

CHAPTER I

INTRODUCTION

This Chapter consist background of the study, problem of the study, objective of the study, significances of the study, limitation of the study, variables of the study, definition of key terms, assumption of the study, hypothesis of the study, and framework of the discussion.

A. Background of the Study

Language is absolutely one of form cores in life. When people learn language along childhood, people find identify as person and social. That perform as the aims of conscious and communication: it possible us to think for each person and making relation with other people in our community.¹English is a famous language that has already taught in the school, from elementary until university. The simple fact is that English has become the main international language. The reasons for English to have become so dominant are various: colonialism, military power, commerce, industry, trade, technology, media, the cinema and other arts, popular music, while, more recently.²English language has been the only one language that can unite all of life. This matter showed that English language is equal to world language. So, as students of the Institute Islamic Collage (IAIN) Palangka Raya should be speak English and learn

¹ Henry G. Widdowson, 1996, *Linguistics*, New York: Oxford University Press, p. 3.

²Davi. E. Ingram and Masako Sasaki, 2003, *The Importance of Communication in English in a Globalised World and in the Field of Medecine*, Japan: Akita University, p. 62

more about it, specifically at the study Program English Education Department (TBI).

Moreover, people need master English for their daily requirement. Because, people cannot do the daily activities that people communication with the others indirectly.³ So, the basic competence that should be understood to learn English consists of four parts, such as listening, speaking, reading and writing. Listening pressures the ability of someone to listen something that inform by a media, such as a person and mass media. Listening is the first basic competence because, the English language from the native speaker or the other sources, it can make us accustomed to words in English. It support by Renu kadevi said listening awakens awareness of the language as it is a receptive skill that first develops in a human being.⁴ So, people are motivated to learn more about English. Also, every study conducted regarding the language skills acquisition has proved that when we communicate, we gain 45% of Language competence from listening, 30% from speaking, 15% from reading and 10% from writing.⁵ The point is after listening English people speak English by theirselves slowly. Speaking is the skill of someone to communicate the others by oral with the correct and good language. This skill can happen by listening English and do the conversation with other

³NurulSolikhaNofiani, 2011, “*The Importance of Mastering English and Ways to Increase the Competence*”, Online, in <http://nurulsolikha.blogspot.com/2011/03/importance-of-mastering-english-and.html> accessed September 8

⁴D. Renukadevi, The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening, *International Journal of Education and Information Studies*, 4 (1), 2014, p. 59 (Received on May 16, 2016)

⁵Ibid, p. 60.

person who speaks English continuously. Reading pressures the ability someone to read the text or the literatures with the exact intonation, the precise grammar and the right pronunciations. After someone can speak English, he or she can read the English text automatically. The last basic competence to learn English is writing. Writing consists the skill someone to write or make the text according to the valid rule.⁶

Actually, learning English is not only learning all English basic competence but also the components of English basic competence, such phonology, syntax, vocabulary, grammar, etc. Phonology is the science or study of the development of language of a particular language.⁷ The other definition stated that phonology is the study of phones or speech sounds.⁸ Automatically, phonology related with pronunciation. So, the writer interested in doing research about pronunciation.

Pronunciation is one of the most important parts of English to communicate with others since there are differences between the symbol and it sounds. When people communicate with other, people should not only have a good vocabulary but also have good pronunciation.⁹ Therefore, it is important to learn pronunciation. Human being made

⁶*Ibid*

⁷A S Hornby, "*Oxford Advanced Learner's Dictionary of Current English (fifth edition)*", Great Britain. Oxford University Press, 1995, p.867

⁸Ramelan, "*English Phonetics*", IKIP Semarang Press, Semarang, 1985, p.3

⁹HennyRatnasari, Thesis, entitled "*Song to Improve the Students' Achievement in Pronouncing English Words*", Semarang State University, Ebook, in <http://ebooks-search-engine.com/>, 2007, p.2

aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English.¹⁰

Pronunciation plays an important role in learning a second or a foreign language.¹¹ There are some reasons that doing this research is important. First, *Pronunciation is very important*. It means that when people hear the sounds of the words in their head, when people write, people say the words internally. When people listen, people are matching the sounds people hear with the sounds people know. And of course when speak people are choosing sounds to convey our meaning. Even when people think in English people need all the sounds. Second, *Pronunciation helps us in learning vocabulary*. Pronunciation is important when people memorize new vocabulary. Learning the sounds, the stress and the number of syllables gives another hook for our memory. Third, *ppronunciation and good communication*. If our pronunciation was quite good people will be able to communicate more comfortably. If people speak to someone who English is not so good people will be flexible enough to understand their meaning, and even to adjust people pronunciation to help them. It also saves time in communication because people do not have to stop and repeat and re-phrase. Fourth, *Pronunciation gives people confidence*. When listening to rapid speakers people will able to pick out the key parts of their message. Other benefit, clear pronunciation help people focus on

¹⁰ Jeremy Harmer, "The Practice of English language teaching third edition", Cambridge, UK, 2000 p.183

¹¹Wasis Tri Puspita, Thesis, "An Analysis of Students' Errors in Pronouncing English Vowels", Semarang State University, Ebook, in <http://ebooks-search-engine.com/2007> ,p.2-3

the meaning of the message rather than the words and also help people decide whether people are hearing new words that people may need to learn, or words we already know but did not recognize.

The second language learners already have English subject at school, but most of them often make errors, such as: in listening, speaking, reading, and writing. The writer explained before that English also has the components of English including phonology, vocabulary, and grammar. Among these components, phonology also takes an important role.¹²The first language can have a major influence on learning the sound system of another language.¹³ The type of evidence for this is where speakers of the same first language typically pronounce the second language in the same way, making the same kinds of substitutions and patterns of pronunciation.¹⁴

In study pronunciation, there are important things to improve the pronunciation. There is one of thing that can be used and help people to study and improve the pronunciation they have. Sure, there is a media. In this chance, the writers' choose one of many media that has same usage, the name of media is application.

Media is an excellent way to pose assessment questions for the class to answer, or students can submit mediated presentations classroom

¹²*Ibid*, p.2-3

¹³I. S. P. Nation and J. Newton, *“Teaching ESL/EFL Listening and Speaking”*, © 2009 Routledge, Taylor & Francis,2009, p.79

¹⁴*Ibid*, p.79

project.¹⁵ Media can bring enormous benefits to the classroom and it allowed to spice up lectures and helps to make the material more accessible.¹⁶ So, the point is one of the biggest advantages of media is to bring the world into the classroom when it is not possible to take the student into the world. Media can be used to provide feedback relating to a test or class exercise. Many media can be using in teaching learners like audio visual, audio visual video, and application. But here, the writers using media application to improve pronunciation of students, and the name of application is *PIA (Pronunciation Improvement Application)* made by KAPLAN International English.

KAPLAN International English is a leading provider of English language courses and other study abroad programs.¹⁷ From this application teacher can see the students' pronunciation, because this application can be used to compare the students' pronunciation with native speakers. Support software in application have video tutorial and record voice to explain how should the sounds right. "*PIA (Pronunciation Improvement Application)*" is an application that is used to improve your pronunciation because this software can help people to compare people sounds with native speaker from the tutorial videos and record voice that has in

¹⁵Ansley D., *Instructional Media: Chalkboards to Video*, 2004, (online) URL <http://learningforlifefsu.edu/ctl/explore/onlineresources/docs/chptr9.pdf>, accessed on May 16, 2016

¹⁶ Oliver Knill, *Benefits and Risk of Media and Technology in the Classroom*, Boston, 2007, p. 1

¹⁷www.kaplaninternational.com/id/?mckp=s0zSMSbAB_dm!pcrid!62313336506!plid!!kword!kaplan%20international!&gclid=CI6-jJfSy8kCFdaSvQodeDILsw#tujuan, accessed on December 8th, 2015

application. Not only about tutorial videos and record voice but also there is some test to try people pronunciation from the native speaker.

According to statements above, the writers is interested in knowing the problems of students pronouncing English. Look for the some students pronouncing problem actually some weakness that students have in pronunciation. Moreover, the writer is also interested in finding result about it. The reason the writer choose the problems of students pronouncing English because to improve pronunciation is something new. It means the writer use Application Pronunciation to improve the pronunciation and name of Application is *PIA (Pronunciation Improvement Application)*. Based on the explanation above, the writer would like to conduct the study with the title:

“The Impact of Using PIA (Pronunciation Improvement Application) on Pronunciation Subject of the TBI Students of State Islamic Institute of Palangka Raya”

B. Problem of the Study

According to the statement above the writer wants to know clearly about:

Does *PIA (Pronunciation Improvement Application)* give impact on Pronunciation of the TBI Students of State Islamic Institute of Palangka Raya?

C. Objectives of the Study

Based on the problems of the study above, the objectives of the study is:

To know the impact of using PIA (pronunciation improvement

application) toward students' pronunciation of the TBI Students of State Islamic Insitute of Palangka Raya.

D. Significance of the Study

The study has two significances, the first is theoretical and the second is practical significance. Theoretically, this study is expected that the result of this study supports the theory of teaching media using *PIA(pronunciation improvement application)* EFL classes. Practically, the result of the research can be used as an input for English teaching learning method, especially for teaching pronunciation in collage. Also the result of this study gives empiric data on the students' progress in pronunciation. The last this study can be as the strategy to improve the knowledge for the writer.

E. Limitation of the Study

This research will be focused on the teaching pronunciation of TBI students of State Islamic Institute of Palangka Raya, especially on 1st semester of TBI students of State Islamic Institute of Palangka Raya.

F. Variables of the Study

Variable is a representation of a construct that takes on a range of values.¹⁸ A variable is any conditional that can change and that might affect the outcome of the experiment.¹⁹ The variable of this study is the quality of hypotheses.

¹⁸ Donald Ary (et. all), *Introduction to Research in Education*, Wadswort; Cengage 2010, p.652

¹⁹ Dennis Coon, john O. Miterer, *Introduction to Psychology: Gateways to Mind and Behavior with Concept Maps*, Wadsworth: Cengege Learning, 2010, p.33.

1. Independent Variable: *PIA (Pronunciation Improvement Application)* is a medium used in teaching pronunciation (X)
2. Dependent Variable: The students' pronunciation score in the study (Y).

G. Definition of Key Terms

1. Impact is necessary to develop an effective and rewarding philanthropic strategy, since impact definitions drive decisions. It means the writer try to using *PIA (pronunciation improvement application)* to improve the pronunciation of the TBI of students of State Islamic Institute of Palangka Raya and the application can give the impact for students, especially on pronunciation.

2. *PAI (Pronunciation Improvement Application)* is an application on android that can help people to learn pronunciation, also *PIA (Pronunciation Improvement Application)* is an application that is used to improve your pronunciation because this software can help people to compare people sounds with native speaker from the tutorial videos and record voice that has in application. Not only about tutorial videos and record voice but also there is some test to try people pronunciation from the native speaker. Actually, the application is made by KAPLAN International English. KAPLAN International English is a leading provider of English language courses and other study abroad programs.²⁰

²⁰www.kaplaninternational.com/id/?mckp=s0zSMSbAB_dm!pcrid!62313336506!plid!!keyword!kaplan%20international!&gclid=CI6-jJfSy8kCFdaSvQodcDILsw#tujuan, accessed on December 8th, 2015

The writer is using this application to improve the pronunciation but only focus on consonant.

3. Pronunciation is the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer.²¹ The writer interested research on pronunciation because pronunciation can make effective communication.

H. Assumption of the Study

There are two assumptions in this study:

1. Interactive *PIA (pronunciation improvement application)* is one of the effective media in teaching pronunciation focus in consonant.
2. The students' pronunciation score will increase through using interactive *PIA (pronunciation improvement application)* in teaching pronunciation focus in consonant.

I. Hypothesis of the study

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment.²² The hypothesis is divided into two categories they are Alternative Hypothesis and Null Hypothesis:

1. Alternative hypothesis (H_a): There is significant impact of *PIA (pronunciation improvement application)* on pronunciation of

²¹Jack C Richards, Richard Schmidt, "*Longman Dictionary of Language Teaching and Applied Linguistics Third Edition*", 2002, p.429

²²David Nunan, *Research Methods in Language Learning*, New York: Cambridge University Press, 1992, p. 232-233.

1st semester of the TBI of students of State Islamic Institute of Palangka Raya.

2. Null hypothesis (H₀): There is no significant impact of *PIA* (*pronunciation improvement application*) on pronunciation of 1st semester of the TBI of students of State Islamic Institute of Palangka Raya.

The writer formulate the hypothesis because it will make the writer easy to focus on collecting the quantitative data based on variables in the hypothesis.

J. Frame of the Discussion

The framework of the discussion of the study as follows:

Chapter I: Introduction consists of background of the study, problems of the study, objective of the study, significances of the study, limitation of the study, variables of the study, definition of key terms, assumption of the study, hypothesis of the study and frame work the discussion.

Chapter II: The previous studies, the nature of pronunciation, factor affecting of pronunciation, the problems of pronunciation, consonant application, and *PIA* (*pronunciation improvement application*).

Chapter III: Research type and design, place of the study, population and sample of the study, instrument of the study, data

collection procedure, data analysis, and data analysis procedure.

CHAPTER II

THEORETICAL REVIEW

A literature review as an outline and analysis of related literature that is conducted to provide insights about a study.²³ In corroboration of this view, Johnson and Cristensen see a literature review as an explanation of the theoretical underpinnings of the research study related to the current topic.²⁴

This chapter consists of the previous studies, the nature of pronunciation, factor affecting of pronunciation, the problems of pronunciation, consonant application, and *PIA* (*pronunciation improvement application*).

A. Previous Studies

There are some previous studies related to this topic. The first is a study conducted by Warisara Yangklang (2006), thesis, “*Improving English Final /-i/ Pronunciation of Thai Students Through assisted Intruction Program*”.²⁵ This study was aimed at investigate the improvement of English final /-i/ pronunciation of 40 Thai students in Matthayom Suksa 4 at Assumption Convent Lamnarai School after using the Computer-Assisted Instruction (CAI) program. This study aimed at investigating the improvement of English final /-i/ pronunciation by using

²³McMillan & Schumacher, *Research in education: Evidance-Based Inquiry*, 6th Edition, Boston: Pearson, 2006, p.474.

²⁴Jonhson & Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches*, 2nd Edition, Boston: Pearson, 2004, p.62

²⁵WarisaraYangklang, Thesis, “*Improving English Final /-i/ Pronunciation of Thai Students through assisted Instruction Program*”, Ebook, in <http://ebooks-search-engine.com/2006>, p.55

the CAI program. It was found that both groups of good and poor students' pronunciation improved their pronunciation significantly after they used CAI program. Language transfers, language experience, fossilization of language were the crucial factors that affected the improvement of pronunciation. It was also found that the good pronunciation students could improve their pronunciation better than the poor pronunciation students. That could be because they had higher motivation and were more persistent than the poor ones. Students' reactions were generally positive as a result of the fun learning exercise and it increased confidence. To conclude, the English final /-l/ pronunciation of both good and poor students can be improved by using a CAI program.²⁶

Second is from Indonesian researcher with entitled "An Analysis of Students' Errors in Pronouncing English Vowels".²⁷ It conducted an analysis on the students to find pronouncing. The study aimed to find out the kinds errors made by students of the Eleventh Grade Students of SMA Negeri I Sigaluh Banjarnegara in the Academic year 2006/2007 in pronouncing English vowels. The procedure of collecting the data were as follows; Pronunciation test were distributed to the students, the students were asked to read the instruction, the students were asked to pronounce the pronunciation test items (English words). The pronunciations of the

²⁶*Ibid*, p.55

²⁷Wasis Tri Puspita, Thesis, "*An Analysis of Students' Errors in Pronouncing English Vowels*", Semarang State University,2007, Ebook, in <http://ebooks-search-engine.com/>

students were then recorded. The result of the analysis shows that the students are considered “Excellent” in pronouncing English vowels.²⁸

The last study that the writer found is also from Indonesian researcher, the study about a media that improves the students’ achievement in pronunciation English words, entitled “Songs to improve the students’ achievement in Pronouncing English words”.²⁹

This study is a little different from two researchers above because more discuss about the songs media used to improving the pronunciation achievement. But in the chapter II there is a discussion about the pronunciation problems that related with my study. In this study the writer used the classroom action research. After conducted this study the writer concludes; The progress of 20,89% shows that listening English songs is effective to improve the students’ pronunciation achievement, the use of songs in the teaching-learning process have some benefit for the students. The students not only learn about how the words pronounced but also master English vocabularies, most of the students are interested in learning English by using songs. It seems that they feel more relax instead of threatened with the theory. Their motivation in learning English increases and they expect that this kind of program will be given regularly and

²⁸*Ibid.* p.4

²⁹HennyRatnasari, Thesis, entitled “*Song to Improve the Students’ Achievement in Pronouncing English Words*”, Semarang State University, 2007, Ebook, in <http://ebooks-search-engine.com/>.

continuously, the students still get difficulties in pronouncing words with cluster sounds such as *knight and know*.³⁰

The study is different from the three studies above. Warisara Yangklang, Wasis Tri Puspita, and Henny Ratnasari their researches are aimed to know the errors and the improvement of pronunciation. But this study is aimed at investigating the Impact of the using *PIA (pronunciation improvement application)* on Pronunciation and solves their problems in pronouncing English. The purpose of the research has the significant difference from third studies but has the same contexts it is about Pronunciation.

B. The Nature of Pronunciation

Pronunciation is the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer.³¹

Having a good pronunciation of the language can help in normal communication, particularly intelligibility.³² However, that is not the only reason for developing a stable pronunciation of a new language. There is a very important mechanism involved in working memory called the phonological loop.³³ In essence, the phonological loop is the brain saying a

³⁰*Ibid*, p.51-52

³¹ Jack C Richards, Richard Schmidt, “*Longman Dictionary of Language Teaching and Applied Linguistics Third Edition*”, 2002, p.429

³² I. S. P. Nation and J. Newton, “*Teaching ESL/EFL Listening and Speaking*”, in Derwing and Munro (2005) © Routledge, Taylor & Francis, 2009, p.75

³³*Ibid*, p.75

word or phrase over and over to itself in order to keep it in working memory or to help it move into long-term memory. If learners do not have a stable pronunciation for a word, it cannot easily enter long-term memory because it cannot be held in the phonological loop.³⁴ Learners differ in the amount of information that they can hold in the phonological loop at one time, this amount of information correlates reasonably well, both for native speakers and non-native speakers, with vocabulary size a few years later.³⁵

So, the students as learners it is likely that the size of their working memory in the language is affected by their knowledge of patterns of pronunciation and grammar in English language. It is thus important that attention is given to pronunciation in the course so the students as learners can quickly develop a stable pronunciation, and become familiar with the patterns and rules that work within language. The students need to develop these same intuitions.

C. The Problems of Pronunciation

There some problems in learning foreign language and they are³⁶:

1. The identification of foreign sounds one problem is concerned with the identification of the foreign sounds. The language learners have to remember his acoustic qualities to be able to identify them in an utterance. For instance the quality of English vowel /æ/ as found in

³⁴*Ibid*, p.75-76

³⁵*Ibid*, p.76

³⁶Ramelan, "*English Phonetics*", Semarang: IKIP Semarang Press, 1985, p.9

man, the language learners have to be able to distinct from a similar sound as found in the word *man*.

2. The production of the foreign sounds by his organs of speech ability in hearing and identifying the acoustic quality of the foreign sounds is prerequisite for the ability in producing them. Without having heard the quality of a given sounds before, one cannot be expected to pronounce it; when he has heard the sounds produced by someone else, he may able to produced it himself by imitating the speaker. This is a matter of training to move the speech organs or also called mouth gymnastics, which should be practiced over and over again. Knowledge about the phonetic theory and the ways of moving speech organs for the production of the foreign sounds, combined with much practice based on that theory would be of great help to the foreign learner.
3. The different nature especially in Supra-segmental features (stress, length, pitch, and intonation) it is quite obvious that these features different in different languages. Someone may be able to produced the foreign sounds correctly but if the stress patterns or the intonation patterns of his own mother tongue are transferred to the foreign language his speech will be stamped as 'foreign' by the native speaker. Again, untiring imitation and disciplined practiced will help the student to produce the Supra-segmental features

correctly, for more explanations about Supra-segmental feature (stress, length, pitch, and intonation) as follows³⁷:

a. Stress

Stress is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence. The term 'syllable' is hard to define, but for practical purpose it may be said that the vowels sound like *a, i, u*, etc. is the nucleus of a syllable in English. Thus a syllable consists of a vowel, with or without one or more than one consonant preceding or following it.

The physiological feature of a syllable is that it is pronounced with one single impulse of breath. There are three degrees of stress can be observed in English, they are:

- a) Strong (primary stress), use the symbol / ' / above the syllable.
- b) Medium (secondary stress), use the symbol /, /below the syllable.
- c) Weak stress, use the symbol / ` / left unmarked.

b. Length

The term of 'length' here refers to the period of time during which a sound is produced in a given utterance.³⁸

c. Pitch

³⁷*Ibid*, p.24

³⁸*Ibid*, p.28

Each syllable is said with some degree of lowness or highness of tone which is called 'pitch'. There are many degrees of pitch levels as there syllable in an utterance. But for practical purposes he distinguishes only four significant levels designed by number. They are:

- a) 'Pitch level /2/' is the normal pitch by which we normally start an utterance.
- b) 'Pitch level /3/' is bit higher than pitch level /2/ and is normally used to accompany the strongest stress in a sentence (sentence stress).
- c) 'Pitch level /1/' is somewhat lower than pitch level /2/ and is normally used to end a sentence; this pitch level is also called *low*.
- d) 'Pitch level /4/' is even higher than pitch level /3/ and is also called *Extra high*. This pitch level is only used in emphatic speech with syllables which normally take pitch level /3/ in ordinary sentences.

The pitch levels syllables between /2/ and /3/, if any. May be slightly higher or lower than /2/, but they are insignificant for the present discussion.³⁹

d. Intonation

³⁹*Ibid*, p.31

The going up and down of pitch over different syllables in an utterance is called ‘Intonation’.⁴⁰ The intonation contour of a sentence refers to the pitch levels used in the sentence, together with the clause terminal at the end. The highest pitch, which usually coincides with the strongest syllable in the sentence, is called the *head or center* of the intonation contour. Intonation contours of the sentences in normal speaking can be grouped into the following⁴¹;

- a) The high-low falling intonation.
- b) Rising intonation.
- c) High-normal sustained intonation.

So, the students may be able to produce the foreign sounds correctly but if the stress patterns or the intonation patterns of their own mother tongue are transferred to the English language their speech will be stamped as ‘foreign’ by the native speaker.

D. PIA (pronunciation improvement application)

PAI (Pronunciation Improvement Application) is an application on android that can help people to learn pronunciation, also *PIA (Pronunciation Improvement Application)* is an application that is used to improve your pronunciation because this software can help people to compare people sounds with native speaker from the tutorial videos and record voice that has in application. Not only about tutorial videos and

⁴⁰*Ibid*, p.31

⁴¹*Ibid*, p.31

record voice but also there is some test or game to try people pronunciation from the native speaker. Actually, the application made by KAPLAN International English. KAPLAN International English is a leading provider of English language courses and other study abroad programs.⁴²

In new era, people should be looking for a something new to improve their knowledge for example about technology. Now, much technology that can helps people, like *hand phone, telephone, smart phone or android* and other. A teacher of pronunciation needs to be to help a student with both perception and production of the target sounds in the L2. For decades now, teachers have supported their instructions by using signal analysis software to visualize the speech signal, with demonstrable benefits. This work is reviewed by Chun (1998). Studies have shown that presenting displays of pitch contours improves both perception and production of intonation.⁴³ Most language learners have little knowledge of phonetic, expert assistance is required for learners to extract value from pitch displays. Essential feedback is provided by the human, with the computer as a mere tool for visualization.⁴⁴

The writer using an application to improve the students pronunciation ability. Actually, this application only can use on smart

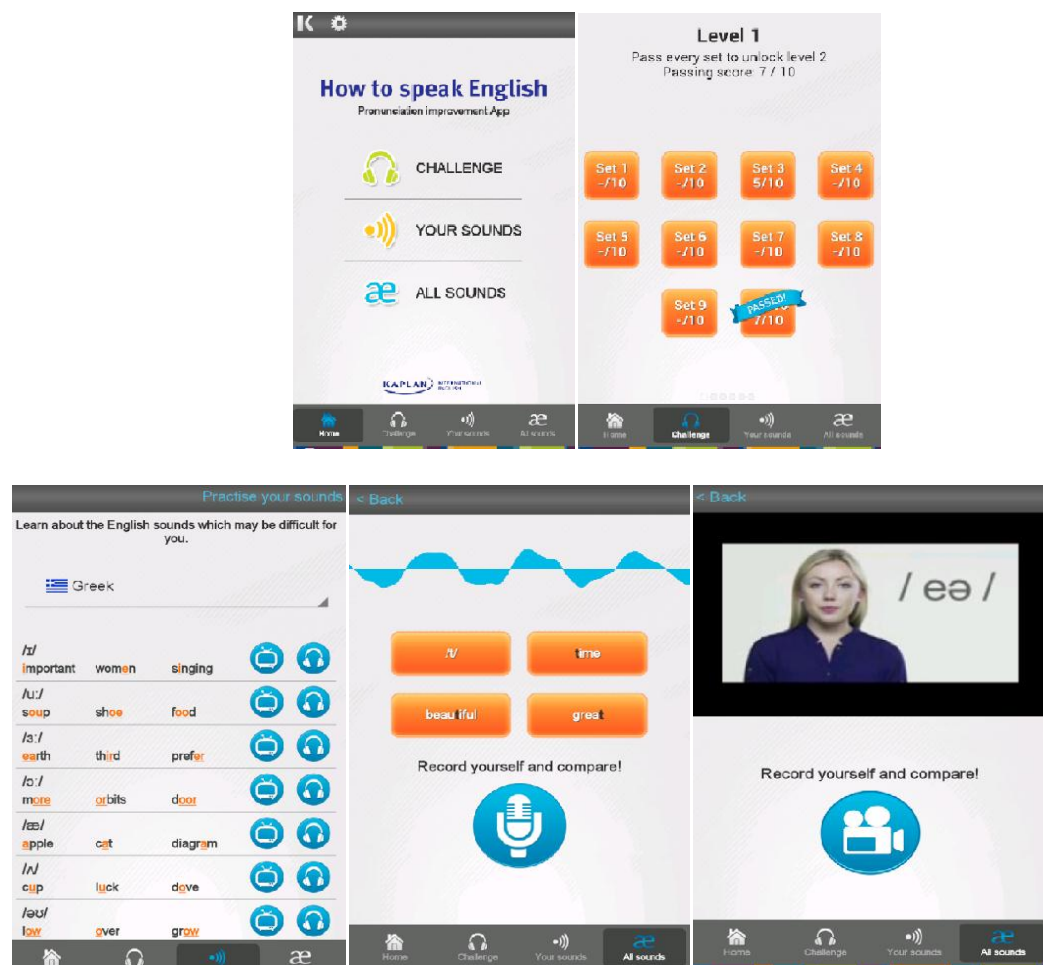
⁴²www.kaplaninternational.com/id/?mckp=s0zSMSbAB_dm!pcrid!62313336506!plid!!kword!kaplan%20international!&gclid=CI6-jfSy8kCFdaSvQodcDILsw#tujuan, accessed on Februari 8th, 2016

⁴³ Rebecca Hincks, *Speech Technologies for Pronunciation Feedback and Evaluatin*, United Kingdom: Cambridge University Press, 2003, p. 5

⁴⁴ *Ibid*, p. 5

phone or android. So, the writer researches this application that can improve the student pronunciation. There some figure of *PIA* (*pronunciation improvement application*):

Figure 2.1
PIA (pronunciation improvement application)



CHAPTER III

RESEARCH METHOD

In this part, the writer will describe about research methodology that will use in conducting the study. It is purposed to answer the problem of the study. This chapter consists of research type and design, place of the study, population and sample of the study, instrument of the study, data collection procedure, data analysis, and data analysis procedure.

A. Research Type and Design

Considering the purposes of the research and the nature of the problem the type of research is quantitative research. Quantitative research used objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses.⁴⁵ In this research, writer collected and analyzed the data by using quantitative research. The design of the study was experimental design. Experimental design is a plan for an experiment that specifies what independent variable applied, the number of levels of each, how subject are assigned to groups, and dependent variables.⁴⁶ The writer used experimental design because writer wanted to measure the effect of used *PIA (pronunciation improvement application)* in Pronunciation subject. The type of this study was pre-experiment design. The research used *PIA (pronunciation improvement application)*. It used One-group pre-test and

⁴⁵DonalAry, at al, *Research in Education 8thed*, Canada: Wadsworth Cengage Learning, 2010, p. 22.

⁴⁶ *Ibid.*, p.39

post-test. The pre-test intended to find out the student's prior level on pronunciation competence while post-test will aim to measure the improvement of student's pronunciation competence after treatment.

Table 3.1
One Group Pretest-Posttest Design

Pre-test experiment Design	Independent	Post-test experiment design
Y₁	X	Y₂⁴⁷

B. Place of The Study

The place of the research will be at State Islamic Institute of Palangka Raya, specifically at English Education Study Program on 1 semester.

C. Population And Sample of The Study

1. Population

Population is total indication or unit what we want to researched.⁴⁸ This research will take the population will be all of TBI students of State Islamic Institute of Palangka Raya, especially on 1 semester.

Table 3.2
Population of TBI students of IAIN Palangka Raya

No.	Class	The Number of Students
1.	A	25
Total		25

⁴⁷ Ibid., p. 303-304

⁴⁸ Bambang Prasetyo, dan Lina Miftahul Jannah, *Metode Penelitian Kuantitatif*, p.110.

2. Sample

Sample is select individual from the population who are representative of that population.⁴⁹

Table 3.3
The Number of Sample

No.	Class	Number of Students
1.	A	25
Total		25

D. Instruments of the Study

1. Test

Test is measurement tool that very important for education research.⁵⁰ The writer ask the students to read three word (mother, think and question) and the teacher record the students voiced one by one from the *PIA* (*pronunciation improvement application*).

⁴⁹ Donald Ary, 2006, *Introduction to Research in Education*, p. 303-304

⁵⁰ Arief Furchan, *Pengantar Penelitian Dalam Pendidikan*, Yogyakarta: Pustaka Pelajar, 2004, p. 268.

Table 3.4
Scoring Rubric of Pronunciation

ASPECT	SCORE	LEVEL/CRITERIA
INTONATION	5	A variety of intonation patterns effectively reflect the speakers' intent (e.g., questioning, apology, sarcasm, etc.)
	4	Intonation is employed effectively to express emotion, but one particular pattern is overused.
	3	Intonation is usually correct but occasionally misleads listeners.
	2	Rising and falling intonation patterns are sometimes used appropriately but often impede understanding.
	1	Intonation is used inappropriately and interferes with communication or is distracting.
WORD STRESS	5	Misplaced word stress is rare and causes no distraction or miscommunication.
	4	Misplaced word stress is rare and it only occurs in multisyllabic words.
	3	Misplacement happens in a variety of words, but meaning is not hindered.
	2	Due to frequent and confusing word stress errors, context is greatly needed for the listener to understand the intended meaning.
	1	Frequent word-stress misplacement causes miscommunication and annoys listeners.

RHYTHM	5	Stress-timed rhythm is used naturally and consistently.
	4	Stress-timed rhythm is employed naturally most of the time.
	3	Stress-timed rhythm is employed sometimes appears but only unnaturally and with effort.
	2	Rhythm is heavily syllable-timed, but occasionally demonstrates stress-timing.
	1	Rhythm is predominantly and strongly syllable-timed (i.e., very “choppy”)

2. Documentation

Based on Daymone and Holloway state that documentation is that data consisted in speech and pictured recorded. Document can be available in script, activity report, sound, pictures, and digital data.⁵¹ All those data will be collected from the document that is available at IAIN Palangka Raya.

E. Research Instrument Realibility

For the reliability, there is inter-rater reliability. Inter-rater reliability is the consistency of the judgment of several rater on how they see a phenomenon or interpreted the responses of the subject. It is indicates accuracy in scoring composition of two different raters. For this study, the training is done to get inter-rater agreement in order to give

⁵¹Cristine Daymone and Immy Holloway, *Metode-Metode Riset Kualitatif dalam Public Relation and Marketing Communication*, translated by Cahya Wiratama, Yogyakarta: Bentang, 2008. P. 344.

reliable scores to students' speaking product.⁵² In this research, writer used inter-rater reliability, rater 1 was Mrs. Eva Handayana as English teacher of SMPN 1 Dusun Hilir and rater 2 was writer herself. Below is the coefficient correlation and the interpretation of inter-rater reliability proposed by Bansal (1969) et al as shown in table 3.4.⁵³

Table 3.5
Inter-Rater orfficient Correlation and Interpretation

Correlation Coefficient	Interpretation
.90 to 1.00 or- .90 to-1.00	Very high positive or negative correlation
.70 to .89 or-.70-to-89	High positive or negative correlation
.50 to .69 or-.50 to-.69	Moderate positive or negative correlation
.30 to .49 or-.30 to -.49	Low positive or negative correlation
.00 to.29 or - .00 to -.29	Little if any correlation

1. Normality

Kolmogorov –Smirnov test (K-s) is a test non-parametik the most basic and most basic and most widely used. Andrey Nikola evich Kolmograv first introduce the kolmograv –smirnov test (K-S test) on 1993. The tests used by one-sample test that possible the differences distribution of frequency with some popular distribution like normality test. Normality is a test normal to whether or not the distribution of research data.⁵⁴

⁵² M. Adnan Latief, *Reliability of Language Skill Assesment Result*, Jurnal ilmu pendidikan VII No. 3, 214-224, 2010

⁵³ Rui Ma, *The Role of Pronunciation in Speaking Test Ratings*, Brigham Young University, 2015. P.10

⁵⁴ Sugiyono, *statistika untuk penelitian*, Bandung : CV. ALFABETA, 2006.p.77

Writer measure normality test used SPSS 16.00 and for normality test writer analyzed one sample kolmogrove. Significant level $\alpha = 0,05$

Interpretation:

If the result of normality test $> \alpha$ so, the data can be said normal distribution.

If the result of normality test $< \alpha$ so, the data can be said not normal distribution.

F. Research Instrument Validity

The validity of a test is the extent to which it measures what is supposed to measure and nothing else.⁵⁵ The test can be said valid if it is able to measure what it is suppose to be measure.

1. Face Validity

Face validity is test items look right to other testers, teacher, indicators and test.⁵⁶ For face validity of the test item as follow:

- 1) The test used pronunciation test in pronunciation
- 2) The evaluation by pronunciation test based on scoring rubric
- 3) The evolution of pronunciation test based on scoring rubric
- 4) The language of item used English

⁵⁵*Ibid*, p. 153

⁵⁶ J.B. Heaton, *Writing English Language*, New York: Logman, 1974, p. 154

- 5) The pronunciation test is suitable with syllabus of pronunciation subject of TBI students on first semester at State Islamic Institute of Plangka Raya.

2. Content Validity

Content validity is concerned with what goes into the test. A test will have high content validity if the items are representative of the population of possible task. The content of a test should be decide by considering the purpose of the assessment and then drawn up as a list known as a content specification.⁵⁷

The instrument must be valid in content. It means that the items in the instrument are equal and proportional in their distribution as the indicators of the test.

G. Data Collection Procedure

The writer collected the data by using some techniques below.⁵⁸

1. Collecting

- a. The writergave the pre-test to express consonant symbol with detail instructions. It would be assesment to see early the students' pronunciation focus on consonant.

⁵⁷Wimar Tinambunan, *Education of Students's Achievement*, Jakarta: Depdikbud, 1998. p. 12.

⁵⁸Bambang Prasetyo, &LinaMiftahul Jannah, *Metode...*p.171-177.

- b. The writer scored the students' worksheet using analytical scoring rubric on pronunciation. It was the first score ability on students' pronunciation and as reference to compare with post-test score.
- c. The writer gave the treatment by socializing used of *PIA (pronunciation improvement application)* in pronunciation subject. It means that the treatment as alliteration on students' ability on pronunciation focus on consonant to their score would be increased.
- d. The writer gave the post-test. It would be the last test to see the students' ability increased or not after giving the treatment. It compared to pre-test as reference to see their pronunciation focus on consonant.
- e. The writer calculated the result of the data in the score. It used the analytical scoring rubric on pronunciation.

2. Coding

It was an activity to classify the data by hiding identity with codes. Like Sindi becomes B01, Muhammad becomes B02, etc. Y and X were the codes for pre-test and post-test. It means to keep credibility of subjects.

3. Scoring

After giving codes to each result of the test, the writer gave the score for the students' pronunciation with marking system, with the table of analytic scoring rubric is.

Table 3.6
Scoring Rubric of Pronunciation

ASPECT	SCORE	LEVEL/CRITERIA
○ Z A F	5	A variety of intonation patterns effectively reflect the

	4 3 2 1	<p>speakers' intent (e.g., questioning, apology, sarcasm, etc.)</p> <p>Intonation is employed effectively to express emotion, but one particular pattern is overused.</p> <p>Intonation is usually correct but occasionally misleads listeners.</p> <p>Rising and falling intonation patterns are sometimes used appropriately but often impede understanding.</p> <p>Intonation is used inappropriately and interferes with communication or is distracting.</p>
WORD STRESS	5 4 3 2 1	<p>Misplaced word stress is rare and causes no distraction or miscommunication.</p> <p>Misplaced word stress is rare and it only occurs in multisyllabic words.</p> <p>Misplacement happens in a variety of words, but meaning is not hindered.</p> <p>Due to frequent and confusing word stress errors, context is greatly needed for the listener to understand the intended meaning.</p> <p>Frequent word-stress misplacement causes miscommunication and annoys listeners.</p>
RHYTHM	5 4 3 2 1	<p>Stress-timed rhythm is used naturally and consistently.</p> <p>Stress-timed rhythm is employed naturally most of the time.</p> <p>Stress-timed rhythm is employed sometimes appears but only unnaturally and with effort.</p> <p>Rhythm is heavily syllable-timed, but occasionally demonstrates stress-timing.</p> <p>Rhythm is predominantly and strongly syllable-timed (i.e., very "choppy")</p>

4. Tabulating

The last step was the process of the data. It tabulated the data in a table and then calculated them. It means to organize the data into table and for the easily to the analysis data.

H. Data Analysis Procedure

In order to analyze the data, the writer did some procedures:⁵⁹

1. Collecting the score of the student work sheet result. With the table:

Table 3.7
The Table Comparison Pre-test and Post-test of Students

No	Code Name's	Pre-test	Post-test	Differ ent
1	E01	53	65	12
2	E02	66	76	10
3	E03	80	86	6
TOTAL				
MEAN				
LOWEST				
HIGHEST				

Where:

Y : Pretest

X : Posttest

2. Tabulating the data into the distribution of frequency of the score table, then found out the mean of students' score, standard deviation, and standard error of variable by using SPSS 16.0
4. The writer used normality test. It used for the normality of the data that became analyze whether both groups have normal distribution or not.

⁵⁹Triwid Syafarotun Najah, *Statistik*, Palangka Raya: SekolahTinggi Agama Islam Negeri (STAIN) Palangka Raya, Diktat, p 70.

After getting t-counted, then the writer compared with it to t-table of certain significant level. If the t-count is higher than t-table, it means that there is positive effect of PIA (pronunciation improvement application) in teaching pronunciation. The point was writer hypothesis is accepted. In contrary, the t-count is lower than t-table, the writer is not accepted.

5. In addition, the writer used manual and SPSS 16.0 program to compare the data.

CHAPTER IV
RESEARCH FINDING AND DISCCUSION

In this chapter, writer presented data from the field of the study. The data were result of Pre-test, Post-test class A, testing hyphothesis, and discussion.

A. Data Presentation of Pre-test and Post-test

In this chapter, writer presented the obtained data. The data were presented in the following table.

Table 3.8
The Table Comparison Pre-test and Post-test of the TBI Students of State Islamic Institute of Palangka Raya

No	Code Name's	Pre-test	Post-test	Different (D)
1	E01	47	62	15
2	E02	47	58	11
3	E03	58	68	10
4	E04	48	78	30
5	E05	47	80	33
6	E06	48	58	10
7	E07	48	74	26
8	E08	48	80	32
9	E09	58	74	16
10	E10	56	73	17
11	E11	51	77	26
12	E12	59	80	21
13	E13	48	70	22
14	E14	54	80	26

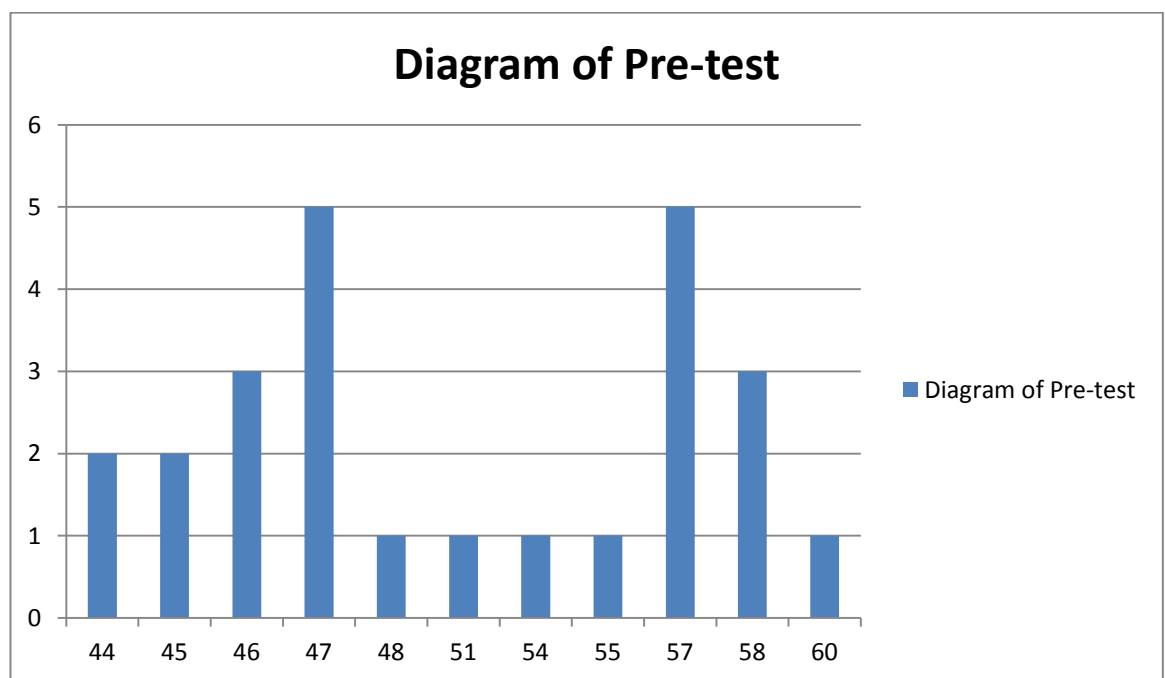
15	E15	59	79	20
16	E16	44	79	55
17	E17	59	70	11
18	E18	58	80	22
19	E19	46	80	34
20	E20	46	72	26
21	E21	58	80	22
22	E22	60	77	17
23	E23	49	72	23
24	E24	44	72	28
25	E25	58	72	14
TOTAL		1298	1845	567
MEAN		51,12	73,48	22,36
LOWEST		44	58	14
HIGHEST		60	80	20

Based on the table above, it can be seen that students' highest score Pre-test was 60 and then, the lowest score of Pre-test was 44. Meanwhile, highest score of Post-test was 80 and then, the lowest score of Post-test was 58. The different of highest Pre-test and Post-test was 20 meanwhile the lowest different of Pre-test and Post-test was 14. After calculated data of Pre-test and Post-test, writer made diagram to easy understand.

Table 3.9
Diagram Percentage of Pre-test at TBI Students Semester 1 A Class

No	Score	Frequency	Percentages
1	44	2	8.0
2	45	2	8.0
3	46	3	12.0
4	47	5	20.0

5	48	1	4.0
6	51	1	4.0
7	54	1	4.0
8	55	1	4.0
9	57	5	20.0
10	58	3	12.0
11	60	1	4.0
Total		N=25	100.0



Based on table and diagram above, writer conclude there were two students who got score 44. There were two students got score 45. There were three student got score 46. There were five students got score 47. There was one student got score 48. There was one student got score 51. There was one student got score 54. There was one student got score 55. There were five students got score 57. There were three students got score 58. There was one

students got score 60. Next step, writer tabulated score in to the table to searched data mean, calculated data of mean of pre-test:

Table 3.10
The Table of Mean

X	F	f.X
44	2	88
45	2	90
46	3	138
47	5	235
48	1	48
51	1	51
54	1	54
55	1	55
57	5	285
58	3	174
60	1	60
Total	N=25	1.278

Based on table above mean of pre-test was 51,12. Standard deviation was 5,65 and standard error was 1,13. Next, writer tabulated the data of distribution of normality into the table used SPSS 16.0 program.

Table 3.11
Test Normality of Pre-test

One-Sample Kolmogorov-Smirnov Test

		Pre-test
N		25
Normal Parameters ^a	Mean	51.1200
	Std. Deviation	5.65184
Most Extreme Differences	Absolute	.247
	Positive	.247
	Negative	-.211
Kolmogorov-Smirnov Z		1.235
Asymp. Sig. (2-tailed)		.095
a. Test distribution is Normal.		

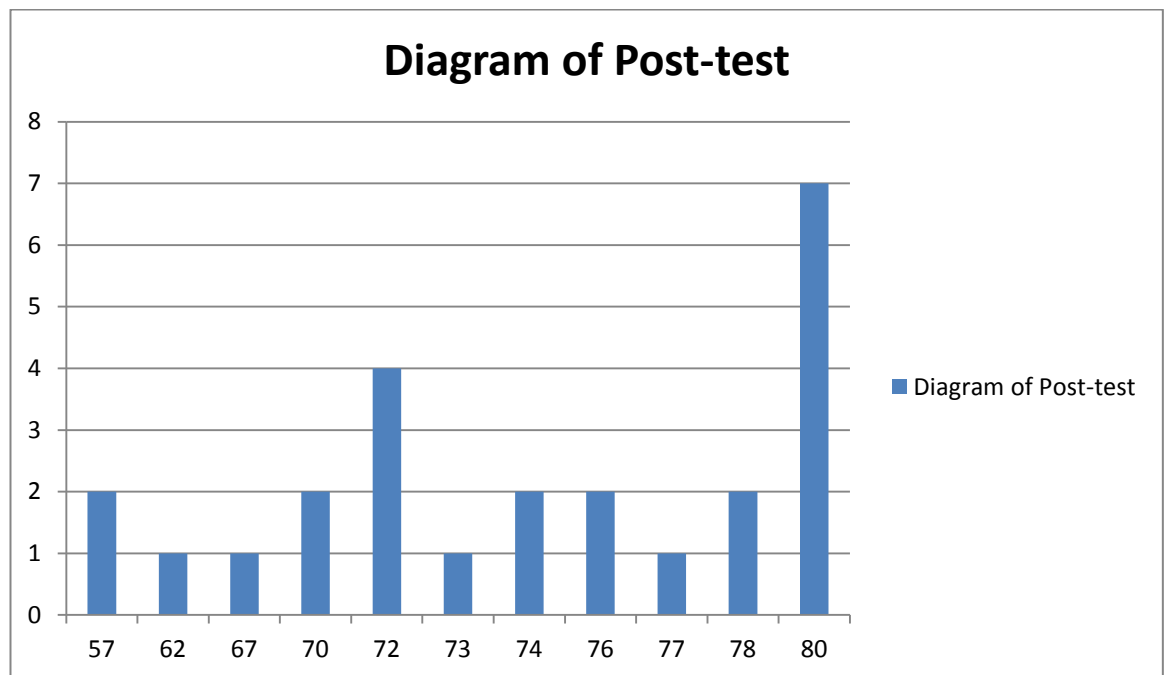
The table show the value of the test of normality used kolmogrove-smirnov calculation was 0,095. It was found the value of the test was normal.

B. Data Presentation of Post-test

After tabulated data of pre-test, writer tabulated data of post-test into the figure below.

Table 3.12
Diagram Percentage of Post-test at TBI Students Semester 1 A Class

No	Score	Frequency	Percentages
1	57	2	8.0
2	62	1	4.0
3	67	1	4.0
4	70	2	8.0
5	72	4	16.0
6	73	1	4.0
7	74	2	8.0
8	76	2	8.0
9	77	1	4.0
10	78	2	8.0
11	80	7	28.0
Total		N=25	100.0



Based on table and diagram above, there were two students got score 57. There was one student got score 62. There was one student got score 67. There were two students got score 70. There were four students got score 72. There was one student got score 73. There were two students got score 74. There were two students got score 76. There was one student got 77 score. There were two students got score 78. There were seven students got score 80. Next step, writer tabulated data of score post-test into the table for the calculation of mean as follow:

Table 3.13
Calculated Mean, Median, Modus, Standard Deviation and Standard Error of Post-test

X	F	f.X
57	2	114
62	1	62
67	1	67

X	F	f.X
70	2	140
72	4	288
73	1	73
74	2	148
76	2	152
77	1	77
78	2	156
80	7	560
Total	N=25	$\sum f.X= 1.837$

Based on calculation post-test above, the result of mean was 73,48. Standard deviation was 6,81 and standard error was 1,36.

After calculated data of post-test, writer calculated data distribution of normality used SPSS 16.0 program.

Table 3.14
Test Normality of Post-test

One-Sample Kolmogorov-Smirnov Test

		Post-test
N		25
Normal Parameters ^a	Mean	73.4800
	Std. Deviation	6.81371
Most Extreme Differences	Absolute	.174
	Positive	.169
	Negative	-.174
Kolmogorov-Smirnov Z		.870
Asymp. Sig. (2-tailed)		.435
a. Test distribution is Normal.		

The table show the value pf the normality used SPSS 16.0 was 0,435. So, $0,435 > 0,05$. It mean, the distrubution was normal. Next step,

writer tabulated data mean, median, modus, standard deviation of pre-test and post-test used SPSS 16.0 program, to support data of manual calculated.

After pre-test and post test have to tabulated with manual calculation, the next step writer used SPSS 16.0 program, to support manual calculation below.

Table 3.15
SPSS Accurate Score

		Statistics	
		X	Y
N	Valid	25	25
	Missing	0	0
Mean		23.08	32.96
Std. Error of Mean		.519	.607
Median		22.00	33.00
Mode		21 ^a	36
Std. Deviation		2.597	3.034
Variance		6.743	9.207
Range		7	10
Minimum		20	26
Maximum		27	36
Sum		577	824

a. Multiple modes exist. The smallest value is shown

The mean of pre-test and post-test was similar with manual calculation. Next step, writer testing hypothesis. But, before testing hypothesis writer show the table of standard deviation and standard error. To test the hypothesis of the study, the writer used t-test statistical calculation. Firstly, writer calculated the standard deviation and standard error of Y_1 and

Y_2 it was found the standard deviation and standard error of pre-test and post-test at the previous data presentation. It could be seen on this following table:

Table 4.9
Standard Deviation and Standard Error of Y1 and Y2

Variable	Standard Deviation	Standard Error
Y1	5,65	1,13
Y2	6,81	1,36

Where:

Y_1 = Pre-test

Y_2 = Post-test

It can be seen that S_D of pre-test was 5,65 and S_E was 1,13. S_D of post-test was 6,81 and S_E was 1,36.

C. Testing Hypothesis on SPSS 16.0 and Manual Calculation

Writer calculated t-test used SPSS 16.0 program to testing hypothesis.

See the table 3.13 below by SPSS 16.0 program.

Table 4.10
Calculated SPSS 16.0 Program Testing Hypothesis

		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Y1 - Y2	-21.880	7.726	1.545	-25.069	-18.691	-14.160	24	.000

Based on the data above, mean of pre-test (Y_1) and post-test (Y_2) was -21,880. Standard deviation was 7,726, Standard error mean was 1,431, Confident interval lower was -25,069, upper was -18,691, t_{observed} was -14.160, df was 24 and the last significant failed was 0,00.

The data from manual calculation was calculated using the t_{test} formula using manual calculation showed that the t_{observed} was -14.16 and $t_{\text{table}} = 2,06$ and $1\% = 2,80$. Significan level $-14,16 < 2,06 < 2,80$. It mean H_a was accepted in the error level at 5% and H_o was rejected in the error level at 1%. Before writer gave treatment to students, the mean of pre-test result was 51,12 and after gave treatment, the result of post-test was 73,48. (for the detail, it was appended at appendix v).

1. Discussion

The result of discussion proved that there was significant impact of using of *PIA* (*pronunciation improvement application*) on pronunciation fluency for TBI students class A at Islamic State Institute of Palangka Raya. There were some students who got high result but, there some studnts who also got score low at the same time. Based on SPSS 16.0 program calculation writer got $t_{\text{observed}} = -14,16$ and $t_{\text{table}} = 5\% = 2,06$ and $1\% = 2,80$. Significan level $-14,16 < 2,06 < 2,80$. It mean H_a was accepted in the error level at 5% and H_o was rejected in the error level at 1%. Before writer gave treatment to students, the mean of pre-test result was 51,12 and after gave treatment, the result of post-test was 73,48. It show there was impact after using of *PIA*

(*pronunciation improvement application*) on pronunciation students. So, this application effective to used in the class.

There were some reasons why using *PIA (pronunciation improvement application)* gave significance impact for pronunciation students. First, *PIA (pronunciation improvement application)* was effective to improving pronunciation students. It can be seen the result mean of pre-test was 51,12 and post-test was 73,48. This finding was supported by Henny Ratnasari in chapter II page 13 and the result of the study found the progress of 20,89% shows that listening english songs is effective to improve the students pronunciation achievement, the use of songs in the teaching-learning process have some benefit for the students. The students not only learn about how the words pronounced but also master English vocabularies, most of the students are interested in learning English by using songs. It seems that they feel more relax instead of threatened with the theory. Their motivation in learning English increases and they expect that this kind of program will be given regularly and continuously.

Second reason was *PIA (pronunciation improvement application)* can used in english foreign language especially in pronunciation subject. It was supported by Wasis Tri Puspita in the study aimed to find out the kinds errors made by students of Eleventh Grade Students of SMA Negeri 1 Sigaluh Banjarnegara in the Academic year 2006/2007 in pronouncing english vowels and the procedure of collecting the data were as follows; Pronunciation test were distributed to the students, the students were asked to

read the instruction, the students were asked to pronounce the pronunciation test items (English words). The pronunciations of the students were then recorded. The result of the analysis shows that the students are considered “Excellent” in pronouncing English vowels. So, it same with Wasis Tri Puspita, there are have significance. Warisara Yangklang in chapter II page 13 of her reserach, it was found significantly after they used used *CAI (computer-assisted instruction)* program. This study was aimed at investigate the improvement of English final /-i/ pronunciation of 40 Thai students in Matthayom Suksa 4 at Assumption Convent Lamnarai School after using the Computer-Assisted Instruction (CAI) program. This study aimed at investigating the improvement of English final /-i/ pronunciation by using the CAI program. It was found that both groups of good and poor students’ pronunciation improved their pronunciation significantly after they used CAI program. Language transfers, language experience, fossilization of language were the crucial factors that affected the improvement of pronunciation. It was also found that the good pronunciation students could improve their pronunciation better than the poor pronunciation students. That could be because they had higher motivation and were more persistent than the poor ones. Students’ reactions were generally positive as a result of the fun learning exercise and it increased confidence. To conclude, the English final /-i/ pronunciation of both good and poor students can be improved by using a CAI program.

The last reason is the *PIA (pronunciation improvement application)* can make a major contribution both to teachers and students. Because with this app learning process will feel different to the usual learning, see this application is very supportive in the learning process and restricted to pronunciation subject. This is supported by their interesting features that exist in this application, like a game, sound recordings, video recordings and video tutorials from native speaker that this application will not make students feel bored to use it. Besides, this application and restricted to those android users, so the learning process will be easier and simpler but it has a great impact in improving student pronunciation. It is also supported by international KAPLAN of chapter II at page 21.

Problem of writer in using this application were some students do not have android to use it, because the point of what will be learned contained in the application. All aspects of learning support that will be discussed and examined also contained in this application, such as the appointment of the symbols, the words of these symbols, and video tutorials. So, for students who do not have the android will be difficult to follow the process of learning activities, as if by only see and hear without us try to practice and compare pronunciation with the pronunciation of the applications we have our level of understanding will be a little weak. And also the students did not know how to produce some word from the simbol especially in consonant, so there are some students who still do not understand and make mistakes in pronunciation of the word.

The solution of this case, writer motivate students to continue to learn in this regard about the pronunciation. Not only with this application but also through other media, because these applications are not perfect because there are still shortcomings one of these applications and restricted to android users. However, for students who do not have the android, this application we can install it on the PC of course with supporting applications on the PC like Bluestacks.

Those the result of using *PIA (pronunciation improvement application)* in TBI Students Class A Semester 1 at State Islamic Institute of Palangka Raya. Based on the theory and writer result of pre-test and post-test, *PIA (pronunciation improvement application)* gave significant impact to improve the students pronunciation and this is effective to used in the collage.

CHAPTER V

CLOSURE

This chapter covers of conclusion and some suggestion based on the result of the study, as the following:

A. Conclusion

After got result of analysis, it could answer the problem of the study: Does *PIA (Pronuncaition Improvement Application)* give impact on Pronunciation of the TBI Students of State Islamic Institute of Palangka Raya?

Based on result analysis *PIA (pronunciation improvement application)* was improve the students pronunciation. Writer conclude, Based on SPSS 16.0 program calculation writer got $t_{\text{observed}} = -14,16$ and $t_{\text{table}} = 5\% = 2,06$ and $1\% = 2,80$. Significan level $-14,16 < 2,06 < 2,80$. It mean H_a was accepted in the error level at 5% and H_o was rejected in the error level at 1%. H_a there was significant impact using *PIA (pronunciation improvement application)* on porunciation subject of the TBI Students of State Islamic Institute of Palangka Raya was accepted in error level at 5% and H_o there was significant impact using *PIA (pronunciation improvement application)* on porunciation subject of the TBI Students of State Islamic Institute of Palangka Raya was rejected in error level at 1%. It can be seen the result of different pre-test and post-test.

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