \%$$

2. Fluency

$$\frac{\Sigma \textit{Fluency}}{\textit{Total Score}} \times 100\%$$

$$= \frac{40}{96} \times 100 \%$$

$$= 41,66$$

$$= 42 \%$$

3. Accuracy

$$\frac{\Sigma \textit{Accuracy}}{\textit{Total Score}} \times 100\%$$

$$= \frac{31}{96} \times 100 \%$$

$$= 32,29$$

$$= 32 \%$$

Appendix 5

SCORE OF POST-TEST

NO	Name	Indicators			Y	y ²
		Intelligibility	Fluency	Accuracy		
1	Student AN	3	3	2	8	64
2	Student BS	2	2	1	5	25
3	Student HD	3	3	2	8	64
4	Student MH	3	3	2	8	64
5	Student MA	3	2	2	7	49
6	Student FM	3	3	3	9	81
7	Student FW	4	3	3	10	100
8	Student IO	4	4	4	12	144
9	Student RN	4	2	2	8	64
10	Student NM	4	4	4	12	144
11	Student NL	2	2	1	5	25
12	Student PK	3	2	1	6	36
13	Student PA	4	4	3	11	121
14	Student RS	4	4	3	11	121
15	Student RB	4	4	4	12	144
16	Student SH	3	3	3	9	81
17	Student SD	2	2	2	6	36
18	Student SM	4	4	4	12	144
19	Student SM	3	2	2	7	49
20	Student AI	4	4	3	11	121
21	Student GY	3	2	1	6	36
22	Student MA	3	3	3	9	81
23	Student MR	2	2	2	6	36
24	Student DL	4	4	4	12	144
	Total	78	71	61	210	1974

*Appendix 6. THE INTERVAL CLASS, MEAN AND STANDARD DEVIATION
OF POST-TEST*

Counting the interval class, mean and standard deviation of post-test :

3. The steps in counting the interval class

a. Finding the range (R)

$$\begin{aligned} R &= \text{Highest Score} - \text{Lowest Score} \\ &= 12 - 5 \\ &= 7 \end{aligned}$$

The amount of interval class (k)

$$\begin{aligned} K &= 1 + 3,3 \log_n \\ &= 1 + 3,3 (24) \\ &= 1 + 4,55 \\ &= 5,5 = 6 \end{aligned}$$

b. The wide of interval class (p)

$$\begin{aligned} P &= \frac{R}{k} \\ &= \frac{7}{6} \\ &= 1,16 = 1 \end{aligned}$$

The table of distribution frequency of post-test

NO	Interval Class	Frequency (f_i)	Middle Point (x_i)	$f_i x_i$	F. Relative (%)
1	4 - 5	2	4,5	9	8,33 %
2	6 - 7	6	6,5	39	25 %
3	8 - 9	7	8,5	59,5	29,1 %
4	10 - 11	4	10,5	42	16,6 %
5	12 - 13	5	12,5	62,5	20,8 %
Σ		24			

4. The steps in counting mean score and standard deviation

a. The mean score:

$$\begin{aligned} X &= \frac{\Sigma n}{n} \\ &= \frac{210}{24} \\ &= 8,75 \end{aligned}$$

b. The standard deviation :

$$\begin{aligned} S &= \sqrt{\frac{n(\Sigma X^2) - (\Sigma X)^2}{n(n-1)}} \\ &= \sqrt{\frac{24(1974) - (210)^2}{24(24-1)}} \\ &= \sqrt{\frac{47376 - 44100}{552}} \\ &= \sqrt{\frac{3276}{552}} \\ &= \sqrt{5,93} \\ &= 2,43 \end{aligned}$$

*Appendix 7*THE PERCENTAGE OF STUDENTS' PRONUNCIATION IN POST-TEST
BASED ON INDICATORS OF PRONUNCIATION

1. Intelligibility

$$\frac{\Sigma \textit{Intelligibility}}{\textit{Total Score}} \times 100\%$$

$$= \frac{78}{96} \times 100\%$$

$$= 81,25$$

$$= 80\%$$

2. Fluency

$$\frac{\Sigma \textit{Fluency}}{\textit{Total Score}} \times 100\%$$

$$= \frac{71}{96} \times 100\%$$

$$= 73,95$$

$$= 74\%$$

3. Accuracy

$$\frac{\Sigma \textit{Accuracy}}{\textit{Total Score}} \times 100\%$$

$$= \frac{61}{96} \times 100\%$$

$$= 63,54$$

$$= 64\%$$

Appendix 8

NORMALITY TEST OF THE DATA PRE-TEST

NO	X_1	Z_1	$F(Z_1)$	$S(Z_1)$	[$F(Z_1) - S(Z_1)$]
1	4	-0,75	0,2266	0,4583	-0,2317
2	4	-0,75	0,2266	0,4583	-0,2317
3	4	-0,75	0,2266	0,4583	-0,2317
4	4	-0,75	0,2266	0,4583	-0,2317
5	4	-0,75	0,2266	0,4583	-0,2317
6	4	-0,75	0,2266	0,4583	-0,2317
7	4	-0,75	0,2266	0,4583	-0,2317
8	4	-0,75	0,2266	0,4583	-0,2317
9	4	-0,75	0,2266	0,4583	-0,2317
10	4	-0,75	0,2266	0,4583	-0,2317
11	4	-0,75	0,2266	0,4583	-0,2317
12	5	-0,12	0,4522	0,7083	-0,2561
13	5	-0,12	0,4522	0,7083	-0,2561
14	5	-0,12	0,4522	0,7083	-0,2561
15	5	-0,12	0,4522	0,7083	-0,2561
16	5	-0,12	0,4522	0,7083	-0,2561
17	5	-0,12	0,4522	0,7083	-0,2561
18	6	0,50	0,6915	0,7916	-0,1001
19	6	0,50	0,6915	0,7916	-0,1001
20	7	1,13	0,8708	0,9166	-0,0458
21	7	1,13	0,8708	0,9166	-0,0458
22	7	1,13	0,8708	0,9166	-0,0458
23	8	1,77	0,9616	0,9583	0,0033
24	10	3,03	0,9988	1	-0,0012
Σ	125				

From the table above, we can see the result of the normality data:

$$L_{count} = 0,0033 = \mathbf{0,003}$$

$$L_{list} = L_{(\alpha;n)} = L_{(0,05;24)} = \mathbf{0,190}$$

Because $L_{count} < L_{list}$ or $0,003 < 0,190$ so, H_0 is accepted. It means that the distribution of the data is normal.

Appendix 9

NORMALITY TEST OF THE DATA POST-TEST

NO	X ₁	Z ₁	F (Z ₁)	S (Z ₁)	[F(Z ₁) – S(Z ₁)]
1	5	-1,54	0,0618	0,0833	-0,0215
2	5	-1,54	0,0618	0,0833	-0,0215
3	6	-1,13	0,1292	0,25	-0,1208
4	6	-1,13	0,1292	0,25	-0,1208
5	6	-1,13	0,1292	0,25	-0,1208
6	6	-1,13	0,1292	0,25	-0,1208
7	7	-0,72	0,2358	0,3333	-0,0975
8	7	-0,72	0,2358	0,3333	-0,0975
9	8	-0,30	0,3821	0,5	-0,1179
10	8	-0,30	0,3821	0,5	-0,1179
11	8	-0,30	0,3821	0,5	-0,1179
12	8	-0,30	0,3821	0,5	-0,1179
13	9	0,10	0,5398	0,625	-0,0852
14	9	0,10	0,5398	0,625	-0,0852
15	9	0,10	0,5398	0,625	-0,0852
16	10	0,51	0,6950	0,6666	0,0284
17	11	0,92	0,8212	0,7916	0,0296
18	11	0,92	0,8212	0,7916	0,0296
19	11	0,92	0,8212	0,7916	0,0296
20	12	1,33	0,9082	1	-0,0918
21	12	1,33	0,9082	1	-0,0918
22	12	1,33	0,9082	1	-0,0918
23	12	1,33	0,9082	1	-0,0918
24	12	1,33	0,9082	1	-0,0918
Σ	210				

From the table above, we can see the result of the normality data:

$$L_{count} = \mathbf{0,0296}$$

$$L_{list} = L_{(a;n)} = L_{(0,05;24)} = \mathbf{0,190}$$

Because $L_{count} < L_{list}$ or $0,0296 < 0,190$ so, H_0 is accepted. It means that the distribution of the data is normal.

Appendix 10 DIFFERENCES OF STUDENTS' SCORE IN PRE-TEST AND POST-TEST

NO	Score of Pre-test	Score of Post-test	Difference (d)	Difference Square (d ²)
1	5	8	3	9
2	4	5	1	1
3	5	8	3	9
4	4	8	4	16
5	4	7	3	9
6	5	9	4	16
7	5	10	5	25
8	5	12	7	49
9	4	8	4	16
10	7	12	5	25
11	4	5	1	1
12	4	6	2	4
13	7	11	4	16
14	7	11	4	16
15	6	12	6	36
16	5	9	4	16
17	4	6	2	4
18	8	12	4	16
19	4	7	3	9
20	6	11	5	25
21	4	6	2	4
22	4	9	5	25
23	4	6	2	4
24	10	12	2	4
Σ	125	210	85	355

Appendix 11

HYPOTHESIS VERIFICATION

$$d = \frac{d_1 + d_2 + \dots + d_n}{n}$$

$$= \frac{85}{24}$$

$$= 3,541$$

$$S_d = \sqrt{\frac{\{\sum d^2 - \frac{(\sum d)^2}{n}\}}{(n-1)}}$$

$$= \sqrt{\frac{355 - \frac{(85)^2}{24}}{(24-1)}}$$

$$= \sqrt{\frac{355 - 301,041}{23}}$$

$$= \sqrt{\frac{53959}{23}}$$

$$= \sqrt{2,346}$$

$$s_d = 1,531$$

$$t = \frac{d}{s_d/\sqrt{n}}$$

$$= \frac{3,541}{1,531/\sqrt{24}}$$

$$= \frac{3,541}{1,531/4,898}$$

$$= \frac{3,541}{0,360}$$

$$t = 9,8361$$

In calculating the hypothesis verification by using the paired sample t-test formula, the result of t_{count} compared with t_{list} , t table that used with degree of freedom ($df=db=dk$) = $n-1$ and the level significance (α) that used in this hypothesis is $\alpha = 0,05$. H_0 is rejected if t_{count} bigger than t_{list} and accepted H_a . It means that, there was difference significantly between pre-test and post-test.

$$\begin{aligned} T_{\text{list}} &= 1 - \frac{1}{2} \alpha \\ &= 1 - \frac{1}{2} (0,05) \\ &= 0,9750 \end{aligned}$$

Degree of freedom ($df=db=dk$) = $n - 1$

$$= 24 - 1 = 23$$

$$T_{\text{list}} : 23 = 2,069$$

From the calculation above, it found that t_{list} is 2,069 and t_{count} is 9,836 It shows that $t_{\text{count}} (9,836) > t_{\text{list}} (2,069)$, so H_0 is rejected and accepted H_a . it means that there was a difference significantly between pre-test and post-test. On the other hand, speech to text application can increase significantly student's pronunciation.

Appendix 12

INSTRUMENT

*Text for Pre-Test***Read the text in front of the class!**

There are five people in my family: my father or my dad, my mother or my mom, my elder brother, my little sister, and myself. My father is Mr. Rajali. He's a teacher. My mother is Mrs. Kurnia. She's a nurse. My big brother is Hasan. He is a student of SMA Perjuangan. My little sister is Rizkia. She's still in kindergarten or kindy.

Text for first Treatment

Read it! Try to find a difficult word to pronounce, and then use the speech to text application to check the correct pronunciation.

My best Family

My family is my best family ever. My family is my friend that I have ever known. I am grateful to have family like my lovely family. My family consists of four people. It is a little family. There are my father, my mother, my brother and I. My father's name is Nursidik. He is about 50 years old. His job is a teacher. He is kind, hard work, and patient. My father's weight is about 60 kg. My father is always help me when we need help. My mother is the best one. Her name is Siti Khotiah. She is about 40 years old. She is patient woman, friendly and calm. She

is a teacher too. Almost her student's loving her because of her patience. She is the best chef ever. Her foods is always delicious

<https://www.katabijakbahasainggris.com/2018/09/2-contoh-descriptive-text-tentang-my-family-dalam-bahasa-inggris-dan-artinya.html>

Text for Second Treatment

Read it! Try to find a difficult word to pronounce, and then use the speech to text application to check the correct pronunciation.

My Classmate, Yuta

Yuta is one of the 150 International students at the ELC of Brigham Young University. He is from Japan. He grew up in Japan, and he is 19 years old. There are six people in his family, a father, a mother, three sisters and himself. He is the youngest in his family. He is also the only boy in his family, but now he is in Provo, Utah, studying English. Yuta likes the United States very much and he thinks everything is cheap. Yuta thinks his English classes are excellent and the teachers are professionals. Yuta thinks someone in his class is noisy so he doesn't like that. In his free time he spends too much time sleeping, so it seems that he has a sleeping sickness.

<http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html>

Text for Third Meetings of Treatment

Read the dialog and try to find a difficult word to pronounce, and then use the speech to text application to check the correct pronunciation!

- Miss Mutia : Good morning!
 Students : Good morning, Miss Mutia.
 Miss Mutia : Today we are going to learn about job and professions. Beni, what does your father do?
 Beni : My father is a farmer. He plants and grows rice.
 Miss Mutia : That's great! How about you, Dayu, what does your father do?
 Dayu : He is a teacher. He teaches mathematics in junior high school.
 Miss Mutia : That is wonderful! Lisa, how about your mother? What does she do?
 Lisa : She's a housewife. She takes a good care of us and our house.
 Miss Mutia : That's excellent! What does your mother do, Udin?
 Udin : She's a surgeon. She performs operations on her patients.
 Miss Mutia : That is excellent! How about you, Edo? What do you do?
 Edo : I'm a student.
 Miss Mutia : That's good. Now, do you want to know what your other friends' parents do?
 Students : Yes, we do.

Text for Fifth Meetings of Treatment

Read it! Try to find a difficult word to pronounce, and then use the speech to text application to check the correct pronunciation!

“My Neighbour”

Mr. and Mrs. Harry are my neighbours. They have two children, a son and a daughter. Their names are Sigit and Nuri. Mr Harry is a lecturer in a state university in our town. Mrs Harry is a house wife. She likes cooking many kinds of food. She often invites me to cook together in her kitchen. Mr. Harry's family

has some pets. There are some birds, a cat and two rabbits. I sometimes feed them. I like going there because they are kind and friendly. They always show good attitude to everyone.

<http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html>

Text for Post-Test

Read the text in front of the class!

There are five people in my family: my father or my dad, my mother or my mom, my elder brother, my little sister, and myself. My father is Mr. Rajali. He's a teacher. My mother is Mrs. Kurnia. She's a nurse. My big brother is Hasan. He is a student of SMA Perjuangan. My little sister is Rizkia. She's still in kindergarten or kindy.

Appendix 13. INSTRUMENT VALIDITY TEST BY USING AIKEN'S V FORMULA

Panel of Expert	Item 1		Item 2		Item 3		Item 4		Item 5		Item 6		Item 7		Item 8	
	Score	S	Score	S	Score	S	Score	S	Score	S	Score	S	Score	S	Score	S
A	3	2	4	3	4	3	3	2	3	2	4	3	4	3	4	3
B	3	2	4	3	4	3	3	2	3	2	4	3	4	3	4	3
C	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3
D	4	3	4	3	4	3	4	3	4	3	3	2	4	3	4	3
E	4	3	4	3	3	2	3	2	4	3	4	3	3	2	3	2
F	4	3	3	2	3	2	4	3	3	2	4	3	3	2	4	3
Total S	16		17		16		15		15		17		16		17	
Aiken's Validity Category	0.78		0.78		0.78		0.78		0.78		0.78		0.78		0.78	
V Value	0,888889		0,944444 4		0,888889		0,833333		0,833333		0,944444 4		0,888888 9		0,944444 4	
Conclusion	Valid		Valid		Valid		Valid		Valid		Valid		Valid		Valid	

Description

s =	r – L0
L0 =	Lowest Validity Score
C =	Highest Validity Score
r =	Panelist Score
n =	Number of Panelist
α =	0,05
Lowest Score =	1
Highest Score =	4
Number of Panelist =	6
n(c-1) =	18

Panel of Expert	Item 9		Item 10		Item 11		Item 12		Item 13		Item 14		Item 15		Item 16	
	Score	S	Score	S	Score	S	Score	S	Score	S	Score	S	Score	S	Score	S
A	4	3	4	3	4	3	4	3	3	2	3	2	4	3	3	2
B	4	3	3	2	3	2	4	3	3	2	4	3	4	3	4	3
C	4	3	3	2	3	2	4	3	4	3	4	3	4	3	3	2
D	3	2	4	3	3	2	3	2	4	3	3	2	3	2	4	3
E	3	2	4	3	3	2	3	2	4	3	4	3	4	3	4	3
F	3	2	4	3	3	2	3	2	3	2	4	3	3	2	3	2
Total S	15		16		13		15		15		16		16		15	
Aiken's Validity Category	0,78		0,78		0,78		0,78		0,78		0,78		0,78		0,78	
V Value	0,833333		0,888889		0,722222		0,833333		0,833333		0,888889		0,888889		0,833333	
Conclusion	Valid		Valid		IV		Valid		Valid		Valid		Valid		Valid	

Panel of Expert	Item 17		Item 18		Item 19		Item 20		Item 21		Item 22		Item 23		Item 24	
	Score	S	Score	S	Score	S	Score	S	Score	S	Score	S	Score	S	Score	S
A	4	3	3	2	3	2	4	3	3	2	3	2	4	3	4	3
B	3	2	4	3	3	2	4	3	3	2	4	3	4	3	4	3
C	3	2	3	2	4	3	3	2	4	3	4	3	3	2	3	2
D	3	2	4	3	4	3	4	3	3	2	4	3	3	2	4	3
E	3	2	4	3	4	3	4	3	3	2	3	2	4	3	3	2
F	4	3	3	2	4	3	4	3	3	2	4	3	3	2	4	3
Total S	14		15		16		17		13		16		15		16	
Aiken's Validity Category	0,78		0,78		0,78		0,78		0,78		0,78		0,78		0,78	
V Value	0,777778		0,833333		0,888889		0,944444		0,722222		0,888889		0,833333		0,888889	
Conclusion	IV		Valid		Valid		Valid		IV		Valid		Valid		Valid	

Appendix 14

Lesson Plan 1

Sekolah : SMP COKROAMINOTO SALONGO

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/II

Alokasi waktu : 2 x 40 Minutes

Standar Kompetensi : 11. Memahami makna dalam teks tulis fungsional dan essay pendek sangat sederhana berbentuk descriptive dan prosedur yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar : 11.1 Membaca nyaring bermakna dalam teks tulis fungsional dan essay pendek sangat sederhana berbentuk descriptive dan prosedur dengan ucapan, tekanan dan intonasi yang berterima untuk berinteraksi dalam konteks kehidupan sehari-sehari.

Indikator : Membaca teks descriptive dengan pelafalan yang baik

Tujuan Pembelajaran : pada akhir pembelajaran siswa diharapkan mampu

- Siswa mampu membaca teks dengan benar
- Siswa mampu membaca teks dengan pelafalan yang benar didepan kelas

Materi Pembelajaran

My best Family

My family is my best family ever. My family is my friend that I have ever known. I am grateful to have family like my lovely family. My family consists of four people. It is a little family. There are my father, my mother, my brother and I. My father's name is Nursidik. He is about 50 years old. His job is a teacher. He is kind, hard work, and patient. My father's weight is about 60 kg. My father is always helping me when we need help. My mother is the best one. Her name is Siti Khotiah. She is about 40 years old. She is patient woman, friendly and calm. She is a teacher too. Almost her student's love her because of her patience. She is the best chef ever. Her foods is always delicious

Kegiatan Pembelajaran

Kegiatan Pendahuluan

- Mengucapkan salam dan berdoa
- Mengecek kehadiran siswa
- Apersepsi

Kegiatan Inti

- Guru memberikan penjelasan tentang jenis dari teks yang akan dipelajari yaitu tentang descriptive teks.
- Guru menjelaskan tentang apa itu pronunciation dan pentingnya pronunciation dalam membaca teks
- Guru menjelaskan tentang Speech to Text Application dan cara menggunakannya
- Kemudian, guru mengirim aplikasi kepada siswa dan meminta siswa untuk menginstal aplikasi pada Smartphone mereka.
- Guru membagikan teks deskriptif kepada siswa
- Siswa diminta untuk membaca teks deskriptif tersebut

- Setelah itu, para siswa diminta untuk menunjukkan kata yang sulit diucapkan
- kemudian guru meminta siswa untuk menggunakan Speech to text aplikasi untuk memeriksa pengucapan yang benar
- setelah itu, para siswa mempraktikkan cara mengucapkan kata berdasarkan aplikasi dengan benar.
- Guru memberitahu pengucapan kata-kat tersebut dengan pengucapan yang benar kemudian siswa mengikutinya.

Kegiatan Penutup

- Guru melakukan refleksi
- Guru memberikan kesimpulan dari materi tersebut
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya

Assesment Rubric

Indicator	Score	
Intelligibility	4	Produces clear sound in every word.
	3	Produces a very few unclear sound in certain word.
	2	Produces some unclear sound in some words.
	1	Most of the words are produced unclearly.
Fluency	4	The whole text is pronounced fluently without any hesitation.
	3	The whole text is pronounced fluently, but there is little hesitation.
	2	Pauses for a while in some words showing hesitation.
	1	Too many causes in most of the words showing hesitation.
Accuracy	4	Pronounces the whole words of the text accurately and doesn't cause any misunderstanding.
	3	Pronounces nearly whole words accurately and only few word pronounced inaccurately. Doesn't cause any misunderstanding.
	2	Pronounces almost a half part of the words constructing the text so that it causes little misunderstanding
	1	Most of the words are pronounced inaccurately so it causes misunderstanding.

Lesson Plan 2

Sekolah : SMP COKROAMINOTO SALONGO

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/II

Alokasi waktu : 2 x 40 Minutes

Standar Kompetensi : 11. Memahami makna dalam teks tulis fungsional dan essay pendek sangat sederhana berbentuk descriptive dan prosedur yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar : 11.1 Membaca nyaring bermakna dalam teks tulis fungsional dan essay pendek sangat sederhana berbentuk descriptive dan prosedur dengan ucapan, tekanan dan intonasi yang berterima untuk berinteraksi dalam konteks kehidupan sehari-sehari.

Indikator : Membaca teks descriptive dengan pelafalan yang baik

Tujuan Pembelajaran : pada akhir pembelajaran siswa diharapkan mampu

- Siswa mampu membaca teks dengan benar
- Siswa mampu membaca teks dengan pelafalan yang benar didepan kelas

Materi Pembelajaran

My Classmate, Yuta

Yuta is one of the 150 International students at the ELC of Brigham Young University. He is from Japan. He grew up in Japan, and he is 19 years old. There are six people in his family, a father, a mother, three sisters and himself. He is the youngest in his family. He is also the only boy in his family, but now he is in Provo, Utah, studying English. Yuta likes the United States very much and he thinks everything is cheap. Yuta thinks his English classes are excellent and the teachers are professionals. Yuta thinks someone in his class is noisy so he doesn't like that. In his free time he spends too much time sleeping, so it seems that he has a sleeping sickness.

Kegiatan Pembelajaran

Kegiatan Pendahuluan

- Mengucapkan salam dan berdoa
- Mengecek kehadiran siswa
- Apersepsi

Kegiatan Inti

- Guru memberikan penjelasan tentang jenis dari teks yang akan dipelajari yaitu tentang descriptive teks.
- Guru menjelaskan kembali tentang apa itu pronunciation dan pentingnya pronunciation dalam membaca teks
- Guru membagikan teks deskriptif kepada siswa
- Siswa diminta untuk membaca teks deskriptif tersebut
- Setelah itu, para siswa diminta untuk menunjukkan kata yang sulit diucapkan
- Kemudian guru meminta siswa untuk menggunakan Speech to text aplikasi untuk memeriksa pengucapan yang benar

- Setelah itu, para siswa mempraktikkan cara mengucapkan kata berdasarkan aplikasi dengan benar.
- Guru memberitahu pengucapan kata-kat tersebut dengan pengucapan yang benar kemudian siswa mengikutinya.

Kegiatan Penutup

- Guru melakukan refleksi
- Guru memberikan kesimpulan dari materi tersebut
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya

Assessment Rubric;

The table of Indicator of pronunciation

Indicator	Score	
Intelligibility	4	Produces clear sound in every word.
	3	Produces a very few unclear sound in certain word.
	2	Produces some unclear sound in some words.
	1	Most of the words are produced unclearly.
Fluency	4	The whole text is pronounced fluently without any hesitation.
	3	The whole text is pronounced fluently, but there is little hesitation.
	2	Pauses for a while in some words showing hesitation.
	1	Too many causes in most of the words showing hesitation.
Accuracy	4	Pronounces the whole words of the text accurately and doesn't cause any misunderstanding.
	3	Pronounces nearly whole words accurately and only few word pronounced inaccurately. Doesn't cause any misunderstanding.
	2	Pronounces almost a half part of the words constructing the text so that it causes little misunderstanding
	1	Most of the words are pronounced inaccurately so it causes misunderstanding.

Lesson Plan 3

Sekolah : SMP COKROAMINOTO SALONGO

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/II

Alokasi waktu : 2 x 40 Minutes

Standar Kompetensi : 11. Memahami makna dalam teks dialog sangat sederhana berbentuk descriptive dan prosedur yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar : 11.1 Membaca nyaring bermakna dalam teks dialog sangat sederhana berbentuk descriptive dan prosedur dengan ucapan, tekanan dan intonasi yang berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.

Indikator : Membaca teks dialog descriptive dengan pelafalan yang baik

Tujuan Pembelajaran : pada akhir pembelajaran siswa diharapkan mampu

- Siswa mampu membaca percakapan dengan benar
- Siswa mampu membaca percakapan dengan pelafalan yang benar didepan kelas

Materi Pembelajaran

Miss Mutia : Good morning!
Students : Good morning, Miss Mutia.
Miss Mutia : Today we are going to learn about job and professions. Beni, what does your father do?
Beni : My father is a farmer. He plants and grows rice.
Miss Mutia : That's great! How about you, Dayu, what does your father do?
Dayu : He is a teacher. He teaches mathematics in junior high school.
Miss Mutia : That is wonderful! Lisa, how about your mother? What does she do?
Lisa : She's a housewife. She takes a good care of us and our house.
Miss Mutia : That's excellent! What does your mother do, Udin?
Udin : She's a surgeon. She performs operations on her patients.
Miss Mutia : That is excellent! How about you, Edo? What do you do?
Edo : I'm a student.
Miss Mutia : That's good. Now, do you want to know what your other friends' parents do?
Students : Yes, we do.

Kegiatan Pembelajaran

Kegiatan Pendahuluan

- Mengucapkan salam dan berdoa
- Mengecek kehadiran siswa
- Apersepsi

Kegiatan Inti

- Guru memberikan penjelasan tentang jenis dari teks yang akan dipelajari yaitu tentang descriptive teks.
- Guru menjelaskan kembali tentang apa itu pronunciation dan pentingnya pronunciation dalam membaca teks
- Guru membagikan teks dialog deskriptif kepada siswa
- Siswa diminta untuk membaca teks dialog deskriptif tersebut

- Setelah itu, para siswa diminta untuk menunjukkan kata yang sulit diucapkan
- Kemudian guru meminta siswa untuk menggunakan Speech to text aplikasi untuk memeriksa pengucapan yang benar
- Setelah itu, para siswa mempraktikkan cara mengucapkan kata berdasarkan aplikasi dengan benar.
- Guru memberitahu pengucapan kata-kat tersebut dengan pengucapan yang benar kemudian siswa mengikutinya.

Kegiatan Penutup

- Guru melakukan refleksi
- Guru memberikan kesimpulan dari materi tersebut
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya

Assessment Rubric; **The table of Indicator of pronunciation**

Indicator	Score	
Intelligibility	4	Produces clear sound in every word.
	3	Produces a very few unclear sound in certain word.
	2	Produces some unclear sound in some words.
	1	Most of the words are produced unclearly.
Fluency	4	The whole text is pronounced fluently without any hesitation.
	3	The whole text is pronounced fluently, but there is little hesitation.
	2	Pauses for a while in some words showing hesitation.
	1	Too many causes in most of the words showing hesitation.
Accuracy	4	Pronounces the whole words of the text accurately and doesn't cause any misunderstanding.
	3	Pronounces nearly whole words accurately and only few word pronounced inaccurately. Doesn't cause any misunderstanding.
	2	Pronounces almost a half part of the words constructing the text so that it causes little misunderstanding
	1	Most of the words are pronounced inaccurately so it causes misunderstanding.

Lesson Plan 4

Sekolah : SMP COKROAMINOTO SALONGO

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/II

Alokasi waktu : 2 x 40 Minutes

Standar Kompetensi : 11. Memahami makna dalam teks tulis fungsional dan essay pendek sangat sederhana berbentuk descriptive dan prosedur yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar : 11.1 Membaca nyaring bermakna dalam teks tulis fungsional dan essay pendek sangat sederhana berbentuk descriptive dan prosedur dengan ucapan, tekanan dan intonasi yang berterima untuk berinteraksi dalam konteks kehidupan sehari-sehari.

Indikator : Membaca teks descriptive dengan pelafalan yang baik

Tujuan Pembelajaran : pada akhir pembelajaran siswa diharapkan mampu

- Siswa mampu membaca teks dengan benar
- Siswa mampu membaca teks dengan pelafalan yang benar didepan kelas

Materi Pembelajaran

"My Neighbour"

Mr. and Mrs. Harry are my neighbours. They have two children, a son and a daughter. Their names are Sigit and Nuri. Mr Harry is a lecturer in a state university in our town. Mrs Harry is a house wife. She likes cooking many kinds of food. She often invites me to cook together in her kitchen. Mr. Harry's family has some pets. There are some birds, a cat and two rabbits. I sometimes feed them. I like going there because they are kind and friendly. They always show good attitude to everyone.

Kegiatan Pembelajaran

Kegiatan Pendahuluan

- Mengucapkan salam dan berdoa
- Mengecek kehadiran siswa
- Apersepsi

Kegiatan Inti

- Guru memberikan penjelasan tentang jenis dari teks yang akan dipelajari yaitu tentang descriptive teks.
- Guru menjelaskan kembali tentang apa itu pronunciation dan pentingnya pronunciation dalam membaca teks
- Guru membagikan teks deskriptif kepada siswa
- Siswa diminta untuk membaca teks deskriptif tersebut
- Setelah itu, para siswa diminta untuk menunjukkan kata yang sulit diucapkan
- Kemudian guru meminta siswa untuk menggunakan Speech to text aplikasi untuk memeriksa pengucapan yang benar

- Setelah itu, para siswa mempraktikkan cara mengucapkan kata berdasarkan aplikasi dengan benar.
- Guru memberitahu pengucapan kata-kat tersebut dengan pengucapan yang benar kemudian siswa mengikutinya.

Kegiatan Penutup

- Guru melakukan refleksi
- Guru memberikan kesimpulan dari materi tersebut
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya

Assessment Rubric;

Indicator	Score	
Intelligibility	4	Produces clear sound in every word.
	3	Produces a very few unclear sound in certain word.
	2	Produces some unclear sound in some words.
	1	Most of the words are produced unclearly.
Fluency	4	The whole text is pronounced fluently without any hesitation.
	3	The whole text is pronounced fluently, but there is little hesitation.
	2	Pauses for a while in some words showing hesitation.
	1	Too many causes in most of the words showing hesitation.
Accuracy	4	Pronounces the whole words of the text accurately and doesn't cause any misunderstanding.
	3	Pronounces nearly whole words accurately and only few word pronounced inaccurately. Doesn't cause any misunderstanding.
	2	Pronounces almost a half part of the words constructing the text so that it causes little misunderstanding
	1	Most of the words are pronounced inaccurately so it causes misunderstanding.

Appendix 15

Tabel Z Distribusi Normal

z	0	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08
-3.5	0.0002	0.0002	0.0002	0.0002	0.0002	0.0002	0.0002	0.0002	0.0002
-3.4	0.0003	0.0003	0.0003	0.0003	0.0003	0.0003	0.0003	0.0003	0.0003
-3.3	0.0005	0.0005	0.0005	0.0004	0.0004	0.0004	0.0004	0.0004	0.0004
-3.2	0.0007	0.0007	0.0006	0.0006	0.0006	0.0006	0.0006	0.0005	0.0005
-3.1	0.0010	0.0009	0.0009	0.0009	0.0008	0.0008	0.0008	0.0008	0.0007
-3.0	0.0013	0.0013	0.0013	0.0012	0.0012	0.0011	0.0011	0.0011	0.0010
-2.9	0.0019	0.0018	0.0018	0.0017	0.0016	0.0016	0.0015	0.0015	0.0014
-2.8	0.0026	0.0025	0.0024	0.0023	0.0023	0.0022	0.0021	0.0021	0.0020
-2.7	0.0035	0.0034	0.0033	0.0032	0.0031	0.0030	0.0029	0.0028	0.0027
-2.6	0.0047	0.0045	0.0044	0.0043	0.0041	0.0040	0.0039	0.0038	0.0037
-2.5	0.0062	0.0060	0.0059	0.0057	0.0055	0.0054	0.0052	0.0051	0.0049
-2.4	0.0082	0.0080	0.0078	0.0075	0.0073	0.0071	0.0069	0.0068	0.0066
-2.3	0.0107	0.0104	0.0102	0.0099	0.0096	0.0094	0.0091	0.0089	0.0087
-2.2	0.0139	0.0136	0.0132	0.0129	0.0125	0.0122	0.0119	0.0116	0.0113
-2.1	0.0179	0.0174	0.0170	0.0166	0.0162	0.0158	0.0154	0.0150	0.0146
-2.0	0.0228	0.0222	0.0217	0.0212	0.0207	0.0202	0.0197	0.0192	0.0188
-1.9	0.0287	0.0281	0.0274	0.0268	0.0262	0.0256	0.0250	0.0244	0.0239
-1.8	0.0359	0.0351	0.0344	0.0336	0.0329	0.0322	0.0314	0.0307	0.0301
-1.7	0.0446	0.0436	0.0427	0.0418	0.0409	0.0401	0.0392	0.0384	0.0375
-1.6	0.0548	0.0537	0.0526	0.0516	0.0505	0.0495	0.0485	0.0475	0.0465
-1.5	0.0668	0.0655	0.0643	0.0630	0.0618	0.0606	0.0594	0.0582	0.0571
-1.4	0.0808	0.0793	0.0778	0.0764	0.0749	0.0735	0.0721	0.0708	0.0694
-1.3	0.0968	0.0951	0.0934	0.0918	0.0901	0.0885	0.0869	0.0853	0.0838
-1.2	0.1151	0.1131	0.1112	0.1093	0.1075	0.1056	0.1038	0.1020	0.1003
-1.1	0.1357	0.1335	0.1314	0.1292	0.1271	0.1251	0.1230	0.1210	0.1190
-1.0	0.1587	0.1562	0.1539	0.1515	0.1492	0.1469	0.1446	0.1423	0.1401
-0.9	0.1841	0.1814	0.1788	0.1762	0.1736	0.1711	0.1685	0.1660	0.1635
-0.8	0.2119	0.2090	0.2061	0.2033	0.2005	0.1977	0.1949	0.1922	0.1894
-0.7	0.2420	0.2389	0.2358	0.2327	0.2296	0.2266	0.2236	0.2206	0.2177
-0.6	0.2743	0.2709	0.2676	0.2643	0.2611	0.2578	0.2546	0.2514	0.2483
-0.5	0.3085	0.3050	0.3015	0.2981	0.2946	0.2912	0.2877	0.2843	0.2810
-0.4	0.3446	0.3409	0.3372	0.3336	0.3300	0.3264	0.3228	0.3192	0.3156
-0.3	0.3821	0.3783	0.3745	0.3707	0.3669	0.3632	0.3594	0.3557	0.3520
-0.2	0.4207	0.4168	0.4129	0.4090	0.4052	0.4013	0.3974	0.3936	0.3897
-0.1	0.4602	0.4562	0.4522	0.4483	0.4443	0.4404	0.4364	0.4325	0.4286
-0.0	0.5000	0.4960	0.4920	0.4880	0.4840	0.4801	0.4761	0.4721	0.4681
0.0	0.5000	0.5040	0.5080	0.5120	0.5160	0.5199	0.5239	0.5279	0.5319
0.1	0.5398	0.5438	0.5478	0.5517	0.5557	0.5596	0.5636	0.5675	0.5714
0.2	0.5793	0.5832	0.5871	0.5910	0.5948	0.5987	0.6026	0.6064	0.6103
0.3	0.6179	0.6217	0.6255	0.6293	0.6331	0.6368	0.6406	0.6443	0.6480
0.4	0.6554	0.6591	0.6628	0.6664	0.6700	0.6736	0.6772	0.6808	0.6844
0.5	0.6915	0.6950	0.6985	0.7019	0.7054	0.7088	0.7123	0.7157	0.7190
0.6	0.7257	0.7291	0.7324	0.7357	0.7389	0.7422	0.7454	0.7486	0.7517
0.7	0.7580	0.7611	0.7642	0.7673	0.7704	0.7734	0.7764	0.7794	0.7823
0.8	0.7881	0.7910	0.7939	0.7967	0.7995	0.8023	0.8051	0.8078	0.8106
0.9	0.8159	0.8186	0.8212	0.8238	0.8264	0.8289	0.8315	0.8340	0.8365
1.0	0.8413	0.8438	0.8461	0.8485	0.8508	0.8531	0.8554	0.8577	0.8599
1.1	0.8643	0.8665	0.8686	0.8708	0.8729	0.8749	0.8770	0.8790	0.8810
1.2	0.8849	0.8869	0.8888	0.8907	0.8925	0.8944	0.8962	0.8980	0.8997
1.3	0.9032	0.9049	0.9066	0.9082	0.9099	0.9115	0.9131	0.9147	0.9162
1.4	0.9192	0.9207	0.9222	0.9236	0.9251	0.9265	0.9279	0.9292	0.9306
1.5	0.9332	0.9345	0.9357	0.9370	0.9382	0.9394	0.9406	0.9418	0.9429
1.6	0.9452	0.9463	0.9474	0.9484	0.9495	0.9505	0.9515	0.9525	0.9535

Appendix 16

α untuk Uji Satu Pihak (<i>one tail test</i>)						
dk	0,25	0,10	0,05	0,025	0,01	0,005
	α untuk Uji Dua Pihak (<i>two tail test</i>)					
	0,50	0,20	0,10	0,05	0,02	0,01
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Appendix 17

Nilai Kritis L Untuk Uji Lilliefors

Tabel Nilai Kritis Untuk Uji Lilliefors

Ukuran Sampel	Taraf Nyata (α)				
	0.01	0.05	0.10	0.15	0.20
n = 4	0.417	0.381	0.352	0.319	0.300
5	0.405	0.337	0.315	0.299	0.285
6	0.364	0.319	0.294	0.277	0.265
7	0.348	0.300	0.276	0.258	0.247
8	0.331	0.285	0.261	0.244	0.233
9	0.311	0.271	0.249	0.233	0.223
10	0.294	0.258	0.239	0.224	0.215
11	0.284	0.249	0.230	0.217	0.206
12	0.275	0.242	0.223	0.212	0.199
13	0.268	0.234	0.214	0.202	0.190
14	0.261	0.227	0.207	0.194	0.183
15	0.257	0.220	0.201	0.187	0.177
16	0.250	0.213	0.195	0.182	0.173
17	0.245	0.206	0.189	0.177	0.169
18	0.239	0.200	0.184	0.173	0.166
19	0.235	0.195	0.179	0.169	0.163
20	0.231	0.190	0.174	0.166	0.160
25	0.200	0.173	0.158	0.147	0.142
30	0.187	0.161	0.144	0.136	0.131
n > 30	<u>1.031</u>	<u>0.886</u>	<u>0.85</u>	<u>0.768</u>	<u>0.736</u>
	\sqrt{n}	\sqrt{n}	\sqrt{n}	\sqrt{n}	\sqrt{n}

Sumber :

Sudjana, (1992), *Metoda Statistika*, Bandung: Tarsito

Appendix 18. THE TABLE OF AIKEN'S CATEGORIES

Aikens' V Categories Table

No. of Items (m) or Raters (n)	Number of Rating Categories (c)											
	2		3		4		5		6		7	
	V	p	V	p	V	p	V	p	V	p	V	p
2							1.00	.040	1.00	.028	1.00	.020
3							1.00	.008	1.00	.005	1.00	.003
3			1.00	.037	1.00	.016	.92	.032	.87	.046	.89	.029
4					1.00	.004	.94	.008	.95	.004	.92	.006
4			1.00	.012	.92	.020	.88	.024	.85	.027	.83	.029
5			1.00	.004	.93	.006	.90	.007	.88	.007	.87	.007
5	1.00	.031	.90	.025	.87	.021	.80	.040	.80	.032	.77	.047
6			.92	.010	.89	.007	.88	.005	.83	.010	.83	.008
6	1.00	.016	.83	.038	.78	.050	.79	.029	.77	.036	.75	.041
7			.93	.004	.86	.007	.82	.010	.83	.006	.81	.008
7	1.00	.008	.86	.016	.76	.045	.75	.041	.74	.038	.74	.036
8	1.00	.004	.88	.007	.83	.007	.81	.008	.80	.007	.79	.007
8	.88	.035	.81	.024	.75	.040	.75	.030	.72	.039	.71	.047
9	1.00	.002	.89	.003	.81	.007	.81	.006	.78	.009	.78	.007
9	.89	.020	.78	.032	.74	.036	.72	.038	.71	.039	.70	.040
10	1.00	.001	.85	.005	.80	.007	.78	.008	.76	.009	.75	.010
10	.90	.001	.75	.040	.73	.032	.70	.047	.70	.039	.68	.048
11	.91	.006	.82	.007	.79	.007	.77	.006	.75	.010	.74	.009
11	.82	.033	.73	.048	.73	.029	.70	.035	.69	.038	.68	.041
12	.92	.003	.79	.010	.78	.006	.75	.009	.73	.010	.74	.008
12	.83	.019	.75	.025	.69	.046	.69	.041	.68	.038	.67	.049
13	.92	.002	.81	.005	.77	.006	.75	.006	.74	.007	.72	.010
13	.77	.046	.73	.030	.69	.041	.67	.048	.68	.037	.67	.041
14	.86	.006	.79	.006	.76	.005	.73	.008	.73	.007	.71	.009
14	.79	.029	.71	.035	.69	.036	.68	.036	.66	.050	.66	.047
15	.87	.004	.77	.008	.73	.010	.73	.006	.72	.007	.71	.008
15	.80	.018	.70	.040	.69	.032	.67	.041	.65	.048	.66	.041
16	.88	.002	.75	.010	.73	.009	.72	.008	.71	.007	.70	.010
16	.75	.038	.69	.046	.67	.047	.66	.046	.65	.046	.65	.046
17	.82	.006	.76	.005	.73	.008	.71	.010	.71	.007	.70	.009
17	.76	.025	.71	.026	.67	.041	.66	.036	.65	.044	.65	.039
18	.83	.004	.75	.006	.72	.007	.71	.007	.70	.007	.69	.010
18	.72	.048	.69	.030	.67	.036	.65	.040	.64	.042	.64	.044
19	.79	.010	.74	.008	.72	.006	.70	.009	.70	.007	.68	.009
19	.74	.032	.68	.033	.65	.050	.64	.044	.64	.040	.63	.048
20	.80	.006	.72	.009	.70	.010	.69	.010	.68	.010	.68	.008
20	.75	.021	.68	.037	.65	.044	.64	.048	.64	.038	.63	.041
21	.81	.004	.74	.005	.70	.010	.69	.008	.68	.010	.68	.009
21	.71	.039	.67	.041	.65	.039	.64	.038	.63	.048	.63	.045
22	.77	.008	.73	.006	.70	.008	.68	.009	.67	.010	.67	.008
22	.73	.026	.66	.044	.65	.035	.64	.041	.63	.046	.62	.049
23	.78	.005	.72	.007	.70	.007	.68	.007	.67	.010	.67	.009
23	.70	.047	.65	.048	.64	.046	.63	.045	.63	.044	.62	.043
24	.79	.003	.71	.008	.69	.006	.68	.008	.67	.010	.66	.010
24	.71	.032	.67	.030	.64	.041	.64	.035	.62	.041	.62	.046
25	.76	.007	.70	.009	.68	.010	.67	.009	.66	.009	.66	.009
25	.72	.022	.66	.033	.64	.037	.63	.038	.62	.039	.61	.049

Appendix 19. CONTENT VALIDITY TEST

1. There
2. Five
3. People
4. Family
5. Father
6. Dad
7. Mother
8. Mom
9. Elder
10. Brother
11. Little
12. Sister
13. Myself
14. Mr.
15. Teacher
16. Mrs.
17. Nurse
18. Big
19. Student
20. Still
21. Kindergarten
22. Kindy
23. He
24. She

Appendix 20.

DOCUMENTATION



One of the students who read the text in pre-test







KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI GORONTALO
FAKULTAS SASTRA DAN BUDAYA
Kampus Baru Jalan Prof. Dr. Ing. B.J. Habibie, Kab Bone Bolango
Laman : <http://www.ung.ac.id>

No : B/169/UN47.B3.1/PT.01.04/2020

Gorontalo, 14 Februari 2020

Lampiran : -

Hal : **Rekomendasi Penelitian**

Yth. Kepala Kantor Badan Kesatuan Bangsa dan Politik
Bolaang Mongondow Selatan

Dengan ini dimohonkan kepada Bapak/Ibu kiranya dapat diterbitkan Rekomendasi Penelitian atas nama

Nama : Invahriani Mane

Nim : 321 414 131

Angkatan : 2014/2015

Jurusan/Program Studi : Pendidikan Bahasa Inggris

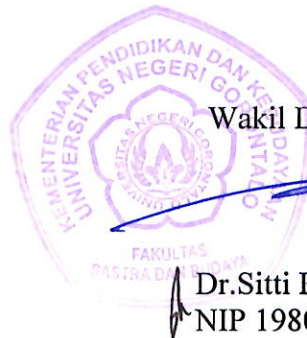
untuk kepentingan pengumpulan data dalam rangka penyusunan Skripsi yang berjudul:

Improving Students' Pronunciation by Using Speech to Text Application

Lokasi Penelitian :

SMP Cokroaminoto Salongo Kab.Bolmong Selatan

Demikian permohonan ini disampaikan, atas kerjasama yang baik di ucapkan terima kasih .



Wakil Dekan I,


Dr.Sitti Rachmi Masie, S.Pd, M.Pd
NIP 198004082005012002



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI GORONTALO
FAKULTAS SASTRA DAN BUDAYA
Kampus Baru Jalan Prof. Dr. B.J. Habibie, Kab bone Bolango
Laman : <http://www.ung.ac.id>

SURAT TUGAS MENELITI

Nomor : B/168/UN47.B3.1/PT.01.04/2020

Diberikan kepada:

Nama : Invahriani Mane

Nim : 321 414 131

Angkatan : 2014/2015

Jurusan/Program Studi : Pendidikan Bahasa Inggris

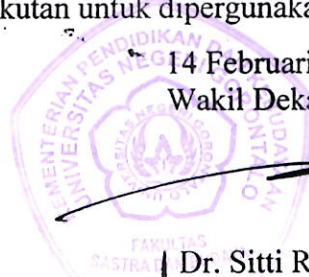
untuk mengadakan penelitian di **SMP Cokroaminoto Salongo, Bolaang Mongondow Selatan** sehubungan dengan penulisan/penyusunan Skripsi yang berjudul :

Improving Students' Pronunciation by Using Speech to Text Application

Surat tugas ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

14 Februari 2020

Wakil Dekan I,



Dr. Sitti Rachmi Masie, S.Pd., M.Pd.
NIP 198004082005012002

Tembusan:

1. Dekan
2. Ketua Prodi Pendidikan Bahasa Inggris
3. Arsip



PEMERINTAH KABUPATEN BOLAANG MONGONDOW SELATAN
KANTOR KESATUAN BANGSA DAN POLITIK

Kompleks Perkantoran Panango, Jalan Trans Sulawesi Lintas Selatan, Desa Tabilaa, Kecamatan Bolaang Uki, email :
pemkab@bolselkab.go.id, website : www.bolselkab.go.id

SURAT REKOMENDASI

NOMOR : 300/ 17 /KKBP-BMS/ II /2020

KEPALA KANTOR KESATUAN BANGSA DAN POLITIK
KABUPATEN BOLAANG MONGONDOW SELATAN

- Membaca : Surat dari Universitas Negeri Gorontalo Fakultas Sastra dan Budaya, Nomor : B/169/UN47.B3.1/PT.01.04/2020 Tanggal 14 Februari 2020 Perihal Rekomendasi Penelitian
- Mengingat : 1. Undang-Undang No 23 Tahun 2014 Tentang Pemerintahan Daerah
2. Undang-Undang No 09 Tahun 2015 Tentang Perubahan Atas Undang-Undang Nomor 23 Tahun 2014 Tentang Pemerintahan Daerah
3. Peraturan Bupati Kabupaten Bolaang Mongondow Selatan No 28 Tahun 2009 Tentang Pengaturan Teknis Terhadap Keberadaan Organisasi dan Penerbitan Surat Rekomendasi Kegiatan di Wilayah Kabupaten Bolaang Mongondow Selatan
4. Peraturan Bupati Bolaang Mongondow Selatan Nomor 66 Tahun 2018 tentang Perubahan atas Peraturan Bupati Bolaang Mongondow Selatan Nomor 117 Tahun 2016 tentang Kedudukan, Susunan Organisasi, Tugas dan Fungsi, Serta Tata Kerja Kantor Kesatuan Bangsa dan Politik.

Atas pertimbangan tersebut maka dengan ini Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Bolaang Mongondow Selatan memberikan REKOMENDASI kepada Pemohon :

- Nama Kegiatan : Penelitian/Pengambilan Data Penyusunan Skripsi
Judul Penelitian : *Improving Students' Pronunciation by Using Speech to Text Application*
Nama Peserta : Invahriani Mane
Jurusan /Program Studi : Pendidikan Bahasa Inggris
NIM : 321 414 131
Lokasi Penelitian : SMP Cokroaminoto Salongo Kabupaten Bolaang Mongondow Selatan
Waktu Kegiatan : 18 Februari 2020 s/d 18 Maret 2020
Penanggung Jawab : Dr. Sitti Rachmi Masie, S.Pd, M.Pd

Dengan ketentuan sbb. :

1. Segala aktivitas sehubungan dengan kegiatan ini baru dapat dilaksanakan setelah semua persyaratan sesuai prosedur dan ketentuan yang berlaku telah dipenuhi oleh pemohon.
2. Rekomendasi ini hanya berlaku untuk jenis kegiatan sebagaimana tersebut di atas.
3. Dalam pelaksanaan kegiatan agar tetap berpedoman pada semua ketentuan peraturan-perundangan yang berlaku serta menjaga keamanan dan ketertiban.
4. Penyalahgunaan terhadap rekomendasi ini dapat dikenai sanksi administrasi berupa pencabutan rekomendasi serta penghentian segala bentuk kegiatan
5. Setelah selesai pelaksanaan penelitian agar dapat menyampaikan laporan secara tertulis kepada Pemerintah Daerah Kabupaten Bolaang Mongondow Selatan melalui Kantor Kesatuan Bangsa dan Politik.

Demikian Surat Rekomendasi ini diberikan untuk dapat digunakan sebagaimana mestinya.

Dikeluarkan di : Bolaang Uki
Pada Tanggal : 18 Februari 2020

KEPALA KANTOR KESATUAN BANGSA DAN POLITIK
KABUPATEN BOLAANG MONGONDOW SELATAN,



SYUKRI F. VAN GÖBEL, SP. MM
NIP: 19730619 201104 1 001

Tembusan ini disampaikan kepada :

1. Yth. Kepala Dinas Pendidikan Kabupaten Bolaang Mongondow Selatan
2. Yth. Kepala SMP Cokroaminoto Salongo
3. Arsip



**YAYASAN PENDIDIKAN COKROAMINOTO
SEKOLAH MENENGAH PERTAMA
SMP COKROAMINOTO SALONGO**

Jalan TNI 3 Desa Salongo Kec. Bolaang Uki ☎ (0434) 2629524

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : 191/C.G/IX/Smp cas/2020

Yang bertanda tangan di bawah ini :

Nama : PEPY SUKRETI.LAWADJO, S.Pd
Nip : 19770213 200801 2 012
Jabatan : Kepala Sekolah
Unit Kerja : SMP COKROAMINOTO SALONGO

Menerangkan bahwa :

Nama : INVAHRIANI MANE
Nim : 321414131
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Fak.Sastra Dan Budaya

Benar nama tersebut diatas telah melaksanakan penelitian dari tanggal 20 januari 2020 s/d 5 Maret 2020 di SMP COKROAMINOTO Salongo, Kecamatan Bolaang Uki Kabupaten Bolaang Mongondow Selatan dengan Judul :“ **Improving Students’ Pronunciation by Using Speech to Text Application**”.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Salongo, Maret 2020
Kepala Sekolah,

PEPY S. LAWADJO, S.Pd
NIP. 19770213 200801 2 012

CURRICULUM VITAE



Name : Invahriani Mane
Place, date of birth : Popodu, October, 31st 1995
Address : Desa Molibagu, Kec.Bolaang
Uki, Kab. Bolaang
Mongondow Selatan
E-Mail : Invahrianimane@gmail.com
Phone number : 085342112924

ACADEMIC BACKGROUND

- SD Negeri 3 Molibagu (2002 - 2008)
- SMP Negeri 1 Bol-Uki (2008 – 2011)
- SMA Negeri 1 Molibagu (2011 – 2014)

ACADEMIC/NON ACADEMIC ACTIVITIES

- Participant of Computer and Network Training by Pustikom UNG in 2014
- Participant of MOMB held by BEM Universitas Negeri Gorontalo in 2014
- Committee of Poetry Out Loud held by English Department Students class of 2014
- Performer of Europe Culture on Cross Cultural Understanding Concert in 2017
- Participant of 5th International Students Conference on English Language Teaching, Linguistic and Literature 2017
- Participant of Job Training in Kantor Dinas Kepemudaan, Olahraga dan Pariwisata Kabupaten Gorontalo 2017
- Participant of PPL in SMK Negeri 1 Suwawa in 2018
- Participant of Kuliah Kerja Sibermas SATGAS LPPM Universitas Negeri Gorontalo in 2018

ACADEMIC/NON ACADEMIC ACTIVITIES IN SENIOR HIGH SCHOOL

- Secretary of Student Council of SMA Negeri 1 Bolaang Uki 2012
- Participant of Science Olympiad held by Dinas Pendidikan Provinsi Sulawesi Utara 2012
- Participant of National English and Applied Science Olympic at Gajahmada University Yogyakarta 2013
- Participant of Science Olympiad held by Dinas Pendidikan Provinsi Sulawesi Utara 2013