AN UNDERGRADUATE THESIS

THE EFFECTIVENESS OF USING TFLAT APPLICATION TOWARD THE STUDENTS' ENGLISH PRONUNCIATION MASTERY AT THE ELEVENTH GRADE OF SMK KARYA WIYATA PUNGGUR

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1446 H/ 2024 M

THE EFFECTIVENESS OF USING TFLAT APPLICATION TOWARD THE STUDENTS' ENGLISH PRONUNCIATION MASTERY AT THE ELEVENTH GRADE OF SMK KARYA WIYATA PUNGGUR

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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APPROVAL PAGE

Assalaamu'alaikum Wr. Wb

Title	:	THE EFFECTIVENESS OF USING TFLAT APPLICATION TOWARD THE STUDENTS' ENGLISH PRONUNCIATION MASTERY AT THE ELEVENTH GRADE OF SMK KARYA WIYATA PUNGGUR
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the examined. Thank you very much.

Wassalmu'alaikum Wr. Wb

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Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Judul Skripsi   : THE EFFECTIVENESS OF USING TFLAT APPLICATION TOWARD THE STUDENTS' ENGLISH PRONUNCIATION MASTERY AT THE ELEVENTH GRADE OF SMK KARYA WIYATA PUNGGUR

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE
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An Undergraduate thesis entitled: THE EFFECTIVENESS OF USING TFLAT APPLICATION TOWARD THE STUDENTS' ENGLISH PRONUNCIATION MASTERY AT THE ELEVENTH GRADE OF SMK KARYA WIYATA PUNGGUR written by: Reza Adelia, Student Number 2001051033 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, December 19th, 2024, at 10.00-12.00 AM

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THE EFFECTIVENESS OF USING TFLAT APPLICATION TOWARD THE STUDENTS' ENGLISH PRONUNCIATION MASTERY AT THE ELEVENTH GRADE OF SMK KARYA WIYATA PUNGGUR

ABSTRACT

By:

REZA ADELIA

The purpose of this study is to know the positive and significant influence of using the TFlat application on students' English pronunciation mastery at the eleventh grade of SMK Karya Wiyata Punggur. This research employs a quantitative method with a quasi-experimental design, involving an experimental class and a control class. The study population consists of 28 students from class XI TKJ 1, selected using the cluster sampling technique. Data were analyzed using the T-test statistical method. The research instruments include tests and documentation, with the tests serving as the primary method to measure students' learning outcomes through two stages pre-test and post-test.

The results of the study show that the Sig. (2-tailed) value is 0.00, which means the Sig. (2-tailed) value is < 0.05. Therefore, the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. It can be concluded that there is a positive and significant effect of using the TFLAT application on the students' English pronunciation mastery at the eleventh grade of SMK Karya Wiyata Punggur.

Keywords: *Pronunciation Mastery, Tests, The TFlat Application*

ABSTRAK

EFEKTIVITAS PENGGUNAAN APLIKASI TFLAT TERHADAP PENGUASAAN PENGUCAPAN BAHASA INGGRIS SISWA KELAS SEBELAS SMK KARYA WIYATA PUNGGUR

By:

REZA ADELIA

Tujuan penelitian ini adalah untuk menganalisis pengaruh positif dan signifikan penggunaan aplikasi TFlat terhadap penguasaan pengucapan bahasa Inggris siswa kelas sebelas di SMK Karya Wiyata Punggur. Penelitian ini menggunakan metode kuantitatif dengan desain quasi-eksperimen yang melibatkan kelas eksperimen dan kelas kontrol. Populasi penelitian mencakup 28 siswa kelas XI TKJ 1, dengan teknik pengambilan sampel menggunakan cluster sampling. Data dianalisis menggunakan uji statistik T-test. Instrumen penelitian meliputi tes dan dokumentasi, di mana tes digunakan sebagai metode utama untuk mengukur hasil belajar siswa melalui dua tahap, yaitu pre-test dan post-test.

Hasil penelitian menunjukkan bahwa nilai Sig. (2-tailed) sebesar 0.00 yang berarti nila sig. (2-tailed) < 0.05. Dengan demikian, hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak. Hal ini dapat disimpulkan bahwa terdapat pengaruh positif dan signifikan penggunaan Aplikasi TFlat Pronunciation terhadap penguasaan pengucapan bahasa inggris siswa kelas sebelas di SMK Karya Wiyata Punggur.

Kata Kunci : *Penguasan Pengucapan, Tes, Aplikasi TFlat*

STATEMENT OF RESEARCH ORIGINALITY

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    Name   : Reza Adelia

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    Department   : English Education Study Program

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States this undergraduate thesis is originally the result of research of writer in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, December 11 2024
The Researcher

Reza Adelia
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Saya yang bertanda tangan di bawah ini :

Nama	:	Reza Adelia
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Fakultas	:	Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 11 Desember 2024
Mahasiswa ybs,

Reza Adelia
NPM. 2001051033

MOTTO

....وَقُل لِّعِبَادِى يَقُولُواْ ٱلَّتِى هِىَ أَحْسَنُ .....

"Say to My servants, 'Let them say what is best (good and true)."
(Q.S. Al-Isra, 17:53).

"Katakanlah kepada hamba-hamba-Ku, hendaklah mereka mengucapkan
perkataan yang lebih baik (baik dan benar)."

DEDICATION PAGE

Praise and gratitude I pray to Allah SWT, with great gratitude I dedicate this thesis as an expression of my sincere respect and love to:

1. My beloved parents, Jumadi and Supatmini, have always given me endless love, support, and prayers. My parents are the reason and strength behind every step I take.

2. My beloved sister, Putri Adelia, has provided all the support that can be given to me.

3. A special thank you to members, seniors, and alumni of UKM IMPAS, who have provided me with knowledge and experience and become a second home full of camaraderie and invaluable life lessons.

4. The last for my comrades in UKM IMPAS, the batch of 2020: Betik, Giru, Thukuk, Blaba, Haring, Cakala, and Mola. Thank you for the support and the solidarity we have built together.

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Alhamdulillah Robbil 'Alamin, first of all, the researcher would like to express her deepest praise and gratitude to Allah SWT who has given her blessing and mercy to complete my Undergraduate Thesis, Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW.

The researcher acknowledges that the completion of this Undergraduate Thesis titled THE EFFECTIVENESS OF USING TFLAT APPLICATION TOWARD THE STUDENTS' ENGLISH PRONUNCIATION MASTERY AT THE ELEVENTH GRADE OF SMK KARYA WIYATA PUNGGUR, would not have been possible without the support and assistance of many individuals. Therefore, the researcher would like to appreciate and sincerely thank to:

1. Prof. Dr. Siti Nurjanah, M.Ag.PIA, the Rector of The State Islamic Institute of Metro

2. Dr. Zuhairi, M.Pd, The Dean of Tarbiyah and Teacher Training Faculty

3. Dr. Much Deiniatur, M.Pd.B.I, the Head of the English Education Department Study Program

4. Dr. Widhiya Ninsiana, M.Hum, my supervisor who has provided invaluable guidance in directing the preparation of this undergraduate thesis

5. All of the lecturers in the English Education Department of IAIN Metro who always give me knowledge and information

The undergraduate thesis was prepared with the hope that it could be a relevant and useful first step in the development of science. Even though it is still

in the undergraduate thesis stage, we hope to continue this research with the same dedication and enthusiasm in the future.

Finally, the researcher apologizes for any shortcomings contained in this undergraduate thesis. Hopefully, this undergraduate thesis can become a solid foundation for continuing further research.

Metro, 11 December 2024
The Researcher

Reza Adelia
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CHAPTER I

INTRODUCTION

A. Background of Study

Language is one of the communication tools that shows arbitrary vocal people can communicate, interact, cooperate, and develop their ideas with each other. Besides, being used as a communication tool and a tool for human interaction around the world. In this era of globalization, English is becoming an international language and is considered the second spoken in every country. In Indonesia, English is studied as a subject in elementary school, junior high school, and high school up to university level.

In learning English, there are four skills that need to be mastered namely writing, reading, listening, and speaking. Among the four skills, speaking is the most challenging to applied. Speaking is one of the most important skills in the language-learning process. speaking as an interactive process of making meaning that includes producing, receiving, and processing information. It involves the use of words, intonation, and facial expressions to convey messages to the listener. Speaking skills are important in various contexts, including daily life, work, education, and social relationships. So, the students are expected not only to be able to understand English but also to be able to use English to communicate with other people.

There are several aspects to speaking, such as pronunciation, vocabulary, grammar, and intonation. Pronunciation is very important to use in terms of speaking and also greatly affects the process of communication with

the interlocutor. Therefore, pronunciation is the production of sounds that is used for making meaning.[1] Which refers to pronouncing words and sounds correctly and clearly.

Furthermore, researchers conducted a pre-survey on Wednesday, June 13 2024 at Karya Wiyata Punggur Vocational School, Central Lampung. The pre-survey was carried out by giving an oral test containing 5 words and 5 sentences to students. It can be seen in the following table below:

Table 1
Pre-Survey Results of Students English Pronunciation in
Eleventh Grade Students of SMK Karya Wiyata Punggur

No	Grade	Frequency	Percentage %	Category
1	<75	20	72%	Incomplete
2	>75	8	28%	Complete
	Total	28	100%	

Based on the table 1 above, it can be seen that they are 8 students, or 28% who received a complete score, while 20 students, or 72% is an incomplete score. The student have problems in their pronunciation, such as they have difficulty in English pronunciation, trouble distinguishing between similar-sounding words in English and they are rarely practice English pronunciation.

Referring from the problem above, the researcher assume that students have weak pronunciation skills and the researcher is interested in using the TFlat application to overcome this problem. TFlat application is a learning application in English pronunciation.

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[1] Abbas Pourhosein Gilakjani, 'The Significance of Pronunciation in English Language Teaching', *English Language Teaching*, 5.4 (2012), pp. 96–107

Therefore, based on the description given above, the researcher plans to conduct quantitative research by applying the TFlat application media to improve English language learning, especially for those who have problems with speaking and pronunciation skills. In this case, the titled **THE EFFECTIVENESS OF USING TFLAT APPLICATION TOWARD THE STUDENTS' ENGLISH PRONUNCIATION MASTERY AT THE ELEVENTH GRADE OF SMK KARYA WIYATA PUNGGUR.**

B. Identification of the Problem

1. Students have difficulty in their English pronunciation
2. Students have trouble distinguishing between similar-sounding words in English
3. The students rarely practice English pronunciation

C. Problem Limitation

The research problem focuses on number 1, that is they have difficulty to English pronunciation. In this case, the researcher only focus on the effectiveness of TFlat application.

D. Problem Formulation

The research problem formulation focuses on: is there any positive and significant effectiveness of the Tflat Application on the students' pronunciation mastery at the eleventh grade of SMK Karya Wiyata Punggur?

E. Objective and Benefits of the Research

1. Objective of the Research

   This research aims to know effectivenes of the Tflat Pronunciation Application on the students' pronunciation mastery at the eleventh grade of SMK Karya Wiyata Punggur.

2. Benefit of the Research

   a. For the Student

      The purpose of this research is to be useful for students to improve their pronunciation skills. In addition, it can also improve understanding of pronunciation, as well as enhance creativity and self-expression in communication.

   b. For the Teacher

      With this research, the researcher hopes that it can be carried out and be beneficial not only for students but also for English language teachers by providing information on English language skills to language learners, especially those who have difficulty in pronunciation. Not only that, this research can also benefit teachers by providing information on a teaching strategy or media that may be used in the process of learning English, especially in overcoming pronunciation challenges, such as the TFlat application to support pronunciation skills. It is hoped that teachers can innovate in the learning process by implementing various learning strategies.

c. For the Other Researchers

The purpose of this research is to provide useful information for other researchers about the effectiveness of the TFlat application in students' pronunciation mastery. This study is expected to be beneficial and provide insights for future researchers.

F. Prior Research

This research will involve analyzing several relevant studies that have been completed by several previous researchers. The first relevant research was conducted by Fitra Reski Amalia with the title *The Effectiveness of Using the "Phonetic Symbol" Through the Tflat Application in Improving the Pronunciation Ability of the Students of the English Education Study Program, Class of 2020"* in 2021. This research uses an experimental method and the data collection methods were observation and tests. The objectives of this research are to test the use of Phonetic Symbols through the Tflat application to improve the pronunciation of students of the English Education Study Program Class of 2020, Faculty of Tarbiyah, and Teacher Training. The study's findings indicated that it can be seen from the n-gain test that the value is 3.59, namely high status or said to be effective, and tested the existing hypothesis because is accepted because the test value is at -3.430 < 0.05.[2] Based on the results of data analysis and discussion research concludes that Phonetic symbols through the TFLAT application are very effective in improving the

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[2] Hasdiana, Ulva, 'Effectiveness of Using "Phonetic Symbols" Through the TFlat Application in Improving the Pronunciation Ability of Tadris English Students Class of 2020', Analytical Biochemistry, 11.1 (2018), pp. 1-5

pronunciation of Tadris English Language Study Program Students Class of 2020.

The second relevant research was conducted by Ari Iswanto Wibowo with the title "*Use Of The English Tflat Android Application Pronunciation For Teaching Pronunciation In Third Semester Students Of the Secretary Program*" in 2018. The research was conducted using qualitative methods. Data collection techniques were carried out through observation and interviews. The objectives of this research are to ensure utilization of Android applications on smartphones can help students learn and explore English pronunciation/pronunciation wherever they are. Based on the data from this research, out of 128 students majoring in secretaries at Secretary and Management Academy Bina Sarana Informatika, Jakarta as much as 19.5% of female students get an A, then 40.6% of female students get a B, while 25% of female students got C grades and female students who got a D grade of 14.8%.[3] This shows that teaching using the TFlat English Pronunciation application can provide good training for the pronunciation skills of secretary study program students.

The third relevant research was conducted by Effat Sufi and Hamed Babie Shalmani with the title "The Effect of Flat Pronunciation Training in Mall on the Pronunciation Ability of Irian EFL Learners" in 2018. This research used quantitative research. This study aims to determine whether teaching L2 pronunciation via a mobile application produces a statistically

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[3] Wibowo, Ary Iswanto, 'Utilization of the TFlat English Pronunciation Android Application for Teaching Pronunciation to Third Semester Students of the Secretary Study Program', Proceedings of the KALUNI National Education Seminar, April 1 (20118), pp. 143–49.

significant effect on the learning of pronunciation skills among intermediate-level EFL learners in Iran compared to teaching pronunciation conducted directly by teachers. The results showed that the use of the TFlat courseware significantly improved students' pronunciation abilities.[4]

This research has similarities and differences with several relevant studies. The first similarity between the three relevant research and the researcher is the research objective, namely researching the Tflat Android Pronunciation Application. The second similarity is found in the first and third studies, namely using quantitative methods. The third equation is found in the second study, namely using test analysis and observation techniques. In these three studies, there are also differences in the researcher's research. The first difference between the three studies is the research location. The second difference is at the first research, namely the object, if at the relevant research, the subject is students, while in the researcher research the object is students. The third difference is found in the second research, namely using qualitative research methods.

Based on the relevant research above, The novelty of this research is focused on integrating modern technology, specifically the TFLAT English Pronunciation Android application, into the traditional learning environment to enhance students' pronunciation mastery. While many studies have explored the effectiveness of various methods and tools in improving English pronunciation, this research uniquely examines the impact of a mobile

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[4] Effat Sufi and Hamed Babaie Shalmani, 'The Effects of Tflat Pronunciation Training in MALL on the Pronunciation Ability of Iranian EFL Learners', *European Journal of Foreign Language Teaching*, 3.2 (2018), pp. 87–103

application tailored for pronunciation practice within a specific educational context—SMK Karya Wiyata Punggur. The study not only evaluates the effectiveness of TFLAT but also provides insights into how digital tools can be leveraged to address the unique challenges faced by vocational school students in mastering English pronunciation. This research contributes to the growing body of literature on educational technology, offering practical implications for educators seeking to enhance language learning outcomes through innovative, technology-driven approaches.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Concept of Pronunciation

1. Definition of Pronunciation

Pronunciation is one aspect of supporting English language skills because to speak in English needs good pronunciation of the language to be delivered clearly and understandable because when the pronunciation changes the meaning, the other person will feel confused. Most of the students find it difficult to pronounce the sentence in the English language due to the absence of habituation and the right media. [1] There are several definitions of pronunciation according to some experts:

According to Lado, Pronunciation is the use of a sound system in speaking and listening. In this case, pronunciation is simply treated as actions that occur in speaking and listening, Lado does not mention how the sound is produced.[2] From this definition, it can be concluded that pronunciation is a way of uttering a particular word or phrase that is generally accepted or understood.

According to Burns and Claire state clear pronunciation is essential in spoken communication. Even where learners produce minor inaccuracies in vocabulary and grammar, they are more likely to

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[1] Mohammad Syarif Hidayatullah, "Improving Students' Pronunciation Through Western Movie Media," *Journal Al-Lisan* 03, no. 01 (2018).

[2] Rizdki Elang Gumelar and Riandi Riandi, 'Pengaruh Tekhnik Drama Voice Terhadap Penguasaan Pronunciation Pada Mahasiswa Semester Satu Pendidikan Bahasa Inggris Universitas Mathla'ul Anwar Banten Tahun Akademik 2019/2020', *MENDIDIK: Jurnal Kajian Pendidikan Dan Pengajaran*, 7.1 (2021), pp. 100–106, doi:10.30653/003.202171.168.

communicate effectively when they have good pronunciation and intonation.[3] As Yates explains, "Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect"[4]

From those theories, it can be pointed out that pronunciation plays in effective communication since it has an important role in spoken communication.

2. **Organ of Speech**

The organs of speech had been adapted by human beings for speech production. The most important source of speech production is the air stream exhaled from the lungs. It is called the pulmonic Egressive Air Stream. It is also called Mechanism because it is the process of air stream release that works together to form sounds. The English language generally makes use of the Pulmonic Egressive Air Stream Mechanism for the production of speech sounds. However, it should be noted that some languages possess sounds not requiring lung or pulmonic air for their articulation.

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[3] Anne Burns and Stephanie Claire, 'Clearly Speaking: Pronunciation in Action for Teachers', National Centre for English Language Teaching and Research (NCELTR), October 2003, p. p.5

[4] Susanna Modesti, 'A Study on Teaching English Pronunciation in Vocational School Banjarbaru', 2021.

Figure 1
Organ of Speech
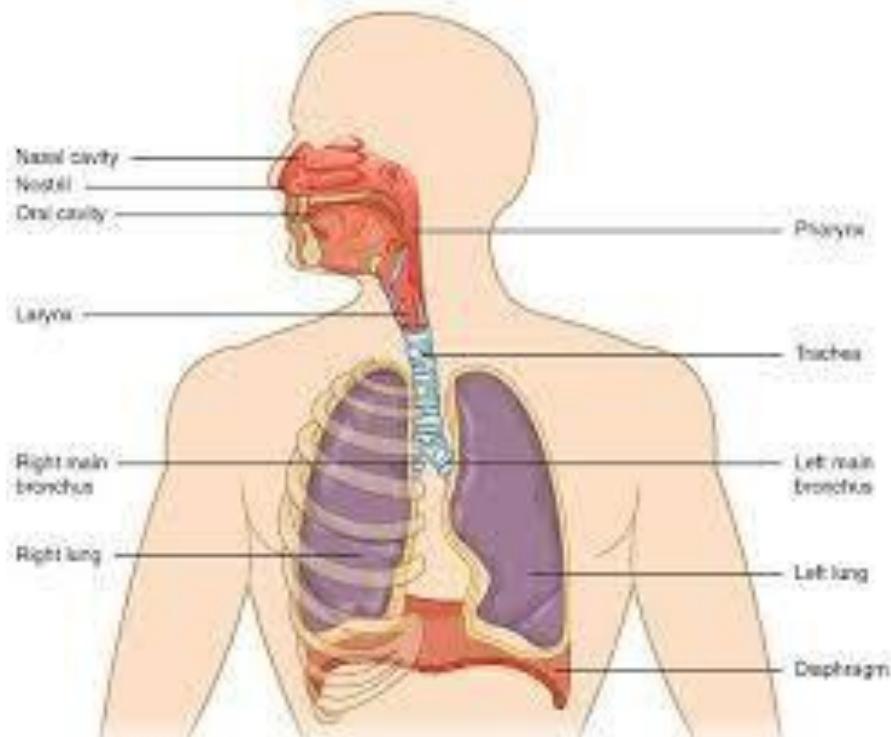
a. **The Respiratory System**

Consists of The Lungs, The Muscles of the Chest, The Wind Pipe (Trachea) and the Bronchial Tubes. The lungs perform the function of breathing under the action of the chest muscles. The respiratory system is helpful in producing the speech sounds in the sense that it provides the air stream which acts as source of energy. No speech organ can produce speech sounds without the presence of the air which is provided by the lungs. The air released from lungs initiates the speech mechanism. English speech sounds are produced with the help of Pulmonic Egressive Airstream Mechanism. The respiratory system plays the very significant role in the production of speech sounds of a particular language.

b. The Phonatory System

Consists of vocal cords which are located in the larynx. These vocal cords are so flexible that they can close or open the air passage. When the need arises, the vocal cords close the air passage and prevent food from entering the windpipe. The lip-like structure of these vocal cords is horizontally placed in the larynx. These vocal cords are joined at the back. The opening between the vocal cords is called the glottis. The vocal cords can assume the following three positions. There is a wide gap visible in the vocal cords in this diagram.

Figure 2
Glottis

Glottis
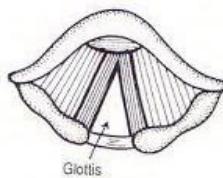
Figure 3
Vocal Cord

Vocal Cords
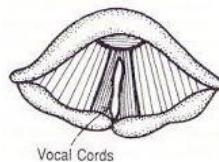
c. The Articulator System

Consists of those speech organs which are directly involved in the production speech sounds. All these organs of speech are chiefly located at various places in the mouth between the lips and the pharynx. The articulator system thus consists of the lips, the teeth, the teeth ridge, the hard palate, the soft palate, and the uvula. All these organs are situated in the roof of the mouth but the tongue which is the

most important organ of speech is situated in the lower part of the mouth. We can understand the working of the articulatory system with the help of the following diagram. The space between the vocal cords is called the glottis. Above the vocal cords, in the vocal tract itself, are several parts that move in various ways to change the size and shape of the open part of the vocal tract and produce all the sounds of English, or any other language. These are called the articulators.

Figure 4
The Articulators
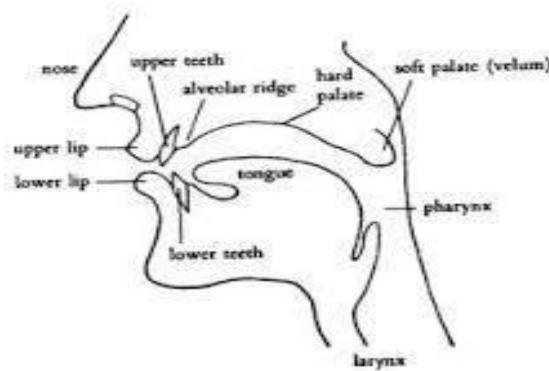
1) Pharynx: The Pharynx extends from the tip of the larynx to the root of the tongue. The position of the pharynx is affected by the movement of the back of the tongue. Each of such modifications affects the quality of the sound performed by an individual.

2) The Lips: the lips are located at the front of the oral tract. They play an important role in the production of certain speech sounds.

3) The teeth: The Teeth are responsible for the production of the RP sounds. The sounds /Q/ and /th/ are produced by the tongue at the back of the upper teeth. The sounds /f/ and /v/ are produced when the lower lips come in contact with the upper teeth.

4) The Teeth Ridge: The Teeth Ridge is also called the alveolar ridge. It is the convex part of the roof of the mouth lying just behind the upper teeth. This hard and raised structure can be felt with the tip of the tongue. The teeth ridge is the articulatory point of certain consonant sounds.

5) The Hard Palate: the bone like hard and concave surface located immediately beyond the alveolar ridge in the roof of the mouth is called the hard palate. The initial sound of the word yes /y/ is articulated here.

6) Soft Palate: The Soft Palate is located in the back part of the roof of the mouth just behind the hard palate. It is also called velum. It is rightly called soft palate because it is soft, flexible and movable.

7) The Uvula: The Uvula is a pendent-like structure of flesh hanging at the end of the soft palate. It is situated at the end of the oral cavity in the upper portion. The back part of the tongue touches it to produce certain sounds of other languages. But the RP system has no uvular sound.

8) The Tongue: The Tongue is the most important and the most flexible of all the articulatory organs. It can easily move from one place to the other place and thus assumes positions which give rise to the articulation of different consonant and vowel sounds.[5]

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[5] Virender Kumar Gill, 'Scientific Study of the Organs of Speech Sounds', 8.09 (2019), pp. 60–65,

3. The Element of Pronunciation

Pronunciation refers to the phonology of the language – or the meaningful perception and production of the sounds of that language and how they impact the listener. In pronunciation we can distinguish situations when talking to someone, there are several parts that we must know, pronunciation of course has an important element in pronunciation ability. Here are the pronunciation elements divided into two parts. It is segmental and supra-segmental. It can be seen in the diagram below :[6]

Figure 5
The Element of English Pronunciation

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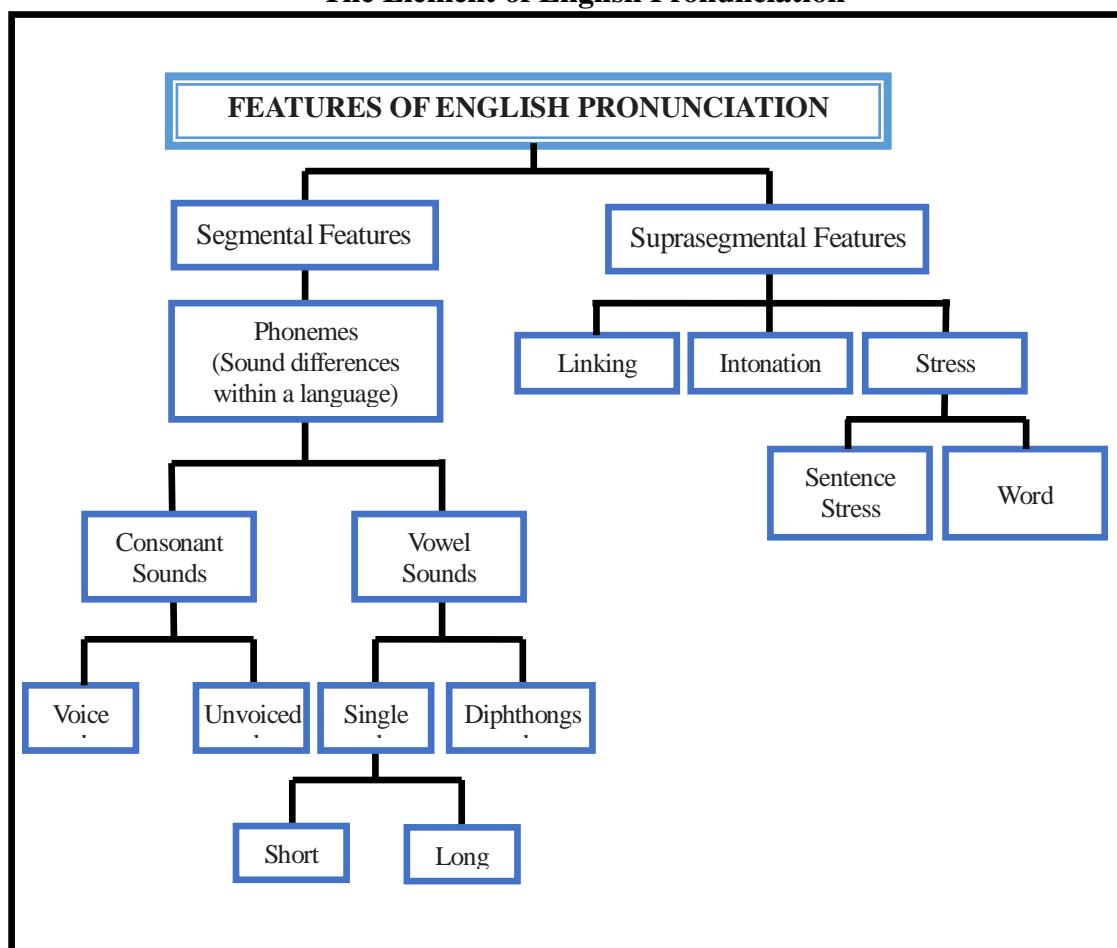
[6] Burns and Claire.

The characteristic of segmental features are consonant and vowels, while for supra-segmental features are stress, intonation and linking.[7]

a. Kinds of segmental features

1) Vowel

Vowel is a sound that are produced with a slight restriction on the flow of air from the lungs to the outside through the mouth/or nose. The quality of the vocals depends on the shape of the channel as air passes through it. A different part of the tongue may be high or low in the mouth, lips may open or pucker; the velum can be raised or lowered. The sounds that vowels have are listed in the table below:[8]

Table 2
The Sounds of Vowels

	Front	Mid	Back
High	[i] Beat		[u:] good
	[I] Hid		[ʊ] Good
Mid		[ə] ago	
	[ɜ:] bird	[e] pen	[ɔ:] saw
Low	[æ] bad	[ʌ] cup	[ɒ] gone
		[ɑ:] car	

[7] Nuria Edo Marzá, 'Pronunciation and Comprehension of Oral English in the English as a Foreign Language Class: Key Aspects, Students' Perceptions and Undergraduate thesiss', *Journal of Language Teaching and Research*, 5.2 (2014), pp. 262–73, doi:10.4304/jltr.5.2.262-273.

[8] Bob Perelman, 'An Introduction to Language Writing', *Revue Française d'études Américaines*, 67.1 (1996), pp. 70–89

a) **Single Vowel**

A single vowel sound is any vowel that is not a diphthong. A single vowel can be short or long.

(1) Short Vowel

/I/   [Ship]

/ʊ/   [Book]

/e/   [Egg]

/æ/   [Cat]

/ʌ/   [Cup]

/ɒ/   [Hot]

(2) Long Vowel

/i:/   [Sheep]

/u:/   [Boot]

/ɜ:/   [Learn]

/ɔ:/   [Door]

/ɑ:/   [Car]

b) **Diphthong**

According to Kelly, diphthongs are two vowel sounds that are combined at once and are linked between the movement of one vowel sound to another (such as /eI/, as in Break). The first sound in each phoneme is pronounced longer and louder than the second in English. There is a deliberate glide (or movement of the tongue, lips and jaw) made from one vowel position to

another vowel position. It is produced in a single breath impulse. For example: 'find', 'sow', 'know' and etc.

Diphthong of English and the example:[9]

/Iə/   [Beer]

/eI/   [Same]

/ʊI/   [Tour]

/ɔI/   [Coin]

/əʊ/   [Nose]

/eə/   [Hair]

/ɑI/   [Fly]

/ɑʊ/   [House]

2) Consonant

Consonant are produced with some restriction or closure in the vocal tract that impedes the flow of air from the lungs. In phonetics, the terms consonant and vowel refer to types of sounds. Not to the letters that represent them. In speaking of the alphabet, we may call "a" a vowel sounds, and "b" a consonant, but that means only that we use the letter "a" to represent vowel sounds, and the letter "b" to represent consonant sounds.[10] The consonant letter in English consist of twenty –four , those are /p/, /b/, /t/, /d/,

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[9] Gerald Kelly, 'Gerald Kelly, How to Teach Pronunciation', *Les Cahiers de l'APLIUT*, 2008, pp. 112–14

[10] Victoria Fromkin, Robert Rodman, and Nina Hyams, 'An Introduction to Language Sevent Edition', 2003, p. 634.

/k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /ʧ/, /dʒ/, /m/, /n/, /ŋ /, /I/, /r/, /w/, /y/.

a) Foiced and Unfoiced Sounds

   (1) Voiced sounds (with vibration) (/b/, /d/, /g/, /v/, /ð/, /z/, /ʒ/, /dʒ/, /m/, /n/, /ŋ /, /I/, /r/.

   For example :

   /b/   [back]

   /ʒ/   [measure]

   /d/   [day]

   /dʒ/   [jeans]

   /g/   [gold]

   /m/   [make]

   /v/   [very]

   /n/   [town]

   /ð/   [the]

   /ŋ /   [sing]

   /z/   [zone]

   /I/   [believe]

   /r/   [car]

   (2) Unvoiced/ Voiceless (no vibration) (/p/, /t/, /k/, /f/, /Ɵ/, /s/, /ʃ/, /ʧ/.

   For example:

   /p/   [pencil]

/Ө/   [thin]

/t/   [two]

/s/   [see]

/k/   [candy]

/ʃ/   [she]

/f/   [find]

/ʧ/   [change]

b. Kinds of supra-segmental

1) Linking

Linking refers to the way the last sound of one word is joined to the first sound of the next word. To produce connected speech, we run words together to link consonant to vowel, consonant to consonant, and vowel to vowel. Usually, the sound of the last word is connected to the first sound of the next word. For example:

a) Very old: /vɛri/ + /oʊld/ ⟶ [vɛrioʊld]

b) So old: /soʊ/ + /oʊld/ ⟶ [soʊoʊld]

2) Intonation

Intonation can be thought of as the melody of the language – the way the voice goes up and down according to the context and meanings of the communication. For example, note the differences in:[11]

a) Can you take the scissors? (rising pitch) – request

b) Can you take the scissors (falling pitch) – command

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[11] Burns and Claire.

3) Stress

Stress is one syllable that is emphasized more and stands out from the others. Usually in one syllable there is more than one syllable which indicates the emphasis.[12]

a) Sentencess Stress

Sentence stress is a word consisting of three or more syllables found in a phrase or sentence. Three or more syllables can be said to have the same stress pattern as a phrase or sentence consisting of the same number of syllables. For example:

- I got up at (et) four o'clock (saya bangun pada pukul empat)

- What are you looking at (et)? (apa yang kamu perhatikan?

b) Word Stress

Word stress is the emphasis that is place in certain syllables that consist of a word when pronouncing it. In English words that have more than one syllable, usually do not pronounce each syllable with the same weight, so that each syllable in a word can be stressed or unstressed.

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[12] Ee Ling Low, *Pronunciation for English as an International Language: From Research to Practice*, *Pronunciation for English as an International Language: From Research to Practice*, 2014 b

For example:

- EXport

- BROther

- COFfee

B. Concept of Digital Learning Media

Digital Learning Media is the use of digital technology in an educational context to facilitate and enhance the learning process. It includes a variety of digital tools and resources designed to help students understand concepts, acquire skills and support teaching. Types of digital learning media include learning videos, interactive software, simulations, online resources, online learning platforms, and more. The main purpose of digital learning media is to provide a more engaging, interactive, and relevant approach to learning, and support the development of students' abilities in various aspects of learning, including concept understanding, problem solving, and critical skills.

Why is digital learning media important? First, digital media provide flexibility in learning. They allow students to learn anytime and anywhere, overcoming geographical and time barriers. In addition, digital media increase student engagement by providing a more interactive and enjoyable experience. They also enable personalization of learning, allowing students to learn according to their own pace and learning style. Thus, digital learning media is not just a means for information transfer, but also a tool to change the way

students learn, encourage interest, and create a more effective and inclusive learning environment.[13]

C. Concept of TFlat Android Application

1. The Meaning of the TFlat Android Application

TFlat is one of the applications for extraordinary learning about improving pronunciation in English, namely with pronunciation training, and can be installed for free.[14] This application is suitable for improving English learning, especially for those who have problems with speaking and pronunciation skills.

2. Function of the TFlat Android Application

The function and use of the TFLAT application is as an application to make it easier for students to train and improve their English pronunciation skills. Not only does it introduce pronunciation, this application also introduces symbols from phonetics that students want to learn, equipped with various interesting features.

3. Advantages and Disadvantages of the TFlat Android Application

a. Advantages

The TFlat application can be used anywhere and at any time because this application can be used online or offline, via smartphone

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[13] Susan E Manakane and Heinrich Rakuasa, 'The Role of Digital Learning Media in Improving the Quality of Geography Learning: A Review', *Journal Education Innovation E-ISSN*, 1.1 (2023), pp. 69–76

[14] Wibowo, Ary Iswanto, 'Utilization of the TFlat English Pronunciation Android Application for Teaching Pronunciation to Third Semester Students of the Secretary Study Program', Proceedings of the KALUNI National Education Seminar, April 1 (20118), pp. 143–49.

so that it is easier for students to practice their pronunciation so that they no longer have doubts about pronouncing a word in English.

b. Disadvantages

There are two applications in the Tflat application with different features but with the same function. This application is split so students must have both learning applications.[15]

4. The Measurement of Pronunciation Skill

There are some criteria that the teacher can do to measure students' pronunciation skills. "Criteria were intonation, phoneme pronunciation, and expression of the proper meaning of the sentence. The main focus was on pronunciation and not on individual or local accents. A non-native speaker would get a 5 if he had very good intonation, clear and proper pronunciation of individual phonemes, and was expressing the right meaning of the sentence, no matter if he had a foreign accent."

Based on the quotation above, there are three points to measure pronunciation: intonation, phoneme pronunciation and suitable expression for each sentence. A non-native speaker can get a good score although he has a foreign accent. He accent can change if his always trains to pronounce English well with by right intonation and suitable expressions in the sentences that he utters.

Below are the categories of pronunciation:[16]

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[15] Wibowo, Ary Iswanto, 'Utilization of the TFlat English Pronunciation Android Application for Teaching Pronunciation to Third Semester Students of the Secretary Study Program', Proceedings of the KALUNI National Education Seminar, April 1 (20118), pp. 143–49.

Table 3
Categories of Pronunciation

Criteria	Description	Score	Remarks
Intonation	Variation of pitch in speech	1	Monotonous or incorrect
		2	Limited variation, sometimes incorrect
		3	Fair variation, sometimes correct
		4	Good, mostly correct
		5	Very good, natural and appropriate
Phoneme Pronunciation	Accuracy in pronouncing individual sounds (phonemes) in words	1	Frequently incorrect
		2	Many errors, unclear
		3	Some errors, fairly clear
		4	Mostly accurate and clear
		5	Very clear and accurate
Expression of Meaning	Ability to convey the correct meaning of a sentence through pronunciation	1	Frequently conveys incorrect meaning
		2	Many errors in meaning
		3	Sometimes conveys incorrect meaning
		4	Mostly conveys the correct meaning
		5	Consistently conveys the correct meaning

5. Fitur of the TFlat Android Application

There are two Tflat applications used, the first is to introduce symbols and phonetics. The initial appearance of this application has various emphases. The second is to practice English pronunciation. The appearance of this application contains features that train pronunciation, namely ways to pronounce words and several words are available that you want to pronounce from this application, students can first hear the word and then pronounce some of the available words, students can also record

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[16] N. Moustroufas and V. Digalakis, 'Automatic Pronunciation Evaluation of Foreign Speakers Using Unknown Text', *Computer Speech and Language*, 21.1 (2007), pp. 219–30.

the sound when If you have said the word, you will get points according to what you said, for example, if the student pronounces it correctly, the student will get five stars. Then there is group training, namely, there are conversations that we can use to practice pronunciation with friends. The following are the features of the TFlat application :

Figure 6
The Initial Appearance of The Tflat Sound Symbol Application
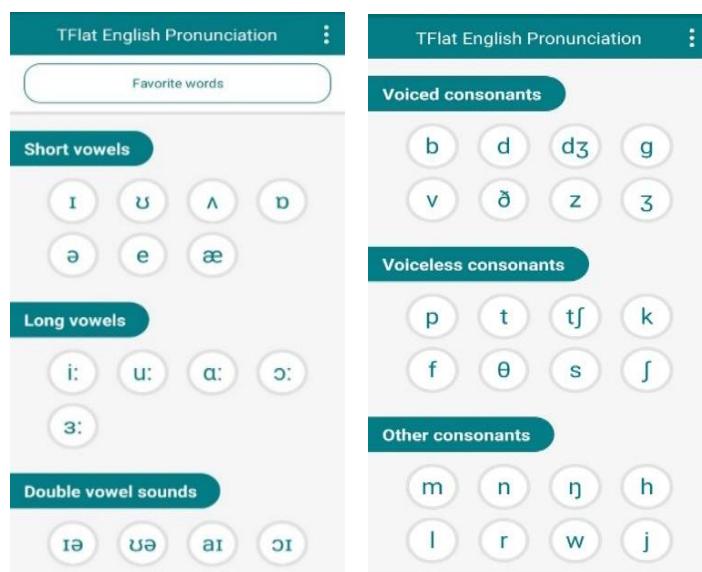
Figure 7
The Initial Appearance of The Tflat Sound Symbol Application
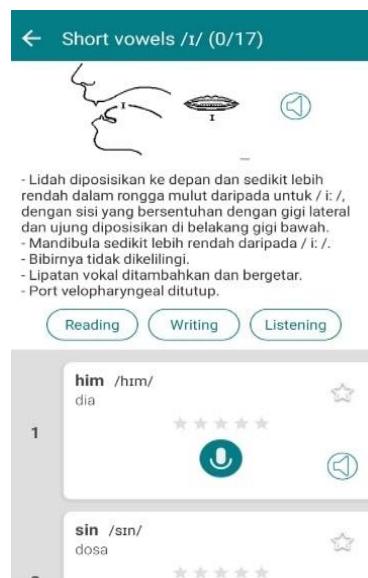
Figure 8
The Initial Appearance of The Tflat Application

Figure 9
Tflat Pronunciation Application Menu
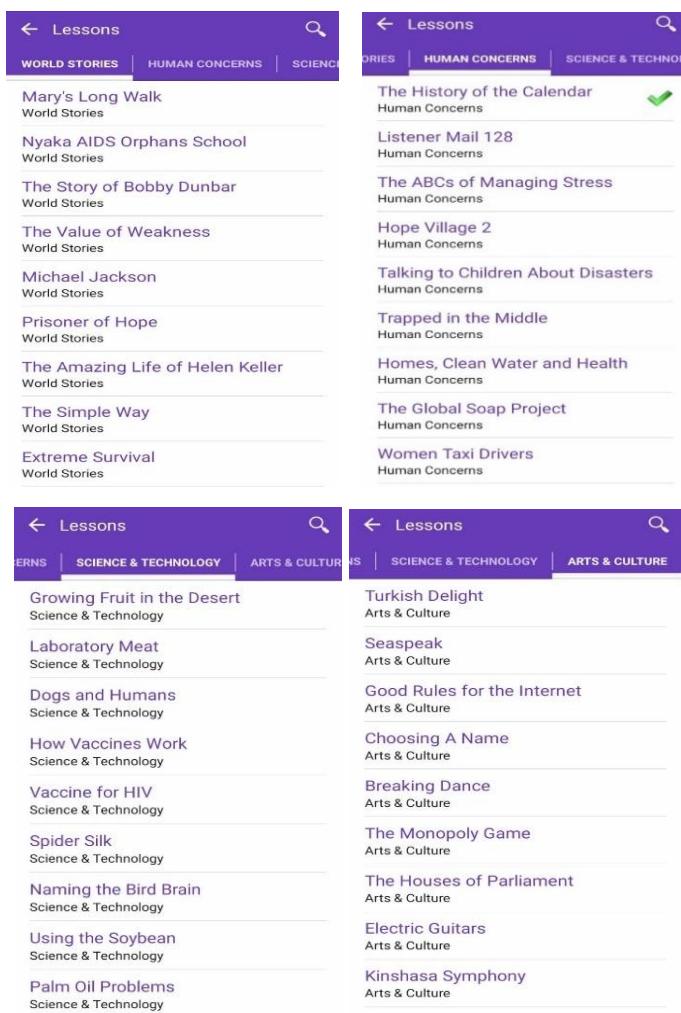
Procedure for Using TFlat English Pronunciation Application:

a. Apperception (Introduction and Preparation)

Objective:

To motivate and prepare students to effectively use the TFlat application.

Steps:

1) Begin with a brief discussion on the importance of correct English pronunciation and students' common challenges.

2) Introduce the TFlat Application as a tool to help improve pronunciation skills.

3) Explain the features of the application, such as phoneme practice, word pronunciation, sentence practice, and conversation drills.

4) Encourage students to think about their pronunciation difficulties and how the application might help them overcome them.

b. Demonstration (Showing How to Use the Application)

Objective:

To familiarize students with the app's interface and features.

Steps:

1) Open the TFlat application on a device and, if possible, project the screen for all students to see.

2) Show how to download the TFlat application from the Google Play Store.

3) Navigate to the "Pronunciation" menu on the main screen.

4) Demonstrate how to select different practice categories (phonemes, words, sentences, conversations).

5) Choose a phoneme category (e.g., /θ/, /ð/, or /ʃ/) and show how to listen to the example pronunciation.

6) Show how to use the "Record" function to practice and the "Playback" function to listen to their own recordings.

7) Explain the scoring feature, if available, which provides automated feedback based on the accuracy of pronunciation.

c. Practice (Guided Practice Using the Application)

Objective:

To allow students to practice correct pronunciation using the application.

Steps:

1) Ask students to download the TFlat application on their devices.

2) Instruct them to select a specific phoneme or word category for practice (e.g., challenging phonemes such as /θ/ and /ð/).

3) Guide students to listen to the audio examples and then use the "Record" button to practice their pronunciation.

4) Encourage them to use the "Playback" button to compare their recordings with the native pronunciation.

5) Provide immediate support and feedback as students practice to ensure they are using the app correctly.

d. Evaluation (Assessing Pronunciation Skills)

Objective:

To assess students' progress and provide constructive feedback.

Steps:

1) Ask students to select a word or phrase they have practiced and record their pronunciation.

2) Have students play their recordings for the class or in small groups.

3) Use the application's scoring feature to evaluate their pronunciation accuracy if available.

4) Provide direct feedback to students based on their recordings, focusing on areas like clarity, intonation, and accuracy.

5) Encourage peer feedback to foster a collaborative learning environment.

CHAPTER III

RESEARCH METHOD

A. Research Design

To determine whether the TFLAT Pronunciation Application has a positive and significant influence on students' pronunciation abilities, the researcher used a quantitative research design in this research.

This type of quantitative research is experimental. The experimental design model for this research is quasi-experimental. Quasi-experimental studies involving two or more groups that do not consist based on random assignment. This research will use two classes, namely the experimental group and the control group.

The experimental group will do a pre-test, receive treatment, and then take a post-test. The control group will take a pre-test and post-test and will be taught using conventional techniques in class. After the pre-test, treatment will be given. A pre-test will be given to assess students' pronunciation skills before treatment. Meanwhile, to assess students' pronunciation skills after treatment, a post-test will be administered.

Based on the description above, the researcher will carry out this research at SMK Karya Wiyata Punggur, Central Lampung, at the eleventh grade.

B. **Variable and Operational Definition of Variable**

1. **Independent Variable**

An independent variable is considered to influence (at least partially cause) or influence at least one other variable. This independent variable is expected to be an influence or function as an influence variable. The independent variable of this research is the Tflat Android application and the type of measuring instrument used is observation. Variable Indicators are as follows:

a. Students can use the TFLAT application outside school hours to strengthen their English pronunciation practice.

b. Students can actively use the pronunciation practice and sound evaluation features in the TFLAT application to optimize their learning.

2. **Dependent Variable**

The dependent variable is the variable that is observed and measured to determine the effect of the independent variable. Pronunciation skills are the dependent variable of the research and the type of measuring instrument used is the oral test. Variable indicators are as follows:

a. Students can use good intonation in their English pronunciation.

b. Students can pronounce phonemes clearly and precisely.

c. Students can express the sentences correctly.

C. Population, Sample and Sampling Technique

1. Population

The population is the eleventh grade of SMK Karya Wiyata Punggur, Central Lampung in academic year 2023/2024, consists of 4 classes with 111 students.

2. Sample

The research sample consists of two classes, one class as the experimental group and another class as the control group. These classes are XI1, it has 28 students, and XI2, it has 28 students and they are 56 students is used in this research.

3. Sampling Technique

The sampling researh is the cluster sampling technique in this research. The cluster sampling technique can be known as the determined of technique sampling based on a group (population), that it has the same characteristics. The research sample is the students at eleventh grader of XI1 as the experimental group and XI2 as the control group.

D. Data Collection Technique

The following data collection technique is employed by the researcher:

1. Test

To measure both variables, the researcher uses a test as the technique of gathering data. By using an oral test, the researcher assessed pronunciation instruction. In this study, the following two tests will be employed :

a. Pre-test

The pre-test is used to assess students' pronunciation abilities before using the TFLAT English Pronunciation application. This pre-test will be given to the experimental group and control group to assess students' pronunciation abilities. The form of the pre-test is an oral test.

b. Post-test

The experimental and control groups will receive a post-test from the researcher which contains the same pronunciation test sheet as the pre-test. This aims to determine the significant effect of the Tflat Application on students' pronunciation skills in class XI and to find out whether the Tflat application has an effect on students' pronunciation abilities or not.

2. Documentation

The researcher uses the documentation technique to get some information about the history of the school, the conditions teachers and officials employed, the quantity of students, the organizational structure, and the regulation of SMK Karya Wiyata Punggur.

E. Research Instrument

The research instrument in this research held the which has explained follows :

1. Pronunciation Test

To measure the pronunciation ability of the grade students of SMK Karya Wiyata Punggur, the researcher used oral tests consisting of a Pre-

test and a Post-test. Those test uses the TFlat application for students' English pronunciation.

2. Documentation

To obtain information about the history of the school, the conditions teachers and officials employed, the quantity of students, the organizational structure, and the regulation of SMK Karya Wiyata Punggur.

F. Data Analysis Technique

To answer the question "Is there any significant and effectivenes of the Tflat Application on the students' pronunciation mastery at SMK Karya Wiyata Punggur", thus the experimental group's pre-test and post-test scores were significantly different, so the researcher employed inferential statistics. The researcher will use SPSS (Statistical Package for the Social Science) version 26.0 to analyze the data and investigate the relationship between variables X and Y.

As previously explained, the researcher performed tests such as the homogeneity and normality test after analyzing the data in order to obtain an appropriate conclusion.

1. Prerequisite test

The prerequisite test was to determine whether the data obtained was homogeneous and normal distribution or not. The pretest and posttest results for the experimental group and control group became the source of data.

Based on the explanation above, to get accurate results the researcher must conduct several tests comparable to normality and homogeneity tests before conducting data analysis.

a. Normality test

The normality distribution test was a test to measure whether our data has a normal distribution or not. To find out normality the researcher used a Kolmogrov-Smirnov. Bellows the hypothesis for the normality test are :

1) Ho: Data is not normally distributed if sig value <0.05

2) Ha: Data is normally distributed if sig value >0.05

b. Homogeneity test

Homogeneity testing aims to verify that the analyzed data is sourced from populations with minimal dissimilarity, ensuring their comparability

The hypothesis for the homogeneity test are as follows:

1) Null Hypothesis (Ho): The variances of the data is not homogenous if Sig. <0.05

2) Alternative Hypothesis (Ha): The variances of the data is homogenous if Sig. <0.05

2. **Hypotical Test**

In this research, the researcher used an independent sample t-test to determine the average difference between two groups, experimental and control classes, using SPSS version 26 for Windows to process the data.

After the researcher knows the normal and homogeneous result, the criteria for acceptance or rejection of hypothesis testing are: If Sig. $< \alpha = 0.05$, Ha is accepted. If Sig. $> \alpha = 0.05$ Ho is rejected to determine the significant difference between the post-test in the experimental class and the post-test in the control class.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The Brief History of SMK Karya Wiyata Punggur

SMK Karya Wiyata Punggur is accredited by the National Accreditation Board for Schools/Madrasahs (BAN-S/M) and is currently working towards implementing an ISO 9001 Quality Management System. This commitment aims to provide excellent service to students and the surrounding community, enabling students to be absorbed into the industrial and business sectors (DU/DI) or continue to higher education. The school has also achieved numerous awards at the district and regional levels in extracurricular activities.

Starting in the 2017/2018 academic year, SMK Karya Wiyata Punggur set a target to become the best vocational school in Lampung Province, and ultimately, in Indonesia. This goal is supported by continuous internal improvements to enhance the quality of students and graduates, serving as a foundation for contributing to the nation.

In 2005, SMK Karya Wiyata Punggur, located in Totokaton—an economic and agricultural hub in Punggur District—began with 48 students and a single area of expertise, Light Vehicle Engineering (Automotive). Since then, SMK Karya Wiyata Punggur has undergone significant changes focused on excellent service, resulting in increased

community trust. Twelve years later, in the 2017/2018 academic year, the school educates 850 students across three fields of expertise, with a teaching and administrative staff of 60, of which 80% hold bachelor's degrees and 20% have diplomas, with some still pursuing degrees.

To support exceptional service for students, SMK Karya Wiyata continuously enhances its Human Resources (HR) quality through formal education, workshops, and training.

Over 24 years, SMK Karya Wiyata has had two leadership transitions. The first principal, Mr. Sujadi, led from 1993 to 2005, a pioneering period with a single expertise and approximately 40 students. The baton was then passed to Mr. Widianto, S.T., M.M.Pd., who has served since 2005. Under his leadership, the school has added land assets and expanded its expertise areas to include Light Vehicle Engineering, Computer Network Engineering, and, in 2017/2018, Motorcycle Engineering, bringing the student body to 850. During his tenure, the school has added 21 classrooms, 6 lab rooms, and a mosque.

Table 4
Information Regarding The Name of The Principal
From One Year To The Next

No	Name	Year
1	Sujadi	1993/2005
2	Widianto, S.T, M. M.Pd	2005 on duty

b. Vision, Mission, and Purpose of SMK Karya Wiyata Punggur

1) Vission

"BECOMING A CULTURE-ORIENTED SCHOOL"

(Culture of Discipline, Mutual Cooperation, Simplicity, and Courtesy)

2) Mission

a) Implement learning based on the culture of discipline, religion, values, and health.

b) Conduct product-based training-oriented learning.

c) Foster a school atmosphere filled with unity and family spirit.

d) Equip facilities and infrastructure according to competency standards.

e) Conduct student self-development through talent and interest coaching.

f) Increase community support for the school.

g) Enhance alumni involvement in school development.

3) Purpose

a) To produce graduates who are disciplined, intelligent, skilled, have a noble character, and are faithful and pious.

b) To have graduates absorbed into the Business/Industrial Sectors (DU/DI).

c) To prepare graduates to develop themselves and their skills for entrepreneurship.

c. School Identity of SMK Karya Wiyata Punggur

Name of School : SMK Karya Wiyata

NPSN : 10802057

Address : Jl. Pattimura No. 65, Toto Katon, Kec. Punggur,

Kab. Lampung Tengah Prov. Lampung

Postal Code : 34152

Phone : -

Email : smkkaryawiyata@gmail.com

Website : -

d. The Data of Teachers and Employers of SMK Karya Wiyata Punggur

Table 5
The Data of Employers at SMK Karya Wiyata

NO	NAME	POSITION/TASK
1	Widianto,S.T., M.M.	Kepala Sekolah
2	Linda Herlina,S.T.	Wakil Kepala Sekolah Sarana & Prasarana
3	Rahmat Adi Luhur	Wakil Kepala Sekolah Kurikulum
4	Latif Tri Wibowo,S.T.	Wakil Kepala Sekolah Kesiswaan
5	Entri Mario,S.Pd.	Wakil Kepala Sekolah Humas
6	M. Taufiq,S.Pd.I.	Kepala Tata Usaha
7	Iwan Dwi Saputra,S.Kom.	Operator Dapodik & Hki
8	Lia Barokah,A.Md.	Bendahara Umum
9	Catur Setiawan,S.T.	Kepala Program Studi Teknik Otomotif
10	M. Roin Safrowi,A.Md.	Kepala Program Studi Teknik Komputer & Jaringan
11	Fariyanti	Staf Tata Usaha Kesiswaan
12	Rohmad Syaifudin,S.T.	Kepala Jurusan Tkro & Tot
13	Sugeng Rahayu,S.T.	Kepala Jurusan Tbsm
14	Rendi Kurniawan,S.Kom.	Kepala Jurusan Tkj
15	Mujiyono,M.Pd.	Pamong Siswa Tbsm
16	Anang Rahman Pratama	Pamong Siswa Tkr & Tot
17	Ina Setiawati,S.Pd.	Pamong Siswa Tkj
18	Haris Adnan Alwi,S.Ag.	Staf Kurikulum

Table 6
The Data of the Teachers at SMK Karya Wiyata

NO	NAME	LESSON
1	Widianto, S.T.,M.M.	
2	Linda Herlina, S.T	Projek Ilmu Pengetahuan Alam dan Sosial
3	Nenni Susilowati Y, S.E.	Produk Kreatif dan Kewirausahaan
4	Ida Triwahyuni, S.Pd.	Projek Ilmu Pengetahuan Alam dan Sosial
5	Catur Setiawan, S.T.	Dasar Program Keahlian Teknik Otomotif
6	M. Taufiq, S.Pd.I.	Pend. Agama dan Budi Pekerti
7	Dewi Marlina, S.Pd.	Matematika
8	Dewi Sulistiana, S.Pd.	Matematika
9	M. Ro'in Safrowi, S.Kom.	Kompetensi Keahlian TKJ
10	Chobibatul I, S.Ag.	Pend. Agama dan Budi Pekerti
11	Mita Lusiana, S.Pd.	Produk Kreatif dan Kewirausahaan
12	Aris Eka Afriyanto, S.Pd.	Pend. Jasmani Olahraga dan Kesehatan
13	Surono, S.Pd.	Dasar Program Keahlian TSM
14	Rohmad Syaifudin,S.T.	Dasar Program Keahlian Teknik Otomotif
15	Latif Tri Wibowo,S.T.	Kompetensi Keahlian TKR
16	Iwan Dwi Saputra,S.Kom.	Dasar Program Keahlian TKJ
17	Entri Mario, S.Pd.	Pend. Jasmani Olahraga dan Kesehatan
18	Yayuk Wijayanti, S.Pd.	Muatan Lokal (Bahasa Lampung & Pend. Antikorupsi)
19	Lindawati, S.Pd.	Muatan Lokal (Bahasa Lampung & Pend. Antikorupsi)
20	Rahmat Adi Luhur	Kompetensi Keahlian TKJ
21	M. Imron Rosadi, S.Pd.I.	Pend. Agama dan Budi Pekerti
22	Meilinasari, S.Pd.	Bahasa Inggris
23	Mujiyono, M.Pd.	Sejarah
24	Ina Setiawati, S. Pd.	Pend. Pancasila dan Kewarganegaraan
25	Anang Rahman Pratama	Dasar Program Keahlian Teknik Otomotif
26	Andi Rahman Pratama	Kompetensi Keahlian TSM
27	Sugeng Rahayu, S.T.	Kompetensi Keahlian TSM
28	Bahtera Anggara,S.T.	Kompetensi Keahlian TOT
29	Taufik Ramadanu,S.T.	Kompetensi Keahlian TKR
30	Rendi Kurniawan, S.Kom.	Kompetensi Keahlian TKJ

NO	NAME	LESSON
31	Annisa, S.Pd.	Matematika
32	Najah Magfiroh, S.Pd.	Pend. Agama dan Budi Pekerti
33	Faridatun Nida, S.Pd.	Bahasa Inggris
34	Siti Mualimah,S.Pd.	Bahasa Indonesia
35	Siti Khotijah,S.Pd.	Bahasa Indonesia
36	Haris Adnan Alwi,S.Ag.	Pend. Agama dan Budi Pekerti
37	Yoga Pratama Putra,S.T.	Kompetensi Keahlian TSM
38	Agung Gumelar	Kompetensi Keahlian TSM
39	Eti Handayani,S.Pd.	Matematika
40	Alfredo Briliantino	Dasar Program Keahlian TKJ

e. The Structure Organization of SMK Karya Wiyata Punggur

Figure 10
The Structure Organization of SMK Karya Wiyata Punggur
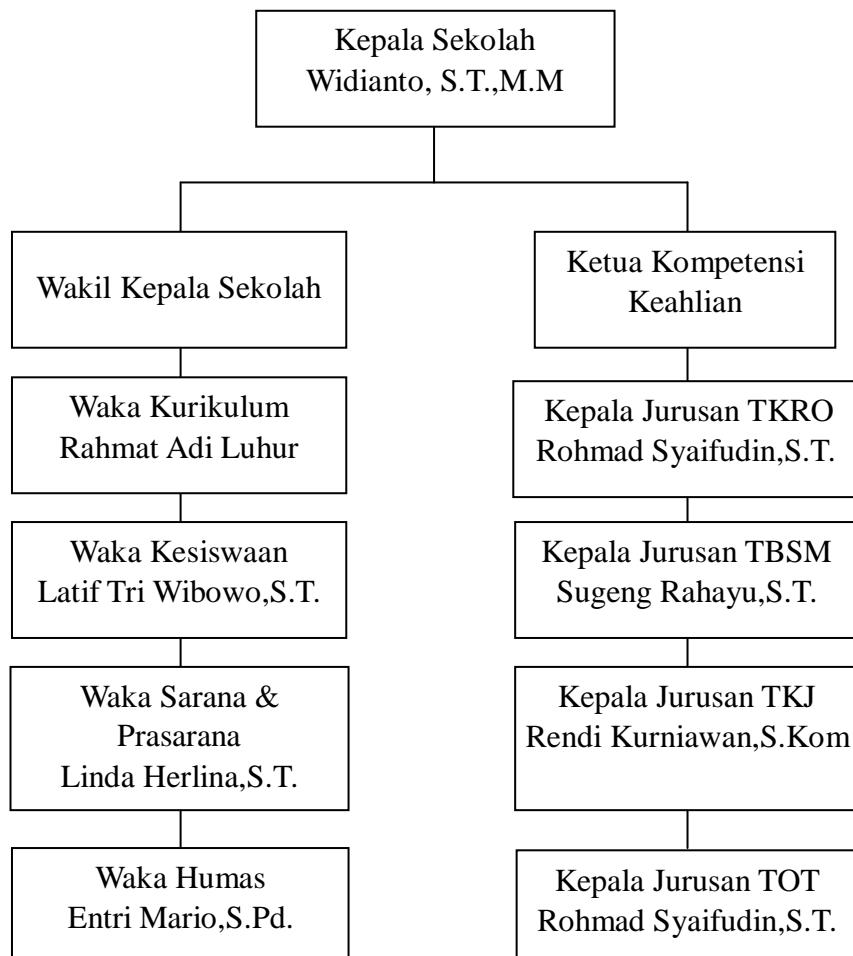
f. Location Sketch of SMK Karya Wiyata Punggur

Figure 11
Sketch of SMK Karya Wiyata Punggur
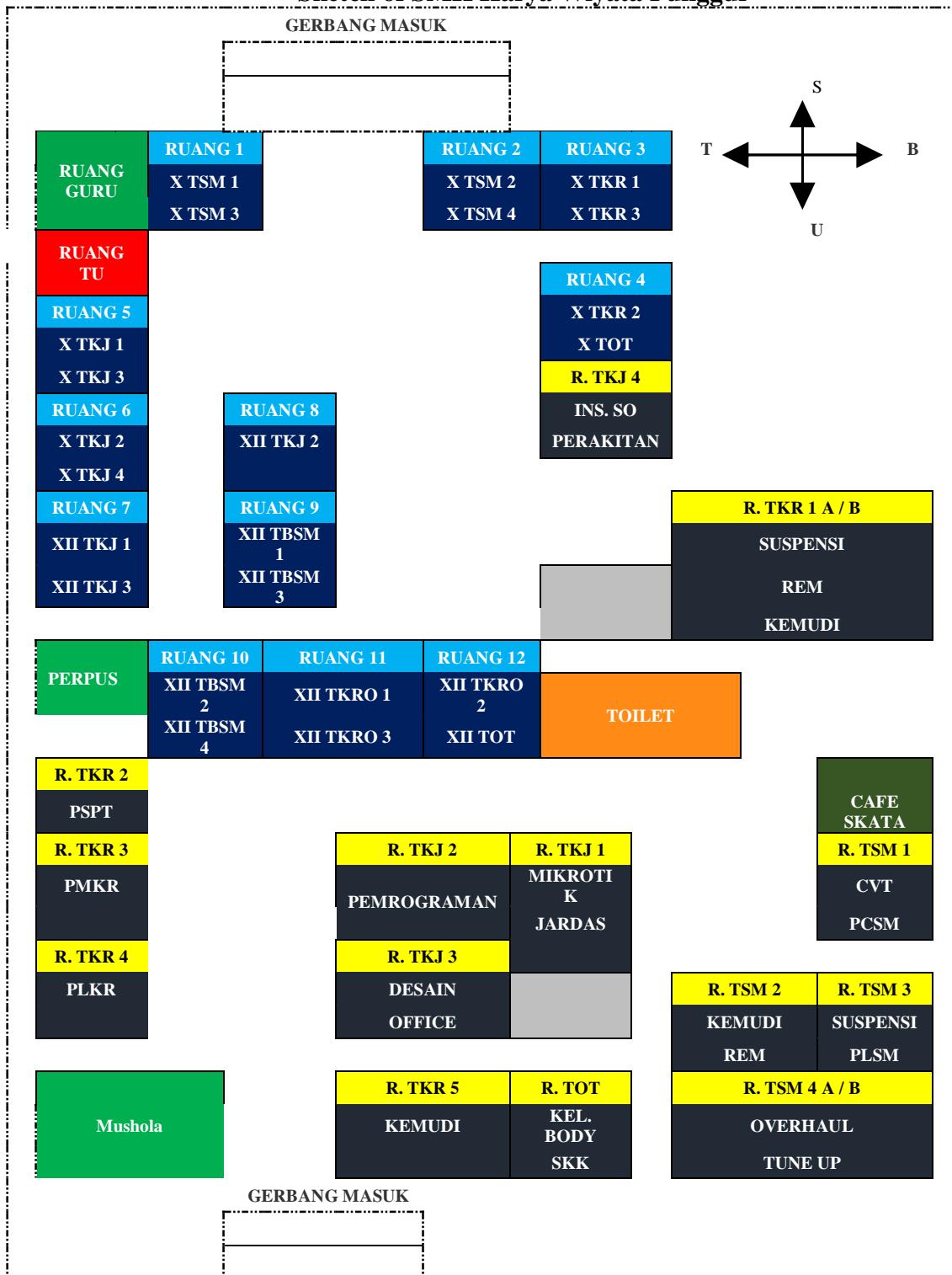
g. Students Data SMK Karya Wiyata Punggur

In the academic year 2023/2024, SMK Karya Wiyata Punggur has a total student enrollment of 1029 Individuals. Among them, 230 students are female and 799 students are male. The table below illustrates the distribution of students across various expertise programs (majors) at SMK Karya Wiyata Punggur :

Table 7
Recapitulation of Students in SMK Karya Wiyata Punggur

No	Number of Classes			Totals
	10	11	12	
1	389	340	300	1029

h. The Condition of Facilities SMK Karya Wiyata Punggur

The condition of facilities in SMK Karya Wiyata Punggur is strated below:

Table 8
The Condition of Facilities SMK Karya Wiyata Punggur

No	Room Name	Condition		Total
		Good	Bad	
1	Headmaster Room	1	-	1
2	Class Room	23	2	25
3	Laboratory Room	1	-	1
4	Computer Room	1	-	1
5	TKR Room	2	-	2
6	TSM Room	2	-	2
7	Library	1	-	1
8	Konseling Room	1	-	1
9	Teacher Room	1	-	1
10	Staff Room	1	-	1
11	Students Toilet	6	-	6
12	Teacher Toilet	2	-	2
13	Mosque	1	-	1
14	Canteen	1	-	1
15	Parking Area	1	-	1

2. Description of Research Data

a. The Students Pre-test Result of XI TKJ 1

The researcher conducted a pre-test on October 28, 2024. This was done to determine student's knowledge of english pronunciation without TFlat application.

Result of the pre-test can be seen as follows:

Table 9
The Result of Pre-Test in Experimental Group

No	Name of Students	Score
1	AUK	2
2	AEP	3
3	AR	1
4	AC	2
5	APL	4
6	ADS	1
7	AJR	2
8	ANH	2
9	AW	3
10	AZA	2
11	CPZ	2
12	CPM	2
13	DRV	2
14	DSR	2
15	DCA	1
16	EW	4
17	FAP	3
18	JRH	3
19	KDI	2
20	MYA	3
21	MAT	1

No	Name of Students	Score
22	MR	3
23	NCV	2
24	NPSN	4
25	NAP	3
26	RAS	1
27	RTP	2
28	RA	1
	Total Score	**63**
	Highest Score	**4**
	Lowest Score	**1**
	Average	**2,5**

The test was followed by 28 students with the highest score is 4, the lowest score is 1, the total score was 63 and the average was 2,5.

Figure 12
The Bar Chart of Frequency and Percentage Distribution
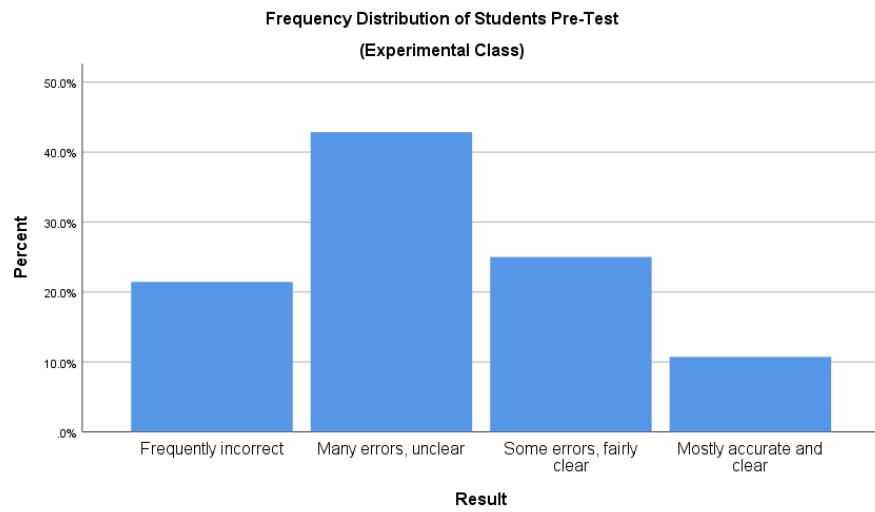
Based on Figure 12 about the result of pre-test in experimental class it can be seen percentage and frequency ditribution above, the test was followed by 28 students. It could be inferred that from 28 students as the sample of the research that 6 students got score 1 (21%)

or frequently incorrect, 12 students got score 2 (43%) or many errors unclear, 7 students got score 3 (25%) or some errors fairy clear, and 3 students got score 4 (11%) or mostly accurate and clear.

The minimum standard criteria is 3, and based on data above that 10 students or 36% who achived the criteria, 18 students or 54% got score fail in pre-test for the score < 3.

b. The Students Pre-Test Result of XI TKJ 1

The pre-test was administrated on October 28, 2024. The reseracher conducted pre-test to measure the students' pronunciation before giving the post-test. The pre-test used in this research is oral test of conversation.

The pre-test score result can be identified as follows:

Table 10
The result of Pre-Test in Control Group

No	Name of Students	Score
1	AA	1
2	ANH	1
3	ACGS	2
4	AAMA	1
5	AFZ	2
6	AA	3
7	B	2
8	BCA	4
9	CAA	3
10	CA	2
11	CZM	2
12	CFS	1
13	DM	2
14	DSHZ	3
15	E	2
16	GVS	3
17	IR	2

No	Name of Students	Score
18	MASS	3
19	MSG	2
20	SS	3
21	SW	4
22	TI	2
23	TMS	2
24	UNU	2
25	VBP	2
26	VV	3
27	WP	2
28	WA	3
	Total Score	**64**
	Highest Score	**4**
	Lowest Score	**1**
	Average	**2,28571**

The test was followed by 28 students with the highest score is 4,

the lowest score is 1, the total score was 64 and the average score was

2,28571.

Figure 13
The Bar Chart of Frequency and Percentage Distribution

Frequency Distribution of Students Pre-Test
(Control Class)
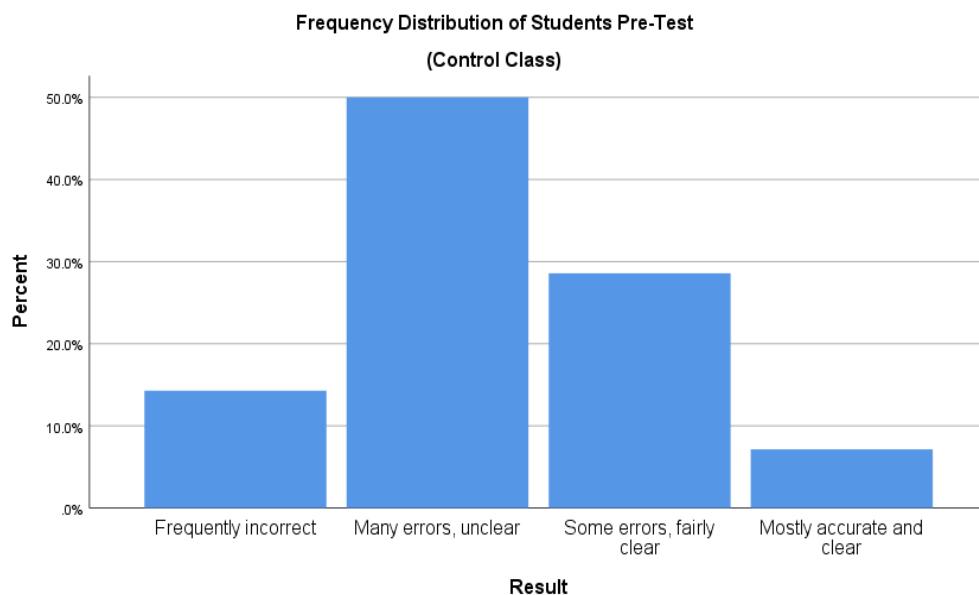
Based on Figure 13 about the result of pre-test in control class it can be seen percentage and frequency ditribution above, the test was followed by 28 students. It could be inferred that from 28 students as the sample of the research that 4 students got score 1 (14%) or frequently incorrect, 14 students got score 2 (50%) or many errors unclear, 8 students got score 3 (29%) or some errors fairly clear, and 2 students got score 4 (7%) or mostly accuarte and clear.

The minimum standard criteria is 3, and based on data above that 10 students or 36% who achived the criteria, 18 students or 54% got score fail in pre-test for the score < 3.

c. The Students Post-Test Result of XI TKJ 1

After analyzing the initial test results in an oral test, the researcher implemented the TFlat application to help students' English pronunciation. The post-test was administered on November 11, 2024.

In addition, the students in class XI TKJ 1 received treatment with the TFlat application, the researcher administered a post-test to assess their English pronunciation to comprehend the TFlat application. The post-test score result can be identified as follows:

Table 11
The result of Post-Test in Experimental Group

No	Name of Students	Score
1	AUK	4
2	AEP	5
3	AR	3
4	AC	5
5	APL	5
6	ADS	2
7	AJR	4
8	ANH	3
9	AW	4
10	AZA	4
11	CPZ	3
12	CPM	4
13	DRV	4
14	DSR	3
15	DCA	2
16	EW	5
17	FAP	4
18	JRH	4
19	KDI	3
20	MYA	4
21	MAT	2
22	MR	4
23	NCV	3
24	NPSN	5
25	NAP	4
26	RAS	2
27	RTP	3
28	RA	2
	Total Score	**105**
	Highest Score	**5**
	Lowest Score	**3**
	Average	**3,75**

The post-test was followed by 28 students, with the highest score was 5 and the lowest score was 3. The total score was 105, and the average was 3,75.

Table 14
The Bar Chart of Frequency and Precentage Distribution

Frequency Distribution of Students Post-Test
(Experimental Class)
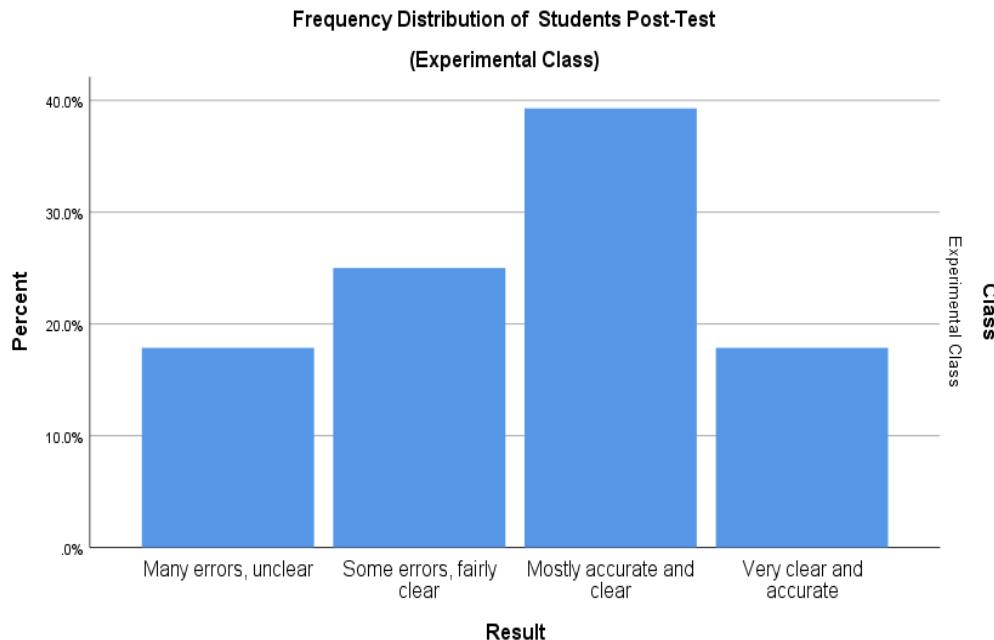
Based on Figure 14 about the result of post-test in the experimental class it can be seen percentage and frequency ditribution above, the test was followed by 28 students. It could be inferred that from 28 students as the sample of the research that 5 students got score 2 (18%) or many errors unclear, 7 students got score 3 (25%) or some errors fairy clear, 11 students got score 4 (39%) or mostly accurate and clear, and 5 students got score 5 (18%) or very clear and accurate.

The minimum standard criteria is 3, and based on data above that 23 students or 82% who achived the criteria and 5 students or 18% got a score fail in the post-test for the score < 3.

d. The Students Post-Test Result of XI TKJ 2

The post-test was administered on November 11, 2024. In the final phase of this research, the test is an oral test in the form of a conversation and was used to evaluate the students' results. The post-test scores can be identified as follows:

Table 12
The result of Post-Test in Control Group

No	Name of Students	Score
1	AA	2
2	ANH	2
3	ACGS	3
4	AAMA	2
5	AFZ	2
6	AA	3
7	B	3
8	BCA	4
9	CAA	3
10	CA	3
11	CZM	3
12	CFS	2
13	DM	2
14	DSHZ	3
15	E	2
16	GVS	3
17	IR	2
18	MASS	3
19	MSG	2
20	SS	3
21	SW	4
22	TI	2
23	TMS	2
24	UNU	2
25	VBP	2

No	Name of Students	Score
26	VV	3
27	WP	2
28	WA	3
	Total Score	**72**
	Highest Score	**4**
	Lowest Score	**2**
	Average	**2,57143**

The post-test was followed by 28 students with the highest score is 4, the lowest score was 2, the total score was 72 and the average was 2,57143.

Table 15
The Bar Chart of Frequency and Percentage Distribution

Frequency Distribution of Students Post-Test
(Control Class)
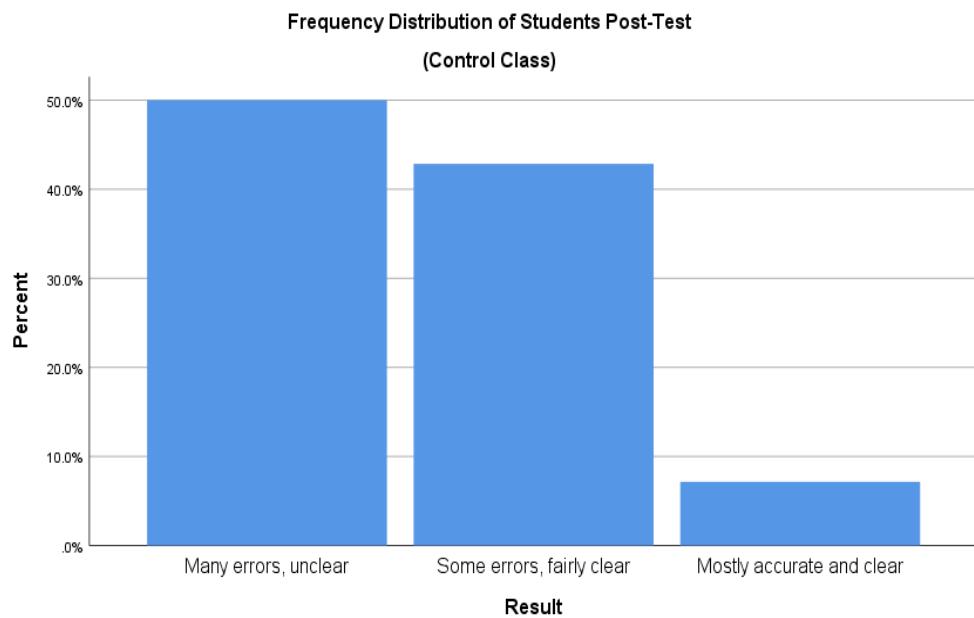
Based on Figure 15 about the result of the post-test in the control class it can be seen percentage and frequency distribution above, the test was followed by 28 students. It could be inferred that from 28 students as the sample of the research 14 students got a score

2 (50%) or many errors were unclear, 12 students got a score 3 (42%) or some errors fairy clear, and 2 students got score 4 (8%) or mostly accurate and clear.

The minimum standard criteria is 3, and based on the data above 14 students or 50% achieved the criteria and 14 students or 50% got a score fail in the post-test for the score < 3.

3. **Hypothesis Testing**

Hypothesis testing is conducted to determine wheter there is a significant influence of variabel X on variable Y. The researcher first tested a normality and a homogeneity to ensure that the data is normal and homogeneous. To get the data about normally and homogeneity test the researcher used SPSS 26.0 for windows.

The first step the researcher took after obtaining the data was to perform normality and homogeneity tests on the data.

a. Normality test

Table 13
Table of Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Result	.208	56	.000	.851	56	.000
Class	.339	56	.000	.637	56	.000
a. Lilliefors Significance Correction						

Based on the table above, it can be seen that the sig. (p valeu) kolomogrov-Smirnov in the experimental class obtained a sig valeu. 0.000 and than in the control class obtained sig valeu. 0.000, and the Shapiro-Wilk test for the experimental class obtained a sig value. 0.000

and the control class obtained a sig value. 0.000. This means the sig value of both classes was less than 0.05. So, Based on these data it can be concluded that the data was not normally distributed. Therefore, data analysis was conducted using non-parametric methods, such as the Mann-Whitney U Test, to compare the results between the experimental and control groups.

1) Non-Parametric Test

The Mann-Whitney U Test is used to compare two independent groups when the data does not follow a normal distribution. This test evaluates whether there is a significant difference in the distributions of the two groups.

a) Acceptance Criteria

The hypotheses for the Mann-Whitney U Test are as follows:

(1) H_0 (Null Hypothesis): There is no significant difference between the distributions of the two groups.

(2) H_1 (Alternative Hypothesis): There is a significant difference between the distributions of the two groups.

b) Decision Rule:

(1) If p-value (Asymp. Sig. 2-tailed) ≤ 0.05, reject H_0 (there is a significant difference).

(2) If p-value > 0.05, accept H_0 (there is no significant difference).

Table 14
Table of Non-Parametric Test

Ranks				
	Class	N	Mean Rank	Sum of Ranks
	Experimental Class	28	36.36	1018.00
Result	Control Class	28	20.64	578.00
	Total	56		

Test Statistics[a]	
	Result
Mann-Whitney U	172.000
Wilcoxon W	578.000
Z	-3.781
Asymp. Sig. (2-tailed)	.000
a. Grouping Variable: Class	

Based on the table above, the test results showed a significance

value (Asymp. Sig. 2-tailed) of 0.000. Since the p-value is less than

0.05, the null hypothesis (H_0) is rejected. This indicates a statistically

significant difference between the post-test results of the experimental

and control groups.

b. Homogeneity Test

Table 15
The result of Homogeneity of Variance

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
	Based on Mean	6.762	1	54	.012
	Based on Median	2.095	1	54	.154
Result	Based on Median and with adjusted df	2.095	1	33.709	.157
	Based on trimmed mean	6.613	1	54	.013

Based on the homogeneity test result above, the significant

(Sig.) values for all elements (based on mean, median, median with

adjusted df, and trimmed mean) are greater than 0.05 (specifically

0.012, 0.154, 0.157, and 0.013). According to statistical conventions, if

the Sig. value is > 0.05, the research data were considered

homogeneous. Therefore, these results indicate that the data from this research were homogeneous.

Based on the normality test, the data is not normal, so a non-parametric test was used for the analysis. Additionally, the homogeneity test showed that the data is homogeneous. Therefore, hypothesis testing the independent sample T-test with SPSS 26.0 for Windows can be conducted.

The SPSS results of the Independent Sample T-test are as follows:

Table 16
The result of Group Statistic

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Experimental Class	28	3.5714	.99735	.18848
	Control Class	28	2.5714	.63413	.11984

Based on the data above, the post-test scores for the experimental class have an average of 3.7514, while the post-test scores for the control class have an average of 2.5714.

Table 17
The result of the Independent Simple T-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	6.762	.012	4.477	54	.000	1.00000	.22335	.55220	1.44780
	Equal variances not assumed			4.477	45.763	.000	1.00000	.22335	.55035	1.44965

The criteria for accepting or rejecting the hypothesis for the t-test were as follows:

1) Ha is accepted if the Sig. value is < 0.05

2) Ho is rejected if the Sig. value is > 0.05

Based on the SPSS results, the Sig. (2-tailed) value in this research is .000. This clearly indicates that if the probability or Sig. value is less than α (0.05), the alternative (Ha) is accepted. This means that variable X has a positive and significant effect on variable Y. In other words, Ha accepts and Ho is rejected. Therefore, it can be concluded that this study successfully demonstrates a positive and significant effect of the TFlat application on students' English pronunciation.

B. Discussion

This research observes pronunciation mastery in eleventh-grade students at SMK Karya Wiyata Punggur. The selection of the eleventh grade is based on the difficulties in students' English pronunciation. To address this issue, the researcher implemented the TFLAT application, which is designed to assist students in systematically improving and enhancing their English pronunciation.

The researcher believes that the use of the TFLAT application as a media in teaching and learning can support students in the learning process, particularly in improving English pronunciation. The results of this study align

with previous research, which also demonstrated the effectiveness of using the TFLAT application in students' English pronunciation mastery.

Before conducting the research, the researcher administered a pre-test to assess the students' existing pronunciation skills before the treatment. The pre-test was conducted on October 28, 2024, followed by the next meeting on November 4, 2024. After the treatment was completed, the post-test was given on November 11, 2024.

Additionally, the data was analyzed using an independent sample t-test. If the significance level (Sig.) is greater than 0.05, the null hypothesis (Ho) is accepted; if it is less than 0.05, the alternative hypothesis (Ha) is accepted. The test result showed a Sig. (2-tailed) value of 0.000, which is less than 0.05, indicating a difference in learning outcomes between the experimental and control classes. Therefore, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. It can be concluded that the TFLAT application has a positive and significant effect on the English pronunciation mastery of eleventh-grade students at SMK Karya Wiyata Punggur.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research result, the researcher concludes the TFlat application is effective in helping students, especially with English pronunciation mastery. Initially, the eleventh grade TKJ 1 students had low scores on the pre-test, based on data that 10 students or 36% who achieved the criteria, 18 students or 64% got score to fail in the pre-test, but after applying The TFlat application they were able to pronounce English words more easily. Based on data Post-test 23 students or 82% achieved the criteria and 5 students or 18% got a score fail in the post-test.

The result of the independent sample t-test a sig. (2-tailed) value was 0.000, which means below $\alpha= 0.05$. So, it means the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. Therefore, the researcher concludes that the TFlat application was effective in Pronunciation mastery at the eleventh grade of SMK Karya Wiyata Punggur.

B. Suggestion

From the conclusions above, the researcher provides several suggestions, which are as follows:

1. For the Students

The researcher suggests that students to more active in learning class. Students must also continue to improve their pronunciation skills so that their learning outcomes progress significantly.

2. For the Teachers

    Teachers are advised to carry out learning activities in class that are more relaxed so that students can enjoy the process of learning English in class. The researcher suggests the teacher use TFlat Application media in learning especially to improve students' pronunciation skills. Teachers are advised to approach students emotionally so that students are more motivated and become active in learning activities.

3. For the Headmaster

    The researcher suggests the headmaster support the English teacher to apply meaningful media and teaching strategies in the learning process. In this case, the headmaster advises supporting the implementation of conducive learning by conducting teaching training that educates teachers to implement various alternative learning strategies that can motivate students in the English learning process.

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APPENDIXES

MODUL AJAR

MATA PELAJARAN : BAHASA INGGRIS

KELAS   : XI

SEKOLAH   : SMK KARYA WIYATA PUNGGUR

ALUR TUJUAN PEMBELAJARAN BAHASA INGGRIS SMK FASE F
KELAS XI

CAPAIAN PEMBELAJARAN :

Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tuju an, dan pemirsa/pembacanya. Berbagai jenis teks seperti **narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks asli** menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mere ka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.

A. MENYIMAK & BERBICARA

Pada akhir fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk **menyampaikan opini** terhadap isu sosial dan untuk **membahas minat, perilaku dan nilai-nilai lintas konteks budaya** yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, **membuat perbandingan dan mengevaluasi perspektifnya**. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.

B. MEMBACA & MEMIRSA

Pada akhir fase F, peserta didik membaca dan merespon berbagai macam teks seperti **narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi** secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesa dan mengevaluasi detil

spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.

C. MENULIS & MEMPRESENTASIKAN

Pada akhir fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosa kata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

Profil Pelajar Pancasila : Beriman, bertakwa kepada Tuhan YME, dan Berakhlak Mulia, Berkebinekaan Global, Bergotong-royong, Mandiri, Bernalar Kritis dan Kreatif

TUJUAN PEMBELAJARAN		Alokasi Waktu	ACUAN KEBAHASAAN
NO.	A. MENYIMAK DAN BERBICARA		
11. A.8	Mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan mengungkapkan harapan dan rencana (*hope & plan*) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal. (Perhatikan intonasi, nada, kecepatan ujaran, volume suara, penekanan untuk	9 JP	**1. TOPIK** • Long life education • Future career • Job vacancy • The physical & mental Health Of adolescent • Personal experiences • Natural & Social Phenomena

NO.		Alokasi Waktu	
	memengaruhi makna, penggunaan *modals* serta strategi inisiasi dan pemertahanan pertuturan)		▪ Life styles ▪ Life achievements ▪ Life motivation ▪ Academic & Social affairs ▪ Scientific research ▪ Human & Nature ▪ Flora & Fauna
11. A.9	Mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan mengungkapkan simpati dan apresiasi (*sympathy & appreciation*) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal. (Perhatikan intonasi, nada, kecepatan ujaran, volume suara, penekanan untuk memengaruhi makna, penggunaan *exclamation* serta strategi inisiasi dan pemertahanan pertuturan)	9 JP	**2. FUNGSI** ▪ Showing hope, wish & plan ▪ Showing sympathy, appreciation, and pride ▪ Asking questions to clarify or follow up information ▪ Justifying personal Preferences ▪ Showing strategies
11. A.10	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk laporan (*report)* secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.	9 JP	▪ Telling experiences ▪ Promoting ▪ Showing How & Why ▪ Relaxing
11. A.11	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk eksplanasi (explanation) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.	9 JP	▪ Reporting ▪ Explaining
NO.	**B. MEMBACA DAN MEMIRSA**	**Alokasi Waktu**	**3. TIPE TEKS** ▪ Formal & Informal letter ▪ Caption & Proverb ▪ Report ▪ Explanation
11.B.6	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis berbentuk surat formal dan informal secara kritis, kreatif dan jujur terkait topik kegiatan akademis, perkantoran	9 JP	

			4. GRAMATIKA
	dan sosial kemasyarakatan sesuai dengan konteks penggunaannya dengan tingkat kelancaran dan ketepatan yang optimal.		▪ Gerunds & Infinitives ▪ Present Tenses ▪ Conditional sentences
11.B.7	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis berbentuk *caption & proverb* secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial sesuai dengan konteks penggunaannya dengan tingkat kelancaran dan ketepatan yang optimal.	9 JP	▪ Connective words ▪ Thinking verbs to express opinion ▪ Summary verbs to report findings
11.B.8	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk *laporan (report)* secara kritis, kreatif dan jujur terkait topik manusia, flora & fauna sesuai dengan konteks penggunaannya dengan tingkat kelancaran dan ketepatan yang optimal.	9 JP	▪ Descriptive words ▪ Tentative conclusion ▪ Aspects of literature ▪ Figurative language ▪ Prepositional phrases and Some technical vocab to communicate meaning
11.B.9	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk eksplanasi (explanation) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial sesuai dengan konteks penggunaannya dengan tingkat kelancaran dan ketepatan yang optimal.	9 JP	▪ Compound & complex sentences ▪ Adjective & Adverbial clause ▪ Conversational gambits ▪ Intonation, tone, pacing, volume and emphasis to affect meaning.
NO.	**C. MENULIS DAN MEMPRESENTASIKAN**	**Alokasi Waktu**	5. KOSAKATA
11.C.6	Merancang dan mempresentasikan teks tulis berbentuk surat formal dan informal terkait topik kegiatan akademis, perkantoran dan sosial kemasyarakatan dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	9 JP	▪ Longlife education ▪ Adolescent' life ▪ Life experiences ▪ Natural & Social phenomena
11.C.7	Merancang dan mempresentasikan teks	9 JP	

	tulis berbentuk *caption & proverb* terkait topik fenomena alam dan sosial dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.		▪ Historical & Cultural issue ▪ Health issues ▪ Hardware & software ▪ Things in town, village, mountain, sea, suburb ▪ Books & literature ▪ Project research ▪ Hard skills, soft skills ▪ Global warming ▪ Ecogreen, recycle process
11.C.8	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk laporan (*report)* terkait topik manusia, flora dan fauna dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	9 JP	
11.C.9	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk eksplanasi (*explanation*) terkait topik fenomena alam dan sosial dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	9 JP	**6. ASESMEN** ▪ Listening & Speaking performances ▪ Understanding & Constructing conversation ▪ Reading comprehension ▪ Writing & Presenting performances **7. ALOKASI WAKTU** ▪ **3 JP/Pertemuan** (JP: Jam Pelajaran) ▪ Secara umum tiap tujuan pembelajaran berdurasi **9** JP (3 pertemuan) ▪ Total **12** Tujuan pembelajaran ▪ Total JP selama setahun **108** JP

Mengetahui,   **Punggur, 28 Oktober 2024**
English Teacher   **Researcher**

Faridatun Nidà, S.Pd   **Reza Adelia**

MODUL AJAR 1
KELAS EKSPERIMEN

A. IDENTITAS MODUL

Nama Penyusun	**: Reza Adelia**
Satuan Pendidikan	**: SMK**
Sekolah	**: SMK Karya Wiyata Punggur**
Kelas / Fase	**: XI (Sebelas) / F**
Mata Pelajaran	**: Bahasa Inggris**
Alokasi Waktu	**: 2 JP x 45 menit (3 x pertemuan)**
Tahun Penyusunan	**: 2024/ 2025**

CAPAIAN PEMBELAJARAN BAHASA INGGRIS FASE F

Elemen Menyimak – Berbicara
Pada akhir fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai- nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non- verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.
Elemen Membaca – Memirsa
Pada akhir fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesa dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.
Elemen Menulis – Mempresentasikan
Pada akhir fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target

pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosa kata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

B. KOMPETENSI AWAL

Dalam pembelajaran ini, kita akan membahas mengenai penggunaan aplikasi TFlat dalam meningkatkan kemampuan pengucapan bahasa Inggris pada siswa. Ketika siswa kesulitan atau merasa tidak yakin dengan pengucapan kata-kata dalam bahasa Inggris, mereka membutuhkan alat bantu yang efektif untuk membantu mereka belajar. Aplikasi TFlat hadir sebagai salah satu solusi, memberikan berbagai fitur yang mendukung pembelajaran pengucapan. Penelitian ini akan mengeksplorasi sejauh mana aplikasi TFlat dapat memberikan dampak yang signifikan terhadap penguasaan pengucapan bahasa Inggris oleh siswa, baik melalui latihan mandiri maupun interaksi dalam aplikasi tersebut.

C. PROFIL PELAJAR PANCASILA

Peserta didik yang beriman, bertakwa kepada Tuhan YME, mandiri dan berpikir kritis dan kreatif.

D. SARANA DAN PRASARANA

- Handphone
- Laptop
- Proyektor
- Aplikasi TFlat
- Loud Speaker
- Papan Tulis

E. TARGET PESERTA DIDIK

Target peserta didik dalam rancangan pembelajaran pronunciation ini adalah agar siswa mampu memahami dan mengidentifikasi bunyi-bunyi bahasa Inggris dengan benar, menggunakan aplikasi TFlat sebagai alat bantu. Siswa diharapkan dapat meningkatkan keterampilan pengucapan mereka, baik dalam konteks formal maupun informal, serta berbicara dengan lebih percaya diri. Melalui pembelajaran ini, siswa juga diharapkan untuk memahami fitur-fitur penting dalam pronunciation, seperti intonasi, tekanan kata, dan ritme,

serta mengembangkan kemampuan belajar secara mandiri menggunakan aplikasi TFlat.

F. MATERI PEMBELAJARAN

Fungsi sosial, struktur pembelajaran, dan unsur kebahasaan yang terkait dengan penggunaan aplikasi TFlat dalam meningkatkan kemampuan pengucapan bahasa Inggris.

Berikut ini adalah uraian singkat materi pembelajaran dalam konteks penggunaan aplikasi TFlat.

- **Fungsi sosial**

  Meningkatkan kemampuan pengucapan bahasa Inggris untuk mendukung komunikasi efektif, baik dalam situasi akademik maupun sosial. Penggunaan aplikasi TFLAT membantu siswa memperbaiki pelafalan dan meningkatkan kepercayaan diri dalam berkomunikasi dengan guru, teman, dan dalam konteks profesional.

- **Struktur Pembelajaran**
  - Pembukaan
  - Penggunaan aplikasi
  - Pelatihan pengucapan
  - Umpan balik
  - Penutup

- **Struktur Pembelajaran**
  - Pengucapan yang tepat: Fokus pada clarity, intonation, dan stress.
  - Penggunaan teknologi: Memanfaatkan aplikasi untuk memperbaiki kemampuan bahasa secara mandiri.

G. MODEL PEMBELAJARAN

Blended learning melalui penggunaan aplikasi TFlat dalam pembelajaran pronunciation, terintegrasi dengan model *Project Based Learning (PBL)* yang berfokus pada pengembangan keterampilan pengucapan bahasa Inggris secara mandiri dan kolaboratif.

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

- Siswa dapat memahami dan menguasai teknik pengucapan yang benar dalam bahasa Inggris, termasuk bunyi vokal, konsonan, intonasi, dan tekanan kata.
- Siswa mampu menggunakan aplikasi TFlat secara efektif untuk latihan pengucapan bahasa Inggris, termasuk memanfaatkan fitur-fitur yang tersedia untuk memperbaiki pengucapan mereka.
- Siswa dapat berbicara dalam bahasa Inggris dengan lebih percaya diri dan jelas, baik dalam situasi formal maupun informal.

- Siswa mampu membandingkan hasil pengucapan mereka sebelum dan setelah menggunakan aplikasi TFlat, serta menyadari perkembangan dalam kemampuan pengucapan.
- Siswa dapat mengembangkan kemampuan belajar secara mandiri dengan memanfaatkan aplikasi TFlat di luar jam pelajaran untuk terus berlatih pengucapan.

B. PEMAHAMAN BERMAKNA

Siswa memahami bahwa penggunaan teknologi, seperti aplikasi TFLAT, dapat membantu mereka meningkatkan pengucapan bahasa Inggris secara lebih efektif. Dengan memanfaatkan fitur-fitur aplikasi, mereka dapat berlatih secara mandiri, menerima umpan balik otomatis, dan memperbaiki kesalahan pelafalan. Penggunaan aplikasi ini tidak hanya mempermudah siswa dalam menguasai intonasi, stress, dan pelafalan, tetapi juga membantu mereka meningkatkan kepercayaan diri dalam berbicara bahasa Inggris dalam situasi akademik maupun sosial.

C. PERTANYAAN PEMANTIK

- Guru mengajukan pertanyaan terbuka kepada peserta didik seputar materi *pronunciation*
- Guru membandingakan jawaban peserta didik satu dengan jawaban peserta didik lainnya.

D. KEGIATAN PEMBELAJARAN
Pertemuan Ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu

Pendahuluan	1. Peserta didik dan Peneliti memulai dengan berdoa bersama.
	2. Peneliti menyapa peserta didik dan melakukan pemeriksaan kehadiran.
	3. Peneliti dan peserta didik melakukan ice-breaking.
	4. Peserta didik bersama dengan Peneliti membahas tentang kesepakatan yang akan diterapkan dalam pembelajaran, yaitu tentang pentingnya pengucapan yang benar dalam bahasa Inggris.
	5. Peserta didik dan peneliti berdiskusi melalui pertanyaan pemantik:
	  a. Do you know pronunciation?
	  b. Do you think English pronunciation is important?
	  c. What challenges do you face in pronunciation?
		10 Menit

Inti	1. Peneliti memberikan materi terkait pengucapan kepada peserta didik. 2. Peneliti menampilkan video percakapan sebagai contoh untuk materi pronunciation kepada peserta didik. 3. Peserta didik memperhatikan video pecakapan yang ditunjukkan peneliti. 4. Peserta didik diberikan teks percakapan untuk diucapkan secara berkelompok tanpa bantuan aplikasi. 5. Peserta didik diminta membaca kalimat yang telah disediakan, dengan fokus pada Kelancaran dalam mengucapkan fonem.	65 Menit
Penutup	1. Peneliti memberikan umpan balik singkat mengenai pelaksanaan pre-test. 2. Peserta didik dapat menanyakan hal yang tidak dipahami kepada peneliti. 3. Peneliti mengingatkan peserta didik bahwa pada pertemuan selanjutnya mereka akan menggunakan aplikasi TFLAT untuk meningkatkan pengucapan. 4. Peneliti menutup dengan salam dan motivasi.	15 Menit

Peretemuan Ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Peserta didik dan Peneliti memulai dengan berdoa bersama. 2. Peneliti menyapa peserta didik dan melakukan pemeriksaan kehadiran. 3. Peneliti dan peserta didik melakukan ice-breaking. 4. Peserta didik bersama dengan Peneliti membahas tentang kesepakatan yang akan diterapkan dalam pembelajaran, yaitu tentang pentingnya pengucapan yang benar dalam bahasa Inggris.	10 Menit
Inti	1. Peneliti memperkenalkan aplikasi TFlat dan menjelaskan bagaimana aplikasi membantu melatih pengucapan melalui self-assessment dan audio feedback. 2. Peneliti menjelaskan fitur-fitur dengan memutarkan audio di dalam fitur tersebut untuk didengarkan peserta didik. 3. Peneliti memberikan contoh pengucapan seperti dalam fitur audio aplikasi tersebut dan peserta didik mengulang kalimat yang sudah dicontohkan peneliti. 4. Peneliti memberikan instruksi untuk berlatih dengan aplikasi secara mandiri. 5. Diskusi kelompok mengenai pengalaman penggunaan aplikasi dan tantangan yang dihadapi selama latihan.	65 Menit
Penutup	1. Peserta didik dapat menanyakan hal yang tidak dipahami kepada peneliti. 2. Peserta didik diminta untuk terus berlatih di rumah menggunakan aplikasi TFLAT. 3. Peneliti memberikan tugas untuk melatih pengucapan beberapa kata melalui aplikasi sebelum pertemuan berikutnya. 4. Pneliti menutup dengan salam dan motivasi untuk belajar secara mandiri menggunakan aplikasi.	15 Menit

Pertemuan Ke-3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Peserta didik dan Peneliti memulai dengan berdoa bersama. 2. Peneliti menyapa peserta didik dan melakukan pemeriksaan kehadiran. 3. Peneliti dan peserta didik melakukan ice-breaking. 4. Doa bersama dan pengecekan kehadiran. 5. Peneliti melakukan review singkat tentang pengalaman menggunakan aplikasi TFLAT. 6. Peneliti dan peserta didik memulai diskusi dengan pertanyaan pemantik: 　a. Have you noticed any improvement in your pronunciation? 　b. What challenges did you face while using the TFLAT application?	10 Menit
Inti	1. Peserta didik diberikan sebuah teks percakapan untuk melakukan post-test. 2. Peserta didik melakukan percakapan tersebut yang kemudian akan dibandingkan dengan hasil pre-test. 3. Peneliti menganalisis pengucapan dengan menilai perbaikan kelancaran dalam mengucapkan fonem. 4. Peneliti memberikan beberapa pertanyaan dalam bentuk lembar observasi kepada peserta didik untuk menilai pengalaman mereka selama menggunakan aplikasi dalam proses pembelajaran pengucapan.	65 Menit
Penutup	1. Peneliti memberikan penjelasan hasil post test dan membandingkannya dengan pre test. 2. Diskusi mengenai manfaat aplikasi TFlat dalam meningkatkan kemampuan pengucapan. 3. Peneliti menutup dengan salam dan motivasi untuk belajar lebih giat dalam melatih pengucapan.	15 Menit

E.   ASESMEN / PENILAIAN HASIL PEMBELAJARAN

    a)   Penilaian Pengetahuan

        Penilaian pengetahuan yang dilakukan pada Capaian Pembelajaran ini sesuai dengan tujuan pembelajaran yang ingin di capai adalah dengan tes lisan

    b)   Penilaian Keterampilan

        Penilaian keterampilan yang dilakukan pada Capaian Pembelajaran ini sesuai dengan tujuan pembelajaran yang ingin di capai adalah dengan tes unjuk kerja / praktek

F.   THE MEASUREMENT RUBRIC OF PRONUNCIATION

Criteria	Description	Score	Remarks
Phoneme Pronunciation	Accuracy in pronouncing individual sounds (phonemes) in words	1	Frequently incorrect
		2	Many errors, unclear
		3	Some errors, fairly clear
		4	Mostly accurate and clear
		5	Very clear and accurate

Mengetahui,　　　　　　　　　　　　**Punggur, 28 Oktober 2024**
English Teacher　　　　　　　　　　**Researcher**

Faridatun Nidà, S.Pd　　　　　　　**Reza Adelia**

MODUL AJAR 2
KELAS KONTROL

A. IDENTITAS MODUL

Nama Penyusun	**: Reza Adelia**
Satuan Pendidikan	**: SMK**
Sekolah	**: SMK Karya Wiyata Punggur**
Kelas / Fase	**: XI (Sebelas) / F**
Mata Pelajaran	**: Bahasa Inggris**
Alokasi Waktu	**: 2 JP x 45 menit (3 x pertemuan)**
Tahun Penyusunan	**: 2024/ 2025**

CAPAIAN PEMBELAJARAN BAHASA INGGRIS FASE F

Elemen Menyimak – Berbicara
Pada akhir fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai- nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non- verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.
Elemen Membaca – Memirsa
Pada akhir fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesa dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.
Elemen Menulis – Mempresentasikan
Pada akhir fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang

berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosa kata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

B. KOMPETENSI AWAL

Siswa diharapkan dapat memahami tentang pemahaman dasar mengenai pengucapan bahasa Inggris, seperti pelafalan vokal dan konsonan, serta kemampuan membaca dan mengucapkan kalimat sederhana.

C. PROFIL PELAJAR PANCASILA

Peserta didik yang beriman, bertakwa kepada Tuhan YME, mandiri dan berpikir kritis dan kreatif.

D. SARANA DAN PRASARANA

- Laptop
- Proyektor
- Loud Speaker
- Papan Tulis

E. TARGET PESERTA DIDIK

Target peserta didik dalam rancangan pembelajaran pronunciation ini adalah agar siswa mampu memahami dan mengidentifikasi bunyi-bunyi bahasa Inggris dengan benar, menggunakan aplikasi TFlat sebagai alat bantu. Siswa diharapkan dapat meningkatkan keterampilan pengucapan mereka, baik dalam konteks formal maupun informal, serta berbicara dengan lebih percaya diri. Melalui pembelajaran ini, siswa juga diharapkan untuk memahami fitur-fitur penting dalam pronunciation, seperti intonasi, tekanan kata, dan ritme, serta mengembangkan kemampuan belajar secara mandiri menggunakan aplikasi TFlat.

F. MATERI PEMBELAJARAN

Fungsi sosial, struktur pembelajaran, dan unsur kebahasaan dalam meningkatkan kemampuan pengucapan bahasa Inggris.

Berikut ini adalah uraian singkat materi pembelajaran:

- **Fungsi sosial**

   Meningkatkan kemampuan pengucapan bahasa Inggris secara manual guna mendukung komunikasi yang efektif dalam interaksi sosial dan

akademik, serta meningkatkan hubungan interpersonal melalui latihan pengucapan langsung dengan teman sebaya dan guru.

- **Struktur Pembelajaran**
  - Pembukaan
  - Latihan pengucapan
  - Diskusi kelas
  - Umpan balik
  - Penutup
- **Unsur Kebahasaan**
  - Pengucapan yang tepat: Melatih clarity, intonation, dan stress secara langsung.
  - Latihan langsung: Siswa mengandalkan bimbingan guru dalam memperbaiki pelafalan, tanpa teknologi atau aplikasi.

G. MODEL PEMBELAJARAN

Direct Instruction yaitu memberikan instruksi, contoh pengucapan, serta bimbingan langsung kepada siswa. Proses pembelajaran ini fokus pada latihan pengucapan yang terstruktur dan interaktif, dengan model latihan berbasis praktik untuk meningkatkan kemampuan pengucapan bahasa Inggris.

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

- Siswa mampu melafalkan kata, kalimat, dan dialog dalam bahasa Inggris dengan pengucapan yang jelas, intonasi yang tepat, serta penekanan (stress) yang benar.
- Siswa mampu menggunakan pengucapan yang lebih baik dalam percakapan sehari-hari, baik dalam konteks akademik maupun sosial, untuk berkomunikasi secara efektif.
- lebih percaya diri dalam mengucapkan kata-kata dan kalimat bahasa Inggris secara langsung tanpa bantuan teknologi, berdasarkan bimbingan dan umpan balik dari guru.
- Siswa mampu mengidentifikasi dan memperbaiki kesalahan pengucapan yang sering dilakukan dengan bantuan koreksi dan arahan dari guru.

B. PEMAHAMAN BERMAKNA

Siswa memahami bahwa pengucapan yang jelas dan tepat dalam bahasa Inggris sangat penting untuk mendukung komunikasi yang efektif dalam kehidupan sehari-hari. Melalui latihan pengucapan yang berkelanjutan, mereka dapat memperbaiki kesalahan pelafalan, meningkatkan intonasi dan penekanan kata, serta membangun kepercayaan diri saat berbicara. Siswa juga menyadari bahwa dengan latihan yang konsisten, mereka dapat menguasai keterampilan berbicara bahasa Inggris meskipun tanpa bantuan teknologi.

C. PERTANYAAN PEMANTIK

- Guru mengajukan pertanyaan terbuka kepada peserta didik seputar materi *pronunciation*
- Guru membandingakan jawaban peserta didik satu dengan jawaban peserta didik lainnya.

D. KEGIATAN PEMBELAJARAN

Peretmuan Ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu

Pendahuluan	1. Peserta didik dan Peneliti memulai dengan berdoa bersama.
	2. Peneliti menyapa peserta didik dan melakukan pemeriksaan kehadiran.
	3. Peneliti dan peserta didik melakukan ice-breaking.
	4. Peserta didik bersama dengan Peneliti membahas tentang kesepakatan yang akan diterapkan dalam pembelajaran, yaitu tentang pentingnya pengucapan yang benar dalam bahasa Inggris.
	5. Peserta didik dan peneliti berdiskusi melalui pertanyaan pemantik:
	   d. Do you think English pronunciation is important?
	   e. What challenges do you face in pronunciation?
		10 Menit

Inti	1. Peneliti menampilkan video percakapan sebagai contoh untuk materi pronunciation kepada peserta didik. 2. Peserta didik memperhatikan video pecakapan yang ditunjukkan peneliti. 3. Peserta didik diberikan teks percakapan untuk diucapkan secara individu dan berkelompok tanpa bantuan aplikasi. 4. Peserta didik diminta membaca kalimat yang telah disediakan, dengan fokus pada kelancaran dalam mengucapkan fonem.	65 Menit
Penutup	1. Peneliti memberikan umpan balik singkat mengenai pelaksanaan pre-test. 2. Peserta didik dapat menanyakan hal yang tidak dipahami kepada peneliti. 3. Peneliti menutup dengan salam dan motivasi.	15 Menit

Pertemuan Ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu

Pendahuluan	1. Peserta didik dan Peneliti memulai dengan berdoa bersama.
	2. Peneliti menyapa peserta didik dan melakukan pemeriksaan kehadiran.
	3. Peneliti dan peserta didik melakukan ice-breaking.
	4. Peserta didik bersama dengan Peneliti membahas tentang kesepakatan yang akan diterapkan dalam pembelajaran
	5. Peneliti dan peserta didik memulai diskusi dengan pertanyaan pemantik
	   a. How was your pronunciation practice?
	   b. Did you face any difficulties?
		10 Menit

Inti	1. Peneliti menjelaskan pengucapan dasar dalam bahasa Inggris. 2. Peneliti memberikan contoh pengucapan dialog sederhana kemudian peserta didik diminta untuk menirukannya. 3. Peneliti memberikan latihan berupa membaca dialog pendek dan peserta didik berlatih secara berkelompok. 4. Peneliti menyiapkan evaluasi sederhana, di mana peserta didik diminta mengucapkan beberapa kalimat secara individu.	65 Menit
Penutup	5. Peserta didik dapat menanyakan hal yang tidak dipahami kepada peneliti. 6. Peserta didik diminta untuk terus berlatih mengenai pengucapan di rumah. 7. Peneliti memberikan tugas untuk melatih pengucapan sebelum pertemuan berikutnya. 8. Peneliti menutup dengan salam dan motivasi	15 Menit

Pertemuan Ke-3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu

Pendahuluan	1. Peserta didik dan Peneliti memulai dengan berdoa bersama.
	2. Peneliti menyapa peserta didik dan melakukan pemeriksaan kehadiran.
	3. Peneliti dan peserta didik melakukan ice-breaking.
	4. Doa bersama dan pengecekan kehadiran.
	5. Peneliti melakukan review singkat tentang pelatihan pengucapan pada pertemuan sebelumnya.
	6. Peneliti dan peserta didik memulai diskusi dengan pertanyaan pemantik:
	  a. Do you feel your pronunciation has improved?
	  b. What difficulties did you face while practicing pronunciation?
		10 Menit

Inti	1. Peneliti menjelaskan untuk post test kepada peserta didik. 2. Peneliti memberikan test lisan kepada peserta didik berupa dialog percakapan. 3. Peserta didik melakukan tes secara berkelompok yang kemudian akan dibandingkan dengan hasil pre-test. 4. Peneliti menilai perbaikan dalam kelancaran dalam mengucapkan fonem. 5. Peneliti memberikan feedback langsung kepada peserta didik terkait pengucapan mereka, serta tips tambahan untuk perbaikan.	65 Menit
Penutup	4. Peneliti memberikan penjelasan hasil post test dan membandingkannya dengan pre test. 5. Diskusi mengenai pentingnya melakukan latihan dalam meningkatkan kemampuan pengucapan. 6. Peneliti menutup dengan salam dan motivasi untuk belajar lebih giat dalam melatih pengucapan.	15 Menit

E. ASESMEN / PENILAIAN HASIL PEMBELAJARAN

    a) Penilaian Pengetahuan

       Penilaian pengetahuan yang dilakukan pada Capaian Pembelajaran ini sesuai dengan tujuan pembelajaran yang ingin di capai adalah dengan tes lisan

    b) Penilaian Keterampilan

       Penilaian keterampilan yang dilakukan pada Capaian Pembelajaran ini sesuai dengan tujuan pembelajaran yang ingin di capai adalah dengan tes unjuk kerja / praktek

F. THE MEASUREMENT RUBRIC OF PRONUNCIATION

Criteria	Description	Score	Remarks
Phoneme Pronunciation	Accuracy in pronouncing individual sounds (phonemes) in words	1	Frequently incorrect
		2	Many errors, unclear
		3	Some errors, fairly clear
		4	Mostly accurate and clear
		5	Very clear and accurate

Mengetahui,   **Punggur, 28 Oktober 2024**
English Teacher   **Researcher**

Faridatun Nida, S.Pd   **Reza Adelia**

LEMBAR AKTIVITAS
PRE TEST

Kelas/Semester   : XI

Mata Pelajaran   : Bahasa Inggris

Hari/Tanggal   : 28 Oktober 2024

Materi pembelajaran   : Pronunciation

UJIAN TES AWAL

Instruksi Tes Lisan Pengucapan

1. Lakukan dialog secara bergantian dengan pasangan
2. Setiap bagian akan dinilai berdasarkan kejelasan pengucapan, intonasi, dan ekspresi yang tepat.
3. Baca setiap kata, kalimat dalam dialog dengan suara yang jelas dan lantang.
4. Pastikan untuk mengucapkan setiap kata dengan benar, sesuai dengan pelafalan bahasa inggris yang baik dan benar.

Pengucapan Dialog Percakapan

Person 1 : What are you learning in your SMK computer class?

Person 2 : We're learning about computer networks, like setting up LAN and configuring IP   addresses.

Person 1 : Do you also work with hardware?

Person 2 : Yes, we assemble computers and troubleshoot hardware problems.

Person 1 : That's great! Do you learn programming too?

Person 2 : Yes, we're learning Python for simple applications.

Person 1 : Sounds like you're covering a lot of important skills!

Person 2 : Definitely, from hardware to programming and networking.

| KUNCI JAWABAN |
| PRE TEST |

Kelas/Semester　　　　: XI

Mata Pelajaran　　　　: Bahasa Inggris

Materi pembelajaran　: Pronunciation

PHONETIC TRANSCRIPTION

Pengucapan Dialog Percakapan

Person 1 : What are you learning in your SMK computer class?
(ˈwɒt ɑːr juː ˈlɜːrnɪŋ ɪn jʊər ɛs ɛm keɪ kəmˈpjuːtər klæs?)

Person 2 : We're learning about computer networks, like setting up LAN and configuring IP   addresses.
(wɪr ˈlɜːrnɪŋ əˈbaʊt kəmˈpjuːtər ˈnɛtwɜːrks, laɪk ˈsɛtɪŋ ʌp læn ænd kənˈfɪɡjʊrɪŋ aɪ piː əˈdrɛsɪz)

Person 1 : Do you also work with hardware?
(duː juː ˈɔːlsoʊ wɜːrk wɪð ˈhɑːrdwɛr)

Person 2 : Yes, we assemble computers and troubleshoot hardware problems.
(jɛs, wiː əˈsɛmbəl kəmˈpjuːtərz ænd ˈtrʌbəlʃuːt ˈhɑːrdwɛr ˈprɑːbləmz)

Person 1 : That's great! Do you learn programming too?
(ðæts ɡreɪt! duː juː lɜːrn ˈproʊɡræmɪŋ tuː?)

Person 2 : Yes, we're learning Python for simple applications.
(jɛs, wɪr ˈlɜːrnɪŋ ˈpaɪθɑːn fɔːr ˈsɪmpəl ˌæplɪˈkeɪʃənz)

Person 1 : Sounds like you're covering a lot of important skills!
(saʊndz laɪk jʊr ˈkʌvərɪŋ ə lɒt ʌv ɪmˈpɔːrtənt skɪlz!)

Person 2 : Definitely, from hardware to programming and networking.
(ˈdɛfɪnɪtli, frʌm ˈhɑːrdwɛr tuː ˈproʊɡræmɪŋ ænd ˈnɛtwɜːrkɪŋ)

LEMBAR AKTIVITAS
POST TEST

Kelas/Semester   : XI
Mata Pelajaran   : Bahasa Inggris
Hari/Tanggal   : 11 November 2024
Materi pembelajaran : Pronunciation

UJIAN TES AKHIR

Instruksi Tes Lisan Pengucapan

1. Lakukan dialog secara bergantian dengan pasangan
2. Setiap bagian akan dinilai berdasarkan kejelasan pengucapan, intonasi, dan ekspresi yang tepat.
3. Baca setiap kata, kalimat dalam dialog dengan suara yang jelas dan lantang.
4. Pastikan untuk mengucapkan setiap kata dengan benar, sesuai dengan pelafalan bahasa inggris yang baik dan benar.

Pengucapan Dialog Percakapan

Person 1 : Hi! What are you learning in your computer class at SMK?

Person 2 : Right now, we're learning about computer networks. We just finished studying how to set up a LAN and troubleshoot network issues.

Person 1 : That sounds interesting! What do you need to know to set up a network?

Person 2 : First, we need to understand how routers, switches, and cables work together. Then, we configure the IP addresses and set up the network protocols.

Person 1 : Oh, so you also work with hardware, not just software?

Person 2 : Yes, exactly! We learn to connect the hardware components like routers, and then we configure the software side for the network to work properly.

Person 1 : That's cool! Do you also learn how to fix broken computers?

Person 2 : Yes, we learn how to assemble and repair computers. We study each part like the motherboard, RAM, hard drive, and how to replace them if they're damaged.

Person 1 : That must be really useful. Do you also do programming?

Person 2 : Yes, we have programming lessons too. We're learning Python now to create simple applications and automate tasks.

Person 1 : So you learn both software and hardware skills?

Person 2 : Exactly! We also study web development, cybersecurity, and even database management. It's really comprehensive.

Person 1 : Wow! That's a lot of skills.

| KUNCI JAWABAN |
| POST TEST |

Kelas/Semester : XI

Mata Pelajaran : Bahasa Inggris

Materi pembelajaran : Pronunciation

PHONETIC TRANSCRIPTION

Pengucapan Dialog Percakapan

Person 1 : Hi! What are you learning in your computer class at SMK?
(haɪ! ˈwɒt ɑːr juː ˈlɜːrnɪŋ ɪn jʊər kəmˈpjuːtər klæs æt ɛs ɛm keɪ)

Person 2 : Right now, we're learning about computer networks. We just finished studying how to set up a LAN and troubleshoot network issues.
(raɪt naʊ, wɪr ˈlɜːrnɪŋ əˈbaʊt kəmˈpjuːtər ˈnɛtwɜːrks. wiː dʒʌst ˈfɪnɪʃt ˈstʌdiɪŋ haʊ tuː ˈsɛt ʌp ə læn ænd ˈtrʌbəlʃuːt ˈnɛtwɜːrk ˈɪʃuːz)

Person 1 : That sounds interesting! What do you need to know to set up a network?
(ðæt saʊndz ˈɪntrəstɪŋ! ˈwɒt duː juː niːd tuː noʊ tuː ˈsɛt ʌp ə ˈnɛtwɜːrk)

Person 2 : First, we need to understand how routers, switches, and cables work together. Then, we configure the IP addresses and set up the network protocols.
(fɜːrst, wiː niːd tuː ˌʌndərˈstænd haʊ ˈruːtərz, ˈswɪtʃɪz ænd ˈkeɪbəlz wɜːrk təˈgɛðər. ðɛn wiː kənˈfɪgjʊr ðiː aɪ piː əˈdrɛsɪz ænd ˈsɛt ʌp ðiː ˈnɛtwɜːrk ˈproʊtəˌkɔːlz)

Person 1 : Oh, so you also work with hardware, not just software?
(oʊ, soʊ juː ˈɔːlsoʊ wɜːrk wɪð ˈhɑːrdwɛr, nɑːt dʒʌst ˈsɒftwɛr)

Person 2 : Yes, exactly! We learn to connect the hardware components like routers, and then we configure the software side for the network to work properly.
(jɛs, ɪgˈzæktliː! wiː lɜːrn tuː kəˈnɛkt ðiː ˈhɑːrdwɛr kəmˈpoʊnənts laɪk ˈruːtərz, ænd ðɛn wiː kənˈfɪgjʊr ðə ˈsɒftwɛr saɪd fɔːr ðə ˈnɛtwɜːrk tuː wɜːrk ˈprɑːpərli)

Person 1 : That's cool! Do you also learn how to fix broken computers?
(ðæts kuːl! duː juː ˈɔːlsoʊ lɜːrn haʊ tuː fɪks ˈbroʊkən kəmˈpjuːtərz)

Person 2 : Yes, we learn how to assemble and repair computers. We study each part like the motherboard, RAM, hard drive, and how to replace them if they're damaged.
(jɛs, wiː lɜːrn haʊ tuː əˈsɛmbəl ænd rɪˈpɛər kəmˈpjuːtərz. wiː ˈstʌdi iːtʃ pɑːrt laɪk ðə ˈmʌðərˌbɔːrd, ræm, hɑːrd draɪv, ænd haʊ tuː rɪˈpleɪs ðɛm ɪf ðeɪr ˈdæmɪdʒd)

Person 1 : That must be really useful. Do you also do programming?
(ðæt mʌst biː ˈrɪəli ˈjuːsfəl. duː juː ˈɔːlsoʊ duː ˈproʊgræmɪŋ)

Person 2 : Yes, we have programming lessons too. We're learning Python now to create simple applications and automate tasks.
(jɛs, wi: hæv ˈproʊɡræmɪŋ ˈlɛsənz tu:. wɪr ˈlɜ:rnɪŋ ˈpaɪθɑ:n naʊ tu: kriˈeɪt ˈsɪmpəl ˌæplɪˈkeɪʃənz ænd ˈɔ:təˌmeɪt tæsks)

Person 1 : So you learn both software and hardware skills?
(soʊ ju: lɜ:rn boʊθ ˈsɒftwɛr ænd ˈhɑ:rdwɛr skɪlz)

Person 2 : Exactly! We also study web development, cybersecurity, and even database management. It's really comprehensive.
(ɪɡˈzæktli! wi: ˈɔ:lsoʊ ˈstʌdi wɛb dɪˈvɛləpmənt, ˌsaɪbərsɪˈkjʊrɪti, ænd ˈi:vən ˈdeɪtəˌbeɪs ˈmænɪdʒmənt. ɪts ˈrɪəli ˌkɒmprɪˈhɛnsɪv)

Person 1 : Wow! That's a lot of skills.
(waʊ! ðæts ə lɒt ʌv skɪlz)

ASSESSMENT SHEET OF STUDENTS ACTIVITIES
PRE-TEST

Grup   :
Nama Siswa 1   :
Nama Siswa 2   :
Kelas   : XI
Mata Pelajaran   : Bahasa Inggris
Materi   : Pronunciation

No	Aspek Pengucapan	Deskripsi Kinerja Siswa	Siswa 1					Siswa 2				
			1	2	3	4	5	1	2	3	4	5
1	Pengucapan Fonem (Phoneme Pronunciation)	Kelancaran dalam mengucapkan fonem atau suara individu pada kata										

Petunjuk Skala Penilaian:
- 1 = Frequently incorrect
- 2 = Many errors, unclear
- 3 = Some errors, fairly clear
- 4 = Mostly accurate and clear
- 5 = Very clear and accurate

ASSESSMENT SHEET OF STUDENTS ACTIVITIES
POST-TEST

Grup   :

Nama Siswa 1   :

Nama Siswa 2   :

Kelas   : XI

Mata Pelajaran   : Bahasa Inggris

Materi   : Pronunciation

No	Aspek Pengucapan	Deskripsi Kinerja Siswa	Siswa 1					Siswa 2				
			1	2	3	4	5	1	2	3	4	5
1	Pengucapan Fonem (Phoneme Pronunciation)	Kelancaran dalam mengucapkan fonem atau suara individu pada kata										

Petunjuk Skala Penilaian:

- 1 = Frequently incorrect
- 2 = Many errors, unclear
- 3 = Some errors, fairly clear
- 4 = Mostly accurate and clear
- 5 = Very clear and accurate

OBSERVATION SHEET OF STUDENTS ACTIVITIES
APLIKASI TFLAT

Nama   :
Kelas   :
Hari/Tanggal   :

Instruksi:
Isi lembar observasi ini dengan jujur berdasarkan pengalaman pribadi kamu dalam menggunakan aplikasi TFLAT untuk latihan pronunciation bahasa Inggris.

No	Aspek yang Diamati	Pertanyaan	Ya	Tidak
1	Penggunaan Aplikasi TFLAT di Luar Jam Sekolah	Apakah kamu menggunakan aplikasi TFLAT di luar jam sekolah untuk memperkuat latihan pronunciation?		
2	Penggunaan Fitur Latihan Pronunciation	Apakah kamu aktif menggunakan fitur latihan pronunciation dalam aplikasi TFLAT?		

Petunjuk Skala Penilaian:
- Kolom **"Ya"** dicentang jika kamu **telah melakukan** atau **memenuhi** aspek yang diminta.
- Kolom **"Tidak"** dicentang jika kamu **belum melakukan** atau **tidak memenuhi** aspek yang diminta.

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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507, Faksimili (0725) 47296, *Website* www.tarbiyah.metrouniv.ac.id, *e-mail* tarbiyah.iain@metrouniv.ac.id

Nomor   : B-1561/In.28/J/TL.01/03/2024
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SEKOLAH SMK KARYA
WIYATA PUNGGUR SMK KARYA
WIYATA PUNGGUR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**REZA ADELIA**
NPM	:	2001051033
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE EFFECTIVENESS OF TFLAT ENGLISH PRONUNCIATION ANDROID APPLICATION TO STUDENTS PRONUNCIATION ABILITY AT SMK KARYA WIYATA PUNGGUR

untuk melakukan prasurvey di SMK KARYA WIYATA PUNGGUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Maret 2024
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

YAYASAN PENDIDIKAN KARYA WIYATA
SEKOLAH TEKNOLOGI DAN INDUSTRI KARYA WIYATA PUNGGUR
PROGRAM KEAHLIAN : TEKNIK OTOMOTIF DAN
TEKNIK KOMPUTER & INFORMATIKA
JURUSAN : 1. TEKNIK KENDARAAN RINGAN OTOMOTIF 2. TEKNIK KOMPUTER DAN JARINGAN
3. TEKNIK DAN BISNIS SEPEDA MOTOR 4. TEKNIK OTOTRONIK
STATUS : TERAKREDITASI

| NDS : 4212030045 | NSS: 32212020825 | NPSN: 10802057 |

Jl. Pattimura No 65 Totokaton Kec Punggur Kab Lampung Tengah Lampung 34152

Nomor   : 243 /I.12.3 /SMK.KW/V/2024
Lampiran   : -
Hal   : **Pemberian Izin Pra Survey**

Dengan Hormat,

Berdasarkan surat Permohonan IZIN PRASURVEY Nomor: B-1561/In 28/J/1L.01/03/2024 **INSTITUT AGAMA ISLAM NEGERI METRO**, Saya yang bertanda tangan dibawah ini Kepala SMK Karya Wiyata Punggur, dengan ini memberi izin kepada:

Nama Mahasiswa   : **REZA ADELIA**
NPM   : 2001051033
Semester   : 8 (Delapan)
Jurusan   : Tadris Bahasa Inggris

Mahasiswa tersebut dapat melaksanakan prasurvey di sekolah kami dengan judul "THE EFFECTIVENESS OF TILAT ENGLISH PRONUNCIATION ABILITY AT SMK KARYA WIYATA PUNGGUR" Pada bulan Juni 2024 s d Selesai

Demikian persetujuan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 25 Mei 2024
Kepala Sekolah

WIDIANTO, S.T.,M.M.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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Nomor   : B-4782/In.28/D.1/TL.00/10/2024
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK KARYA WIYATA
PUNGGUR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4781/In.28/D.1/TL.01/10/2024, tanggal 25 Oktober 2024 atas nama saudara:

Nama	:	**REZA ADELIA**
NPM	:	2001051033
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMK KARYA WIYATA PUNGGUR bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK KARYA WIYATA PUNGGUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING TFLAT APPLICATION TOWARD THE STUDENTS` ENGLISH PRONUNCIATION MASTERY AT SMK KARYA WIYATA PUNGGUR".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 Oktober 2024
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

YAYASAN PENDIDIKAN KARYA WIYATA
SEKOLAH TEKNOLOGI DAN INDUSTRI KARYA WIYATA PUNGGUR
PROGRAM STUDI : TEKNIK OTOMOTIF DAN TEKNIK KOMPUTER INFROMATIKA
JURUSAN : 1. TEKNIK KENDARAAN RINGAN OTOMOTIF
2. TEKNIK KOMPUTER DAN JARINGAN
3. TEKNIK DAN BISNIS SEPEDA MOTOR
4. TEKNIK OTOTRONIK
STATUS : TERAKREDITASI
NDS : 4212030045   NSS : 32212020825   NPSN : 10802057

Alamat : Jl. Pattimura No.65 Totokaton , Kec. Punggur , Kab. Lampung Tengah , Lampung Kode Pos. 34152 Email : smkkaryawiyata@gmail.com

Nomor   : 148 / I.12.3 / SMK.KW / XI / 2024
Lampiran   : -
Hal   : **Pemberian Izin Penelitian**

Kepada Yth.
Wakil Dekan Akademik dan Kelembagaan IAIN Metro
Di –
    Tempat

Dengan Hormat,

Berdasarkan surat Permohonan Izin Penelitian nomor B-4782/In.28/D.1/TL.00/10/2024 Institut Agama Islam Negeri Metro , Saya yang bertanda tangan dibawah ini Kepala SMK Karya Wiyata Punggur, dengan ini memberi izin kepada:

Nama Mahasiswa   : **REZA ADELIA**
NPM   : 2001051033
Jurusan   : Tadris Bahasa Inggris

Mahasiswa tersebut untuk dapat melaksanakan penelitian di sekolah kami dengan judul "**THE EFFECTIVENESS OF USING TFLAT APPLICATION TOWARD THE STUDENTS ENGLISH PRONUNCIATION MASTERY AT SMK KARYA WIYATA PUNGGUR**" pada bulan November 2024.

Demikian persetujuan ini dibuat, atas kerjasamanaya kami ucapkan terima kasih.

Punggur, 9 November 2024
Kepala SMK Karya Wiyata Punggur

WIDIANTO, S.T. ,M.M.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama	Reza Adelia	Program studi	TBI
NPM	2001051033	Semester	8

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jumat, 12/7 2024	Dr. Widhiya Ninsiana, M Hum	1. Revisi Kata pengantar 2. Revisi Bab I - Perbaikan background of study - Perbaikan Identification of the problem - Perbaikan problem limitation - Perbaikan problem formulation - Perbaikan objective of the research 3. Revisi Bab III - Perbaikan variable and operational definition of variable - Perbaikan population dan sample - Perbaikan observation sheet (penulisan) 4 Revisi Daftar pustaka	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd. B.I
NIP 198803082015031006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP 197209232000032002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama	: Reza Adelia	Program studi	: TBI
NPM	: 2001051033	Semester	: 8

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Senin, ²²/₇ 2024	Dr. Widhiya Ninsiana, M.Hum	1. Perbaikan kalimat pada kata pengantar 2. Revisi Bab I – Perbaikan background of study – Perbaikan kalimat pada problem limitation 3. Revisi Bab III – Perbaikan independent variable – Perbaikan kalimat pada population – Perbaikan kalimat pada sample – Perbaikan pre-test – Perbaikan kalimat pada pronunciation test – Perbaikan observation sheet	

Mengetahui
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Dr. Much Deniatur, M.Pd. B.I
NIP 198803082015031006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP 197209232000032002

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama	: Reza Adelia	Program studi	: TBI
NPM	: 2001051033	Semester	: 8

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Jum'at, 26/7 2024	Dr. Widhiya Ninsiana, M.Hum	1. Revisi Bab I – Perbaikan kalimat pada background of study – Perbaikan Identification of the problem – Perbaikan kalimat pada problem limitation 2. Revisi Bab II – Penambahan referensi alat ukur pronunciation 3. Revisi Bab III – Perbaikan Independent variable – Perbaikan kalimat pada dependent variable – Perbaikan kalimat pada sampling technique – Perbaikan penulisan pada test – Perbaikan research instrument	*Reza Adll*

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd. B.I
NIP.198803082015031006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Reza Adelia   Program studi : TBI
NPM : 2001051033   Semester   : 9

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jum'at, 2/8 2024	Dr. Widhiya Ninsiana, M.Hum	1. Revisi Bab I - Perbaikan penulisan pada background of study - Perbaikan penulisan pada prior research 2. Revisi Bab II - Perbaikan The measurement of pronunciation skill 3. Revisi Bab III - Perbaikan Variable and operational definition of variable - Perbaikan penulisan pada research instrument	Reza Adel

Mengetahui
Ketua Program Studi TBI

Dr. Much Deniatur, M.Pd, B.I
NIP. 198803082015031006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Reza Adelia   Program studi   : TBI
NPM   : 2001051033   Semester   : 9

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Kamis, 8/8 2024	Dr. Widhiya Ninsiana, M.Hum	1. Perbaikan daftar isi 2. Revisi Bab II - Perbaikan penempatan teori Measurement of Pronunciation skill 3. Revisi Bab III - Perbaikan kalimat pada population dan sampling technique 4. Perbaikan daftar pustaka	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd, B.I
NIP. 198803082015031006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Reza Adelia   Program studi   : TBI
NPM   : 2001051033   Semester   : 9

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jum'at, 9/6 2024	Dr. Widhiya Ninsiana, M.Hum	1. Perbaikan penulisan pada background of study 2. Perbaikan penulisan nama table dan gambar 3. Perbaikan daftar pustaka	*(tanda tangan)*

Mengetahui
Kenla Program Studi TBI

Dosen Pembimbing

Dr. Much Deiniatur, M.Pd. B.I
NIP. 198803082015031006

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Reza Adelia   Program studi   : TBI
NPM   : 2001051033   Semester   : 9

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa, ¹⁸/₆ 2024	Dr. Widhiya Ninsiana, M.Hum	Acc Eo sinar	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd. B.I
NIP. 198803082015031006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Reza Adelia   Program studi   : TBI
NPM   : 2001051033   Semester   : 9

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin, 14/10 2024	Dr. Widhiya Ninsiana, M.Hum	1. Perbaikan lembar aktivitas (Pre-test dan Post-test) 2. Perbaikan lembar observasi (Penilaian) 3. Penambahan phonetic transcription untuk key answer	
2.	Jumat, 18/10 2024	Dr. Widhiya Ninsiana, M.Hum	1. Perbaikan observation sheet 2. Penambahan phonetic transcription 3. Perbaikan rubric penilaian	
3	21/10 24	—a	Acc APD	

Mengetahui
Ketua Program Studi TBI

Dr. Mach Dennatur, M.Pd, B.I
NIP. 198803082015031006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0726) 41507; Faksimili (0725) 47296, Website www.metrouniv.ac.idE-mail
iainmetro@metrouniv.ac.id

RATIFICATION PAGE
No:

Research proposal entittled THE EFFECTIVENESS OF USING TFLAT APPLICATION TOWARD THE STUDENTS' ENGLISH PRONUNCIATION MASTERY AT SMK KARYA WIYATA PUNGGUR, Written by Reza Adelia, student number 2001051033, English Education Department, has been examined (Seminar proposal) in Tarbiyah and Teacher Training Faculty on August 22nd, 2024 at 11.00-12.30 WIB

BOARD OF EXAMINERS:

Chairperson	: Dr. Widhiya Ninsiana, M.Hum	(...........................)
Reader I	: Trisna Dinillah Harya, M.Pd	(...........................)
Reader II	: Yeni Suprihatin, M.Pd	(...........................)
Secretary	: Rika Dartiara, M.Pd	(...........................)
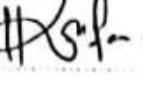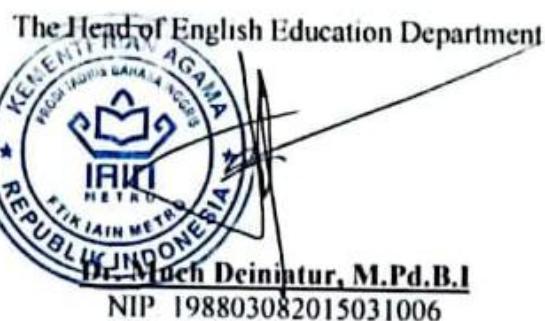
The Head of English Education Department

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-4781/In.28/D.1/TL.01/10/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**REZA ADELIA**
NPM	:	2001051033
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di SMK KARYA WIYATA PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING TFLAT APPLICATION TOWARD THE STUDENTS' ENGLISH PRONUNCIATION MASTERY AT SMK KARYA WIYATA PUNGGUR".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 25 Oktober 2024

Mengetahui,
Pejabat Setempat
a.n Kepala Sekolah
Waka kurikulum

Rahmat Adi Luhur

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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NOTA DINAS

Nomor
Lampiran
Perihal   : **Mohon di seminarkan Proposal**
                   Reza Adelia

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Proposal yang disusun oleh:

Nama	:	Reza Adelia
NPM	.	2001051033
Prodi	.	Tadris Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi		THE EFFECTIVENESS OF TFLAT ENGLISH PRONUNCIATION ANDROID APPLICATION TO STUDENTS PRONUNCIATION ABILITY AT SMK KARYA WIYATA PUNGGUR

Sudah kami dapat setujui dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Mengetahui,   Metro, 15 Agustus 2024
Ketua Prodi Tadris Bahasa Inggris   Dosen Pembimbing

Dr. Much Deiniatur, M.Pd.B.I   **Dr. Widhiya Ninsiana, M.Hum.**
NIP. 198803082015031006   NIP. 197209232000032002

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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M E T R O Telp (0726) 41507; Faksimili (0725) 47296; Website www.metrouniv.ac.id E-mail iainmetro@metrouniv.ac.id

APPROVAL PAGE

Name : Reza Adelia

Students Number : 2001051033

Department : English Education

Faculty : Tarbiyah and Teacher Training Faculty

Title : THE EFFECTIVENESS OF TFLAT ENGLISH PRONUNCIATION ANDROID APPLICATION TO STUDENTS PRONUNCIATION ABILITY AT SMK KARYA WIYATA PUNGGUR

APPROVED BY:

To be discussed in the Proposal (seminar) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Head of English Education Department,
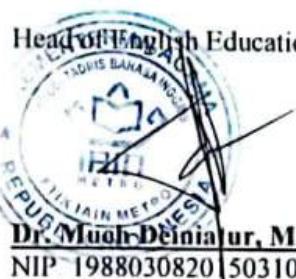
Metro, August 15 2024
Sponsor
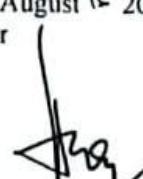
Dr. Much Deiniatur, M.Pd.B.I
NIP 1988030820 15031006

Dr. Widhiya Ninsiana, M.Hum.
NIP 197209232000032002

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0726) 41507, Faksimili (0725) 47296, Website www.metrouniv.ac idE-mail. iainmetro@metrouniv ac id

NOTIFICATION LETTER

Number
Appendix   : -
Matter   : **In order to hold the seminar**
                  Reza Adelia

To
The Honorable the Dean of Tarbiyah and Teacher Training Faculty
of the State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research proposal script which is

written by

Name   : Reza Adelia

Students Number   : 2001051033

Department   : English Education

Faculty   : Tarbiyah and Teacher Training Faculty

Title   : THE EFFECTIVENESS OF TFLAT ENGLISH PRONUNCIATION
                      ANDROID APPLICATION TO STUDENTS PRONUNCIATION
   ABILITY AT SMK KARYA WIYATA PUNGGUR

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher
Training in order to be discussed on the seminar Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education Department,

Dr. Much Deiniatur, M.Pd.B.I
NIP 198803082015031006

Metro, August 16 2024
Sponsor,

Dr. Widhiya Ninsiana, M.Hum.
NIP 197209232000032002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Reza Adelia
NPM : 2001051033

Program Studi : TBI
Semester   : 9`

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa, 3/12 2024	Dr. Widhiya Ninsiana, M.Hum	1. Perbaikan abstrak 2. Perbaikan penulisan pada Kata pengantar 3. Revisi Bab III - Perbaikan Data Collection Technique (Pengapusan observasi) - Perbaikan Research Instrument 4. Revisi Bab IV - Perbaikan penulisan pada Description of Research Location	
2.	Jumat, 6/12 2024	Dr. Widhiya Ninsiana, M.Hum	1. Penambahan redaksi pada judul penelitian 2. Perbaikan penulisan pada abstrak 3. Perbaikan pada halaman persembahan	
3.	Selasa, 14/12 24	——	Acc to munaqosah	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama	:	Reza Adelia
NPM	:	2001051033
Prodi	:	Tadris Bahasa Inggris
Judul Skripsi	:	THE EFFECTIVENESS OF USING TFLAT APPLICATION TOWARD THE STUDENTS' ENGLISH PRONUNCIATION MASTERY AT THE ELEVENTH GRADE OF SMK KARYA WIYATA PUNGGUR

Telah menyelesaikan administrasi peminjaman buku pada Program Studi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 2 Desember 2024
Ketua Prodi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1235/In.28/S/U.1/OT.01/12/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: REZA ADELIA	
NPM	: 2001051033	
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris	

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2001051033

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 11 Desember 2024
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002

SKRIPSI REZA ADELIA_-1

by 1 1

Submission date: 12-Dec-2024 12:04AM (UTC-0500)
Submission ID: 2549891453
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OBSERVATION SHEET OF STUDENTS ACTIVITIES
PRE-TEST

Grup   : 2
Nama Siswa 1   : Amanda Carisma
Nama Siswa 2   : Anggun Putri Lestari
Kelas   : XI TKJ 1
Mata Pelajaran   : Bahasa Inggris
Materi   : Pronunciation

No	Aspek Pengucapan	Deskripsi Kinerja Siswa	Siswa 1					Siswa 2				
			1	2	3	4	5	1	2	3	4	5
1	Pengucapan Fonem (Phoneme Pronunciation)	Kelancaran dalam mengucapkan fonem atau suara individu pada kata		✓							✓	

Petunjuk Skala Penilaian:

- 1 = Frequently incorrect
- 2 = Many errors, unclear
- 3 = Some errors, fairly clear
- 4 = Mostly accurate and clear
- 5 = Very clear and accurate

OBSERVATION SHEET OF STUDENTS ACTIVITIES
PRE-TEST

Grup : 6

Nama Siswa 1 : Diska Cindi Aulia

Nama Siswa 2 : Enpy Wahyuni

Kelas : XI TKJ 1

Mata Pelajaran : Bahasa Inggris

Materi : Pronunciation

No	Aspek Pengucapan	Deskripsi Kinerja Siswa	Siswa 1					Siswa 2				
			1	2	3	4	5	1	2	3	4	5
1	Pengucapan Fonem (Phoneme Pronunciation)	Kelancaran dalam mengucapkan fonem atau suara individu pada kata	√							√		

Petunjuk Skala Penilaian:

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- 3 = Some errors, fairly clear
- 4 = Mostly accurate and clear
- 5 = Very clear and accurate

OBSERVATION SHEET OF STUDENTS ACTIVITIES
PRE-TEST

Grup : 4

Nama Siswa 1 : Chika Ardinata Agustin

Nama Siswa 2 : Chindy Zaskia Melani

Kelas : XI TKJ 2

Mata Pelajaran : Bahasa Inggris

Materi : Pronunciation

No	Aspek Pengucapan	Deskripsi Kinerja Siswa	Siswa 1					Siswa 2				
			1	2	3	4	5	1	2	3	4	5
1	Pengucapan Fonem (Phoneme Pronunciation)	Kelancaran dalam mengucapkan fonem atau suara individu pada kata			✓				✓			

Petunjuk Skala Penilaian:

- 1 = Frequently incorrect
- 2 = Many errors, unclear
- 3 = Some errors, fairly clear
- 4 = Mostly accurate and clear
- 5 = Very clear and accurate

OBSERVATION SHEET OF STUDENTS ACTIVITIES
PRE-TEST

Grup : 5

Nama Siswa 1 : Citra fatmasari

Nama Siswa 2 : Dewi Munawaroh

Kelas : XI TKJ 2

Mata Pelajaran : Bahasa Inggris

Materi : Pronunciation

No	Aspek Pengucapan	Deskripsi Kinerja Siswa	Siswa 1					Siswa 2				
			1	2	3	4	5	1	2	3	4	5
1	Pengucapan Fonem (Phoneme Pronunciation)	Kelancaran dalam mengucapkan fonem atau suara individu pada kata	√						√			

Petunjuk Skala Penilaian:

- 1 = Frequently incorrect
- 2 = Many errors, unclear
- 3 = Some errors, fairly clear
- 4 = Mostly accurate and clear
- 5 = Very clear and accurate

OBSERVATION SHEET OF STUDENTS ACTIVITIES
POST-TEST

Grup : 2
Nama Siswa 1 : Amanda Carisma
Nama Siswa 2 : Anggun Putri Lestari
Kelas : XI TKJ 1
Mata Pelajaran : Bahasa Inggris
Materi : Pronunciation

No	Aspek Pengucapan	Deskripsi Kinerja Siswa	Siswa 1					Siswa 2				
			1	2	3	4	5	1	2	3	4	5
1	Pengucapan Fonem (Phoneme Pronunciation)	Kelancaran dalam mengucapkan fonem atau suara individu pada kata					✓					✓

Petunjuk Skala Penilaian:

- 1 = Frequently incorrect
- 2 = Many errors, unclear '
- 3 = Some errors, fairly clear
- 4 = Mostly accurate and clear
- 5 = Very clear and accurate

OBSERVATION SHEET OF STUDENTS ACTIVITIES
POST-TEST

Grup : 6

Nama Siswa 1 : Diska Cindi Aulia

Nama Siswa 2 : Enpy Wahyuni

Kelas : XI TKJ 1

Mata Pelajaran : Bahasa Inggris

Materi : Pronunciation

No	Aspek Pengucapan	Deskripsi Kinerja Siswa	Siswa 1					Siswa 2				
			1	2	3	4	5	1	2	3	4	5
1	Pengucapan Fonem (Phoneme Pronunciation)	Kelancaran dalam mengucapkan fonem atau suara individu pada kata		✓								✓

Petunjuk Skala Penilaian:

- 1 = Frequently incorrect
- 2 = Many errors, unclear ·
- 3 = Some errors, fairly clear
- 4 = Mostly accurate and clear
- 5 = Very clear and accurate

OBSERVATION SHEET OF STUDENTS ACTIVITIES
POST-TEST

Grup   : 4

Nama Siswa 1   : Chika Ardinata Agustin

Nama Siswa 2   : Clindy Zaskia Melani

Kelas   : XI TKJ 2

Mata Pelajaran : Bahasa Inggris

Materi   : Pronunciation

No	Aspek Pengucapan	Deskripsi Kinerja Siswa	Siswa 1					Siswa 2				
			1	2	3	4	5	1	2	3	4	5
1	Pengucapan Fonem (Phoneme Pronunciation)	Kelancaran dalam mengucapkan fonem atau suara individu pada kata			✓					✓		

Petunjuk Skala Penilaian:

- 1 = Frequently incorrect
- 2 = Many errors, unclear ·
- 3 = Some errors, fairly clear
- 4 = Mostly accurate and clear
- 5 = Very clear and accurate

OBSERVATION SHEET OF STUDENTS ACTIVITIES
POST-TEST

Grup : 4

Nama Siswa 1 : Chika Ardinata Agustin

Nama Siswa 2 : Clindy Zaskia Melani

Kelas : XI TKJ 2

Mata Pelajaran : Bahasa Inggris

Materi : Pronunciation

No	Aspek Pengucapan	Deskripsi Kinerja Siswa	Siswa 1					Siswa 2				
			1	2	3	4	5	1	2	3	4	5
1	Pengucapan Fonem (Phoneme Pronunciation)	Kelancaran dalam mengucapkan fonem atau suara individu pada kata			✓					✓		

Petunjuk Skala Penilaian:

- 1 = Frequently incorrect
- 2 = Many errors, unclear ·
- 3 = Some errors, fairly clear
- 4 = Mostly accurate and clear
- 5 = Very clear and accurate

OBSERVATION SHEET OF STUDENTS ACTIVITIES
APLIKASI TFLAT

Nama   : Anggun Putri Lestari

Kelas   : XI TKJ 1

Hari/Tanggal   : Senin, 11 November 2024

Instruksi:

Isi lembar observasi ini dengan jujur berdasarkan pengalaman pribadi kamu dalam menggunakan aplikasi TFLAT untuk latihan pronunciation bahasa Inggris.

No	Aspek yang Diamati	Pertanyaan	Ya	Tidak
1	Penggunaan Aplikasi TFLAT di Luar Jam Sekolah	Apakah kamu menggunakan aplikasi TFLAT di luar jam sekolah untuk memperkuat latihan pronunciation?	✓	
2	Penggunaan Fitur Latihan Pronunciation	Apakah kamu aktif menggunakan fitur latihan pronunciation dalam aplikasi TFLAT?	✓	

Petunjuk Skala Penilaian:

- Kolom **"Ya"** dicentang jika kamu **telah melakukan** atau **memenuhi** aspek yang diminta.
- Kolom **"Tidak"** dicentang jika kamu **belum melakukan** atau **tidak memenuhi** aspek yang diminta.

OBSERVATION SHEET OF STUDENTS ACTIVITIES
APLIKASI TFLAT

Nama   : eri wahyuni

Kelas   : XI TKJ 1

Hari/Tanggal   : Senin, 11 November 2024

Instruksi:

Isi lembar observasi ini dengan jujur berdasarkan pengalaman pribadi kamu dalam menggunakan aplikasi TFLAT untuk latihan pronunciation bahasa Inggris.

No	Aspek yang Diamati	Pertanyaan	Ya	Tidak
1	Penggunaan Aplikasi TFLAT di Luar Jam Sekolah	Apakah kamu menggunakan aplikasi TFLAT di luar jam sekolah untuk memperkuat latihan pronunciation?	✓	
2	Penggunaan Fitur Latihan Pronunciation	Apakah kamu aktif menggunakan fitur latihan pronunciation dalam aplikasi TFLAT?	✓	

Petunjuk Skala Penilaian:

- Kolom **"Ya"** dicentang jika kamu **telah melakukan** atau **memenuhi** aspek yang diminta.
- Kolom **"Tidak"** dicentang jika kamu **belum melakukan** atau **tidak memenuhi** aspek yang diminta.

DOCUMENTATION

1. **Pre-test and Post-test (Experimental Class)**

2. **Treatment TFlat Application (Experimental Class)**

3. **Pre-test and Post-test Control Class**

CURRICULUM VITAE

The researcher was born in Badransari, Central Lampung Regency, Province Lampung on November 20, 2002, the first daughter of the couple Mr. Jumadi and Mrs. Supatmini. The researcher has a young daughter, the name is Putri Adelia. The researcher has the first school at TK

Badransari in 2008, and joined the Elementary School at SD N 1 Badransari which ended in 2014. A Junior High School at SMP N 1 Punggur ended in 2017, after that the researcher had a Senior High School at SMK Karya Wiyata Punggur, In Punggur Central Lampung then completed it in 2020. After that, the researcher continued the study at the Metro State Islamic Institute (IAIN) Faculty of Tarbiyah and Teacher Training, Department of English Education (TBI) starting the first semester in 2020 to have an undergraduate education. The researcher is a person who likes to organize and learn new things, so during college, the researcher was active in student organizations. The researcher is a member of an organization called UKM IMPAS, which is an organization that supports students with an interest in the arts. In 2023, the researcher served as Chairperson of UKM IMPAS (Ikatan Mahasiswa Pencinta Seni) which decommissioned in early 2024.