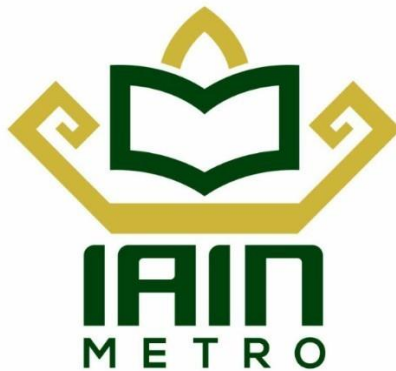


**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF GO FISH GAME ON STUDENTS'**  
**PRONUNCIATION OF THE ELEVENTH GRADE AT SMAN 1**  
**PENAWARTAMA TULANG BAWANG**



**By:**

**MEGI JOHAN EFENDI**

**Student. ID. 2001051020**

**Tarbiyah and Teaching Training Faculty**

**English Education Study Program**

**STATE ISLAMIC INSTITUTE OF METRO**

**1445 H / 2024 M**

**THE INFLUENCE OF GO FISH GAME ON STUDENTS'  
PRONUNCIATION OF THE ELEVENTH GRADE AT SMAN 1  
PENAWARTAMA TULANG BAWANG**

Presented as a Partial Fulfilment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Study Program

**By:**  
**MEGI JOHAN EFENDI**  
**Student. ID. 2001051020**

Faculty of Tarbiyah and Teacher Training  
English Education Study Program

Sponsor: Rika Dartiara, M.Pd.

**STATE ISLAMIC INSTITUTE OF METRO**

**1445 H / 2024 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 Kola Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaih@metrouniv.ac.id

**APPROVAL PAGE**

Name : Megi Johan Efendi  
NPM : 2001051020  
Department : English Education  
Faculty : Tarbiyah and Teacher Training  
Title : THE INFLUENCE OF GO FISH GAME ON STUDENTS'  
PRONUNCIATION OF THE ELEVENTH GRADE AT SMAN 1  
PENAWARTAMA TULANG BAWANG

**APPROVED**

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic  
Institute of Metro.



Metro, 19 June 2024  
Sponsor

**Rika Dartiara, M.Pd.**  
NIDN. 2015099101



**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

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**NOTIFICATION LETTER**

Number : -  
Appendix : -  
Matter : **In order to hold the Munaqosyah  
of Megi Johan Efendi**

To:  
The Honorable the Head the Dean of Faculty of  
Tarbiyah and Teacher Training  
State Islamic Institute (IAIN) of Metro


*Assalamu'alaikum Wr. Wb.*

We have given guidance and enough improvement to research thesis script which is written by:

Name : Megi Johan Efendi  
St. Number : 2001051020  
Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education  
Title : THE INFLUENCE OF GO FISH GAME ON STUDENTS'  
PRONUNCIATION OF THE ELEVENTH GRADE AT  
SMAN 1 PENAWARTAMA TULANG BAWANG

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikumWr. Wb.*

English Education  
Department  
  
**Much Depratur, M.Pd.B.I**  
NIP. 19880308 201 508 1 006

Metro, 19 June 2024  
Sponsor

  
**Rika Dartiara, M.Pd.**  
NIDN. 2015099101



**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  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**NOTA DINAS**

Nomor : -  
Lampiran : -  
Perihal : **Mohon Dimunaqsyahkan Skripsi  
Megi Johan Efendi**

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

*Assalamu'alaikum Wr. Wb.*

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

Nama : Megi Johan Efendi  
NPM : 2001051020  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : TBI  
Judul : THE INFLUENCE OF GO FISH GAME ON  
STUDENTS' PRONUNCIATION OF THE ELEVENTH  
GRADE AT SMAN 1 PENAWARTAMA TULANG  
BAWANG

Sudah kami setuju dan dapat dimunaqsyahkan. Demikian harapan kami dan atas  
penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Program Studi TBI,  
  
**Dr. Much Diantoro, M.Pd.B.I**  
NIP. 19880308 201 506 1 006

Metro, 19 Juni 2024  
Dosen Pembimbing,

  
**Rika Dartiara, M.Pd.**  
NIDN. 2015099101



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan G. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**RATIFICATION PAGE**

No: B-3136/1n.18.1/0/PP.009/06/2024

An Undergraduate Thesis entitled: THE INFLUENCE OF GO FISH GAME ON STUDENTS' PRONUNCIATION OF THE ELEVENTH GRADE AT SMAN 1 PENAWARTAMA TULANG BAWANG, written by: Megi Johan Efendi, Student Number: 2001051020, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 25<sup>th</sup> 2024 at 13.00 - 15.00 WIB.

**BOARD OF EXAMINERS**

Chairperson : Rika Dartiara, M.Pd

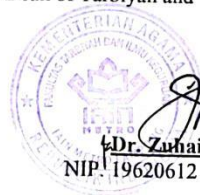
Examiner I : Dr. Much Deiniatur, M.Pd. B.I

Examiner II : Yeni Suprihatin, M.Pd

Secretary : Yuniarti, M.Pd



The Dean of Tarbiyah and Teaching Training Faculty,



**Dr. Zuhairi, M.Pd.**

NIP. 19620612 1989903 1 006

**THE INFLUENCE OF GO FISH GAME ON STUDENTS'  
PRONUNCIATION OF THE ELEVENTH GRADE AT SMAN 1  
PENAWARTAMA TULANG BAWANG**

**ABSTRACT**

**By:**

**MEGI JOHAN EFENDI**

The main aim of this research was to know the influence of go fish game on the students' pronunciation at SMA Negeri 1 Penawartama Tulang Bawang. The researcher investigated whether any positive and significant influence of go fish game on the students' pronunciation at SMA Negeri 1 Penawartama Tulang Bawang.

The researcher conducted quantitative research with pre-experimental by using one group pre-test post-test design. The population of this research was the eleventh graders of SMA Negeri 1 Penawartama Tulang Bawang. The sample of this research was 32 students in the eleventh grade of Social Science (IPS) Class. In collecting data, the researcher used test (pre-test and post-test), observation and documentation.

The result of this research showed that the result of sig. 2 tailed is 0.001. It is clear that if the probability or Sig. >  $\alpha$  (0.05), the alternative hypothesis ( $H_a$ ) is accepted. It means that there is a positive and significant influence of variable X on variable Y. In the other words,  $H_a$  is accepted and  $H_o$  is rejected. Furthermore, it was investigated that the t-observe is 8.473. While t-value in f-table for the 5% significance level for df 31 is 2.039. While the significance level of 1% df 31 is 2,744. This shows that the t-observe is higher than the t-value in the f-table. Therefore, the statistical hypothesis shows that the go fish game can have a positive and significant influence on students' pronunciation. In addition, this game is beneficial in practice their pronunciation in a stress-free environment. The repetitive nature of the game encourages students to say words multiple times, which helps them to improve their articulation and fluency.

**Keywords:** *Quantitative Research, Pronunciation, Go fish game.*

**PENGARUH PERMAINAN GO FISH TERHADAP  
PENGUCAPAN SISWA KELAS SEBELAS SMAN 1 PENAWARTAMA  
TULANG BAWANG**

**ABSTRAK**

**By:**

**MEGI JOHAN EFENDI**

Tujuan utama dari penelitian ini adalah untuk mengetahui pengaruh permainan go fish terhadap pengucapan siswa di SMA Negeri 1 Penawartama Tulang Bawang. Peneliti menyelidiki apakah ada pengaruh positif dan signifikan permainan go fish terhadap pengucapan siswa di SMA Negeri 1 Penawartama Tulang Bawang.

Peneliti melakukan penelitian kuantitatif dengan jenis penelitian pre eksperimental dengan menggunakan one group pre-test post-test design. Populasi dalam penelitian ini adalah siswa kelas XI SMA Negeri 1 Penawartama Tulang Bawang. Sampel penelitian ini adalah 32 siswa kelas XI Ilmu Pengetahuan Sosial (IPS). Dalam pengumpulan data, peneliti menggunakan tes (pre-test dan post-test), observasi dan dokumentasi.

Hasil penelitian ini menunjukkan bahwa hasil sig. 2 tailed adalah 0.001. Jelas bahwa jika probabilitas atau Sig. > (0,05), hipotesis alternatif (Ha) diterima. Artinya ada pengaruh positif dan signifikan variabel X terhadap variabel Y. Dengan kata lain Ha diterima dan Ho ditolak. Selanjutnya diselidiki bahwa t-observe adalah 8.473. Sedangkan nilai t-hitung pada f-tabel untuk taraf signifikansi 5% untuk df 31 adalah 2.039. Sedangkan taraf signifikansi 1% df 31 adalah 2.744. Hal ini menunjukkan bahwa t-observe lebih tinggi dari nilai t-hitung pada f-tabel. Selain itu, permainan ini bermanfaat dalam melatih pengucapan mereka di lingkungan yang bebas stres. Sifat permainan yang berulang-ulang mendorong siswa mengucapkan kata-kata berkali-kali, sehingga membantu mereka meningkatkan artikulasi dan kefasihan mereka.

**Kata Kunci:** *Penelitian Kuantitatif, Pengucapan, Permainan Go Fish.*



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Megi Johan Efendi  
Student Number : 2001051020  
Study Program : English Education Study Program (TBI)  
Faculty : Tarbiyah and Teachers Training

States that this undergraduate, thesis is originally the result of the researcher's research, in expectation certain parts which are excerpted from the bibliography mentioned

Metro, June 14, 2024

The Researcher



**Megi Johan Efendi**  
2001051020

## ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Megi Johan Efendi

NPM : 2001051020

Jurusan : Tadris Bahasa Inggris (TBI)

Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)

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

Metro, 14 Juni 2024

Yang Menyatakan,



**Megi Johan Efendi**  
2001051020

**MOTTO**

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

*“So, surely with hardship comes ease”*

*(Q.S Al-Insyirah : 5)*

*“When the world pushes you to your knees, you’re in the perfect position to pray”*

*- Jalaluddin Rumi -*

## **DEDICATION PAGE**

*This an undergraduate-thesis is special dedicated to:*

*My beloved parents Mr. Masdi and Mrs. Siti Umayah who always support me  
with their endless love*

*My beloved sisters and brother, Laisa Desti Anggraini, and Eka Setiawan who  
always give me motivation and support*

## ACKNOWLEDGMENT

Alhamdulillah Robbil ‘Alamin, first and foremost, the researcher would like to express her deepest praise and gratitude to Allah SWT who has given her blessing and merciful to complete their undergraduate-thesis, shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW.

The researcher realizes that many people had given their helps and useful suggestion for the finishing of their undergraduate-thesis with the title THE INFLUENCE OF GO FISH GAME ON STUDENTS’ PRONUNCIATION OF THE ELEVENTH GRADE AT SMAN 1 PENAWARTAMA TULANG BAWANG. Without the assistance of them, their undergraduate-thesis would never have existed. Therefore, the researcher would like to express her appreciation and sincere 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 Traininig Faculty.
3. Dr. Much Deniatur, M.Pd, the Head of English Education Study Program of FTIK IAIN Metro.
4. Aisyah Sunarwan, M.Pd, the Secretary of English Education Study Program of FTIK IAIN Metro.
5. Rika Dartiara, M.Pd, my Supervisor who has spent a lot time to give guidance, suggestion, and advice in the accomplishment of their research.

6. All lectures of English Education Study Program who have taught and educated for the researcher during her study at State Islamic Institute of Metro.

Metro, 11 April 2024

The Researcher

A handwritten signature in black ink, consisting of a stylized, cursive-like script that is difficult to decipher but appears to be the name of the researcher.

Megi Johan Efendi

2001051020

## TABLE OF CONTENT

<b>COVER .....</b>	<b>i</b>
<b>TITLE PAGE.....</b>	<b>ii</b>
<b>APPROVAL PAGE .....</b>	<b>iii</b>
<b>NOTIFICATION LETTER.....</b>	<b>iv</b>
<b>RATIFICATION PAGE .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>STATEMENT OF RESEARCH ORIGINALITY.....</b>	<b>ix</b>
<b>MOTTO .....</b>	<b>xi</b>
<b>DEDICATION PAGE .....</b>	<b>xii</b>
<b>ACKNOWLEDGMENT.....</b>	<b>xiii</b>
<b>TABLE OF CONTENT .....</b>	<b>xv</b>
<b>LIST OF TABLES .....</b>	<b>xviii</b>
<b>LIST OF FIGURES .....</b>	<b>xix</b>
<b>LIST OF GRAPHS .....</b>	<b>xx</b>
<b>LIST OF APPENDIXES.....</b>	<b>xxi</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Study .....	1
B. Identification of the Problems.....	8
C. Problem Limitation .....	9
D. Problem Formulation.....	9
E. Objective and Benefits of the Research .....	9
F. Prior Research.....	11
<b>CHAPTER II THEORITICAL REVIEW</b>	
A. Concept of Pronunciation .....	15
1. The Nature of Pronunciation.....	15
2. Teaching Pronunciation .....	24
3. Assessment of pronunciation .....	28
B. The Concept of Strategy.....	30
1. Definition of Strategy.....	30

2. Kind of Learning Strategy .....	31
3. The Important of Learning Strategy .....	31
C. The Concept of Go Fish Game .....	32
1. Definition of Go Fish Game .....	32
2. Benefits of Go Fish Game .....	33
3. Teaching Steps Using Go Fish Game .....	35
D. Theoretical Framework and Paradigm .....	36
1. Theoretical Framework .....	36
2. Paradigm.....	37
E. Hypothesis .....	38
1. Hypothesis Formulation .....	38
2. Statistical Hypothesis.....	38

### **CHAPTER III RESEARCH METHOD**

A. Research Design.....	39
B. Operational Definition of Variable .....	40
1. Independent Variable .....	40
2. Dependent Variable .....	41
C. Population, Sampel, and Sampling Technique .....	41
1. Population.....	41
2. Sample.....	42
3. Sampling Technique .....	42
D. Data Collection Technique .....	43
1. Test.....	43
2. Documentation.....	44
E. Research Instrument .....	45

### **CHAPTER IV RESEARCH RESULT AND SISCOSSION**

A. Data Collection Technique .....	48
1. Description of Research Location.....	48
2. Description of Research Data .....	51
3. Normality Test.....	61
4. Homogeneity Test.....	62



5. Testing of Hypothesis .....	63
B. Discussion.....	66
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion.....	70
B. Suggestion.....	71
<b>BIBLIOGRAPHY</b>	
<b>APPENDIXES</b>	
<b>CURRICULUM VITAE</b>	

## LIST OF TABLE

Table 1. Students' Score on Pra Survey.....	5
Table 2. The Data of Pra Survey .....	6
Table 3. The SoundS of vowels.....	19
Table 4. Pronunciation Rubric .....	29
Table 5. The True Experimental Design .....	40
Table 6. Recapitulation of students in SMA Negeri 1 Penawartama .....	50
Table 7. The Result of Pre-Test Students' Pronunciation.....	51
Table 8. Frequency Distribution of Student's Pre-Test .....	53
Table 9. The Result of Post-Test Students' Pronunciation .....	57
Table 10. Frequency Distribution of Student's Post-Test.....	59
Table 11. Test of Normality .....	61
Table 12. Test of Homogeneity .....	62
Table 13. SPSS Computation Result .....	64
Table 14. Critical Value of f-table .....	65

**LIST OF FIGURE**

Figure 1. The Scheme of Paradigm .....37

## **LIST OF GRAPHS**

Graph 1. Frequency Distribution of Student's Pre-Test .....	53
Graph 2. Frequency Distribution of Student's Post-Test.....	60

## LIST OF APPENDIXES

Appendix 1. Lesson Plan .....	76
Appendix 2. Syllabus .....	82
Appendix 3. Instrument Blueprint Pronunciation Test .....	89
Appendix 4. Pre-Test .....	89
Appendix 5. The Students' Pre-test Score .....	90
Appendix 6. Treatment .....	91
Appendix 7. Post-Test .....	93
Appendix 8. The Students' Post-test Score .....	97
Appendix 9. The Result of SPSS .....	98
Appendix 10. The Undergraduate Thesis Guidance Card .....	100
Appendix 11. Pra Survey Permit Letter .....	103
Appendix 12. Responses Letter of Pra Survey .....	104
Appendix 13. Responses Letter of Research .....	105
Appendix 14. Major Library Free Letter .....	106
Appendix 15. Library Free Letter .....	107
Appendix 16. Research Permit Letter .....	108
Appendix 17. Letter of Assignment.....	109
Appendix 18. Plagiarism Pass .....	110
Appendix 19. Documentation .....	119
Appendix 20. Curriculum Vitae .....	121

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English has become the dominant language in international communication, education, and business. As a lingua franca, English facilitates interaction between speakers from different linguistic backgrounds. English has become an unrivaled tool of global communication, crossing geographical and cultural boundaries and cementing its status as a primary international language.<sup>1</sup>

In this era, English is an international language and is considered an important language in the world. Besides, English also considered as the second spoken in every country. In Indonesia, English is studied as a subject in elementary school, junior high school, high school up too university level.

In learning English, there are four skills must be mastered, Namely : listening, speaking, reading and writing. Besides that, we are also have to learn the language components to support the mastery of these four language skills. Based on the skills already mentioned, speaking is one of the most important skills in the language learning process. 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.

---

<sup>1</sup> David Crystal, *English as a Global Language* (Cambridge university press, 2003).

On this occasion, the researcher will discuss about pronunciation skills. Because, pronunciation is very important to use in terms of speaking and also greatly affects the proses of communication with the interlocutor. Therefore, Accurate pronunciation ensures clear communication and comprehension between language learners and native speakers. Pronouncing words and sounds correctly enables learners to convey their intended message without ambiguity.<sup>2</sup> Thus, the occurrence of errors in pronunciation should be minimized. For that it requires practice in every process that is owned.

Having good pronunciation is very important in communicating. Otherwise, other people will be confused by what you mean and the worst thing is the misunderstanding.<sup>3</sup> There are many methods and strategies in the form of games and other media that can be applied to minimize this so that problems that occur in pronunciation can be minimized and listeners can easily understand what is conveyed by the speaker so that misunderstandings do not occur.

Furthermore, educational games have an important role in influencing student engagement in class. Children will like the relaxed atmosphere, the competitiveness, and motivation that games brought to the classroom.<sup>4</sup> In order to motivate kids to learn, it can provide them with opportunities to employ their imagination and creativity through in-class activities like games.

---

<sup>2</sup> Kadirova Dilfuza Alisherovna, 'THE IMPORTANCE OF PRONUNCIATION IN LANGUAGE LEARNING', *Gospodarka i Innowacje.*, 43 (2024), 377–80.

<sup>3</sup> *Ibid.*

<sup>4</sup> E Domke, 'The Effectiveness of Learning Vocabulary Through Games', in *Home MS Word Conferences*, 2003.

Go Fish Game is an educational game that can be applied in learning media. Go fish game is very useful for reducing and eliminating student boredom when participating in the learning process because the characteristics of games are fun, motivating and entertaining.<sup>5</sup>

In addition, the benefits of go fish game in learning as well as in speech of course facilitate the student speech process. Go fish games can be useful as a learning medium to convey information, knowledge or topics in an interactive and interesting way for students. Go fish games can stimulate students' minds and creativity. Go fish games can create an exciting, safe and enjoyable playing environment to influence students' learning quality.<sup>6</sup> Can be concluded that learning strategies using games can make students feel happy in the learning process and make it easier to learn English.<sup>7</sup> This strategy not only trains discussion skills but, of course, pronunciation skills as well. The result of pronunciation activities is additional knowledge and insight that enhances the student's memory.

In line with the description above, it turns out that pronunciation is one of the skills that must be mastered. Pronunciation is the key to understanding what is being said. If your pronunciation skills are good, then there will be no obstacles in the communication process between the listeners. Pronunciation

---

<sup>5</sup> Jan L Plass, Bruce D Homer, and Charles K Kinzer, 'Foundations of Game-Based Learning', *Educational Psychologist*, 50.4 (2015), 258–83.

<sup>6</sup> Rohit Ashok Khot and Kannan Srinathan, 'GoFish: Fishing Thousand Words Worth a Picture', in *India HCI 2010/Interaction Design & International Development 2010* (BCS Learning & Development, 2010).

<sup>7</sup> Empit Hotimah, 'Penggunaan Media Flashcard Dalam Meningkatkan Kemampuan Siswa Pada Pembelajaran Kosakata Bahasa Inggris Kelas II MI Ar-Rochman Samarang Garut', *Jurnal Pendidikan UNIGA*, 4.1 (2017), 10–18.



ability looks easy, but there are still many obstacles in the pronunciation process carried out by students, including differences in pronunciation styles, accents, and sound systems between Indonesian and English, as well as Students' pronunciation is influenced by mother-tongue interference. Students often mix the vocabulary and accent of their mother tongue with the target language. As a result, it can interfere with their ability to master the target language. They thought pronunciation was very difficult because it is still influenced by the accent and also the influence of their mother tongue, making them often experience misunderstandings in understanding what native speakers say. To do that, students need to understand the differences in sounds and how to produce these sounds so that there is no longer a mixture of mother tongue accents with the target language and the listener can easily understand them.

Regarding the pronunciation problem above, researchers conducted a pre-survey on April 11, 2024. Researchers conducted interviews with teachers and also eleventh-grade students of SMAN 1 PENAWARTAMA TULANG BAWANG. The researcher found several problems as follows: students have low mastery of pronunciation, students have difficulty understanding accents of native speakers, students' pronunciation is influenced by mother tongue interference, students have difficulty pronouncing English vocabulary, differences in pronunciation styles, accents, and sound systems between Indonesian and English, students' pronunciation is influenced by mother tongue interference, Students often mix vocabulary and accent mother tongue

and target language. This statement is strengthened by the results of a pre-survey of eleventh-grade students at SMA Negeri 1 Penawartama Tulang Bawang based on student video conversation assessments, only 6% of students passed the pronunciation material (conversation asking for help), and 94% of students failed with the highest score of 82 and the lowest is 15 with a minimum mastery criteria (KKM) score for English of 70, the data can be seen as follows:

**Table 1**  
**Score Students Based on Pre Survey**

No	Student Name	The Pronunciation Result	
		Score	Category
1.	AIWP	33	Incomplete
2.	AAA	18	Incomplete
3.	AN	23	Incomplete
4.	AM	60	Incomplete
5.	AA	25	Incomplete
6.	ALN	51	Incomplete
7.	AKN	60	Incomplete
8.	AR	55	Incomplete
9.	BA	78	Complete
10.	CC	35	Incomplete
11.	CMS	58	Incomplete
12.	DFY	50	Incomplete
13.	DATS	58	Incomplete
14.	EA	55	Incomplete
15.	FS	20	Incomplete
16.	FNH	13	Incomplete
17.	FA	63	Incomplete
18.	HNK	35	Incomplete

19.	JA	33	Incomplete
20.	KJP	30	Incomplete
21.	KSH	60	Incomplete
22.	KAM	49	Incomplete
23.	LK	72	Complete
24.	MEA	68	Incomplete
25.	MBR	43	Incomplete
26.	NPGP	40	Incomplete
27.	NLG	15	Incomplete
28.	PKA	39	Incomplete
29.	RWK	69	Incomplete
30.	RMR	60	Incomplete
31.	RAH	30	Incomplete
32.	WMDVP	45	Incomplete
	<b>Total</b>	<b>1.443</b>	

In addition, the pronunciation of the eleventh graders at state SMAN 1 Penawartama Tulang Bawang is categorized in to two categories of pronunciation assessment, as follows :

**Table 2**

**The Data Of Pre Survey Result Categorization Of Pronunciation Among The Eleventh Graders At State SMAN 1 Penawartama Tulang Bawang Academic Year 2023/2024**

No.	Grade	Frequency	Percentage	Criteria
1.	>70	2	6%	Complete
2.	<70	30	94%	Incomplete
	Total	32	100%	

Based on the data above, many students fail the pronunciation test. This means that they do not master pronunciation well. From the pre-survey results, it can be seen that only 2 students out of 32 students had good scores on the pronunciation test. It can be said that 94% of students have not reached the minimum requirements. This is because students' English language skills are weak, and students' problems with pronunciation are caused by differences in pronunciation styles, accents, and sound systems between Indonesian and English. Another obstacle to pronunciation ability is mother tongue interference. The diversity of ethnicities among students causes mother tongue interference. The mother language interference most often experienced by students is phonological interference, namely regarding pronunciation. An example is a Javanese student who has difficulty pronouncing the words "Gerund" and "World". Apart from that, 2 English teachers and 7 students who were interviewed by researchers answered the researcher's questions with the same answer, namely because of the problem of mother tongue interference, the interference that often occurs is lexical interference, namely students mixing mother tongue vocabulary with the target language. As a result, it can interfere with their ability to master the target language.

This refers to the problems experienced by students, especially pronunciation. The role of teaching strategy is very important and carried out by the teacher to make a positive contribution to influencing student performance, especially in pronunciation. Effective learning strategies can

certainly influence students and motivate them to develop pronunciation on an ongoing basis. By applying appropriate and efficient teaching methods, students can further develop their own pronunciation.

In this regard, one of the learning strategies that can be used in the pronunciation learning process is the Go Fish Game. This is because the use of the Go Fish Game is expected to focus and motivate students in the pronunciation learning process. The researcher will consider doing so.

Therefore, based on the description above, the researcher intends to apply the Go Fish Game learning strategy to conduct quantitative studies. In this case, the researcher is the title of the research **THE INFLUENCE OF GO FISH GAME ON STUDENTS' PRONUNCIATION OF THE ELEVENTH GRADE AT SMAN 1 PENAWARTAMA TULANG BAWANG.**

## **B. Identification of the Problems**

Based on the above issues, the researcher faces some major issues, such as :

1. The students have low pronunciation mastery
2. The students pronunciation are influenced by the mother tongue interferenced
3. The students have difficulty in pronouncing the English vocabulary

### **C. Problem Limitation**

Based on the problems that have been identified, the researchers limit the research problems by focusing on the weaknesses of students pronunciation. In this case the researcher address these problems by planning to conduct quantitative research with experimental research types through the application of the Go Fish Game learning strategy.

### **D. Problem Formulation**

The research problem formulation focuses on: Is there any positive and significant influence of Go Fish Game on pronunciation of the eleven grade at SMAN 1 PENAWARTAMA TULANG BAWANG?

### **E. Objective and Benefits of the Research**

#### **1. Objective of the Research**

The purpose of this study is to examine whether there is a positive and significant influence of Go Fish Game on pronunciation of the eleventh grade at SMAN 1 PENAWARTAMA TULANG BAWANG.

#### **2. Benefits of the Research**

Hopefully, this research is beneficial for the students, the teacher, and the other researchers. The benefits of this study are as follows:

**a. For the Students**

It is hoped that this research will help influence students' pronunciation. By practicing the Go Fish Game, students are motivated and enthusiastic to learn to pronunciation. This is because students are instructed to engage in physical activity so as not to become bored. This encourages students to be more proactive in speaking and expressing their ideas. Therefore, the students' pronunciation are well managed. Additionally, students' social intelligence can become more purposeful. Because of the learning with go fish game, Students not only learn individually but also collaborate in discussions with other friends while learning pronunciation.

**b. For the Teacher**

This study is expected to be beneficial not only for students but also for teachers, especially English teachers, by providing information on students' English skills, especially pronunciation. This is because the researchers use pre- and post-test results to provide information about student outcomes in pronunciation abilities. Teachers are provided with information on the use of go fish games.

### **c. For the Other Researchers**

This study is expected to benefit other researchers by providing information on the important effects of go fish game on students pronunciation. In addition, this study not only provides information on the theory of the impact of go fish game on students' pronunciation abilities, but also features concrete examples and evidence from research data on the application of go fish game on pronunciation ability. This research may help other researchers by providing an alternative or a reference for them. Therefore, it is hoped that other researchers will develop this work further in another form of research.

### **F. Prior Research**

This study will be conducted in considering several related studies conducted by several previous investigators. The first relevant research was done by Hanafi Wibowo, and Umi Laila Syarifah with the research title "The Implementation of Go Fish Game in Improving Students' Vocabulary".<sup>8</sup> This research was conducted in 2018 at As-Syafi'iyah Islamic University, East Jakarta. Applying the Classroom Action Research (CAR) method and the instruments used are observation sheets, interview sheets, and documents including tests and the Go Fish game. The aim of this study is to find out how the Go fish game can be implemented in teaching English vocabulary and to find out the extent to which this game improves students' vocabulary skills.

---

<sup>8</sup> Hanafi Wibowo and Umi Laila Syarifah, 'THE IMPLEMENTATION OF GO FISH GAME IN IMPROVING STUDENTS' VOCABULARY', *Lingua*, 2.02 (2018), 11–20.



The relevant research with the researcher's research has similarities and differences that can be taken wisdom. The similarity of the research lies in the similarity of the use of the go fish game in research. While the difference lies in the research method, this is because the research method that the researcher used was a quantitative method while the relevant research method was Classroom Action Research (CAR). Another difference lies in the research objectives. This is because the relevant research objectives are to find out how the Go fish game can be implemented in teaching English vocabulary and to find out the extent to which this game improves students' vocabulary skills. While the research objective of the researcher is to find out the effect of the Go Fish game on students' pronunciation skills.

A second related study was conducted by Dwi Astuti Wahyu Nurhayati with the research title “Improving Students’ English Pronunciation Ability through Go Fish Game and Maze Game”.<sup>9</sup> This research was conducted in 2015 at IAIN Tulungagung, East Java, Indonesia. Applying the Classroom Action Research (CAR) method and the instruments used are observation sheets, interview sheets, and documents tests. The purpose of the present study was to find out if the game can improve students' spelling abilities so that it makes it easier for students to pronounce English.

The relevant research with the researcher's research has similarities and differences that can be taken wisdom. The research equation lies in

---

<sup>9</sup> Dwi Astuti Wahyu Nurhayati, ‘Improving Students’ English Pronunciation Ability through Go Fish Game and Maze Game.’, *Dinamika Ilmu*, 15.2 (2015), 215–33.

similarities in the research topics of the Go Fish game on pronunciation skills. Another similarity lies in the research objective, namely to find out whether the go fish game can improve students' pronunciation skills. While the difference lies in the research method, this is because the research method that the researcher used was a quantitative method while the relevant research method was Classroom Action Research (CAR).

The third study was conducted by Moh. Nurman with the research title "Improving the Students' Vocabulary by Using Go Fish Game".<sup>10</sup> This research was conducted in 2018 at Lamongan Islamic University. Applying the Classroom Action Research (CAR). The main aim of this research is to find out whether the go fish game can improve students' vocabulary mastery. The relevant research with the researcher's research has similarities and differences that can be taken wisdom. The similarity of the research lies in the similarity of the use of the go fish game in research. While the difference lies in the research method, this is because the research method that the researcher used was a quantitative method while the relevant research method was Classroom Action Research (CAR). Another difference lies in the research objectives. This is because the main aim of the relevant research is to find out whether the Go Fish game can improve students' vocabulary mastery. While the aim of the researcher's research is to find out the effect of the Go Fish game on students' pronunciation skills.

---

<sup>10</sup> Moh Nurman, 'IMPROVING THE STUDENTS' VOCABULARY BY USING "GO FISH" GAME', *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 5.2 (2018), 121–24.

The researcher evaluates the novelty of their research by applying quantitative research. The method used in previous research was Classroom Action Research (CAR). Their strategy was used to help students consolidate their memories and facilitate their pronunciation of words in English. The novelty of this research lies in the method used and also in this strategy used to facilitate students in distinguishing different sounds in the target language, including their ability to produce these sounds. This strategy was also used by the researchers to help students pronounce English clearly and fluently, including clarity of pronunciation, intonation, and appropriate rhythm.

## **CHAPTER II**

### **THEORITICAL REVIEW**

#### **A. Concept of Pronunciation**

Pronunciation refers to the way in which a word or language is spoken, and it involves the production of sounds, stress, rhythm, and intonation. Mastery of pronunciation is crucial for effective communication in any language, as it affects the clarity and understanding of spoken language. In the context of learning English as a second language (ESL), pronunciation encompasses various aspects, including segmental features (individual sounds) and suprasegmental features (prosody), each playing a vital role in conveying meaning and ensuring comprehensibility.

##### **1. The Nature of Pronunciation**

Pronunciation refers to how sounds are articulated to produce spoken language. It involves the accurate production and perception of phonetic elements and prosodic features, which together ensure that speech is comprehensible and natural to native listeners. Understanding the nature of pronunciation is crucial for learners of a second language, as it encompasses the fundamental aspects of how sounds are used to convey meaning effectively in communication.

### a. Definition of Pronunciation

Pronunciation is an important skill that allows the speakers to achieve comfortable intelligibility in English.<sup>1</sup> According to Jose A. Mompean and Jonas Fouz-Gonzales, English pronunciation is considered to be an object of study or a field of practice; the growing interest in English pronunciation is likely to continue to attract a great deal attention.<sup>2</sup> People ability to pronounce is not increased if they only focus on theory, so they must practice it constantly. This is because pronunciation is the act of saying a statement that requires repeated practice.

In addition, pronunciation is another vital sub-skill of language learning that helps the learner to use vocabulary and grammatical rules communicatively.<sup>3</sup> Judy B. Gilbert argues that pronunciation is not the skill of a list of sounds or isolated words but also skill to learning and practice the specifically English way of making a speaker touch easy to follow.<sup>4</sup> In order to have good pronunciation, speaker must pronounce the words clearly or commonly called articulation. Articulation indicates the process of formation and separation of sounds.

---

<sup>1</sup> Lynda Yates and Beth Zielinski, "Give It a Go: Teaching Pronunciation to Adults", (Australia: Department of Immigration and Citizenship Macquarie University Sydney, 2009), 13.

<sup>2</sup> Jose A. Mompean and Jonas Fouz-Gonzales, "Investigating English Pronunciation: Trends and Directions", (New York: Palgrave Macmillan, 2015), 6.

<sup>3</sup> Rahmatullah Katawazai , Mustafa Haidari and Sandaran SC, "An Evaluation of Sub-Skill (Vocabulary, Grammar and Pronunciation) in the Grade 9 English Textbook of Afghan Secondary Schools", *International Journal of Engineering and Advanced Technology (IJEAT)*, Vol. 8 (2019): 1237.

<sup>4</sup> Judy B. Gilbert, "Teaching Pronunciation: Using the Prosody Pyramid", (New York: Cambridge University Press, 2008), 1.

Pronunciation is an element of the linguistic system that is as important as vocabulary and grammar.<sup>5</sup> Pronunciation shows how to pronounce each sound. Incorrect pronunciation can shift the listener's focus from the message to the sound.

### **b. The Purpose of Pronunciation**

The aim of pronunciation teaching must be that the students can produce English speech which is intelligible in the areas where they would use it.<sup>6</sup> This means that understandable pronunciation is the main goal of oral communication. If students want to change the way they pronounce English words, they have to change the way they think about the sounds of those words. It is true that both are heard individually, as are the more important parts of speech such as syllables, stress, patterns, and rhythm. Unfortunately, most English teachers ignore the importance of learning pronunciation.

In some cases, pronunciation errors often occur as obstacles to understanding, such as misunderstandings, discomfort in communicating, and negative assessments from the interlocutor. so it makes it difficult for listeners to understand the meaning being conveyed. Seeing this, in setting

---

<sup>5</sup> Anna Jarosz, "English Pronunciation in L2 Instruction: The Case of Secondary School Learners", (Poland: Springer Nature Switzerland AG, 2019), 9.

<sup>6</sup> Geoffrey Broughton et al., *Teaching English A Foreign Language*, Second Edition (New York: University of London Institute of Education, 1980), 58.

goals for our students, we must consider the impact of mispronunciations on the listener and the level of tolerance the listener has towards this.<sup>7</sup>

Based on the explanation above, the researcher concluded that The main goal of learning pronunciation was that students could produce English speech that was intelligible and understandable in the areas where they would use it.

### **c. Aspect of Pronunciation**

In pronunciation, we can distinguish situations when talking to someone, there are several aspects that we need to know, pronunciation certainly has an important element in pronunciation ability.

#### **1) Sounds**

Sound is the things that you hear.<sup>8</sup> The sound of the language is divided into vowels and consonants. When the vocal cords vibrate, the sound is voiced. When the vocal cords do not vibrate, the sound is voiceless. All vowels are voiced, but consonants may be either voiced or voiceless. In addition, all vowels and consonants can be held for a shorter or longer period of time, depending on which sound precedes or follows the sound.<sup>9</sup>

---

<sup>7</sup> Joanne Kenworthy, *Teaching English Pronunciation*, (Longman,2000).

<sup>8</sup> *An Active Learning Dictionary*, Learners Publishing Pte Ltd. 2003.

<sup>9</sup> Gertrude F.orion. "*Pronouncing American English: Sound, Stress And Intonation*", (Queensborough Community College. New York. 1988). p. 1.

### a) Vowel

Vowel is sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips.<sup>10</sup> In oxford dictionary, Vowel is speech sound in which the mouth is open and the tongue is not touching the top of the mouth.<sup>11</sup> The vowel sound is the sound that we produce and in this situation the tongue doesn't touch other parts of the mouth, teeth or lips. The sounds that vowels have are listed in the table below :

**Table 3**

**The Sounds of Vowels<sup>12</sup>**

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

<sup>10</sup> Peter Roach, "English Phonetics and Phonology". (Cambridge University Press. New York.1983). p. 10.

<sup>11</sup> Oxford University Press." Oxford learners' Pocket Dictionary". Four Edition.

<sup>12</sup> Robert Rodman, An Introduction to Language (New York: North Carolina State University, Raleigh, 2011).



### (1) Single Vowel

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

#### (a) Short Vowels

/ɪ/ [Ship]

/ʊ/ [Book]

/e/ [Egg]

/æ/ [Cat]

/ʌ/ [Cup]

/ɒ/ [Hot]

#### (b) Long Vowels

/i:/ [Sheep]

/u:/ [Boot]

/ɜ:/ [Learn]

/ɔ:/ [Door]

/ɑ:/ [Car]

### b) Consonant

Consonant is a speech sound made by (partly) stopping the breath with the tongue, lips, etc.<sup>13</sup> Consonants are produced with some restriction or closure in the vocal tract that impedes airflow from the lungs. In phonetics, the terms consonant and vowel refer

---

<sup>13</sup> *Ibid.*

to types of sounds. The consonant letter in English consist of twenty –four , those are /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /y/.

### (1) Voiced and Unvoiced sounds

#### (a) Voiced sounds (with vibration)

/b/, /d/, /g/, /v/, /ð/, /z/, /ʒ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /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]	/l/	[believe]
/r/	[car]		

#### (b) Unvoiced/ Voiceless (no vibration)

/p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/, /tʃ/.

For example :

/p/	[pencil]	/θ/	[thin]
/t/	[two]	/s/	[see]
/k/	[candy]	/ʃ/	[she]
/f/	[find]	/tʃ/	[change]

## 2) Combination of sounds

Sometimes sounds occur in group. Two consonants occur at the end of the word 'salt'. When this happens within a word it is called a consonant cluster. A consonant cluster is a group of two or more consonant sounds that appear together in a word without a vowel sound between them.<sup>14</sup> These clusters can occur at the beginning (initial clusters), middle (medial clusters), or end of words (final clusters).

## 3) Linkage of sounds

Linkage of sounds refers to the smooth and seamless transition between individual sounds or phonemes in spoken language. The ability to connect sounds fluently and without interruption is crucial for clear and natural speech production.<sup>15</sup> When English people speak, they generally do not pause between each word, but move smoothly from one word to the next.

## 4) Word Stress

Word stress is the emphasis that is placed on 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

---

<sup>14</sup> Peter Roach. "English Phonetics and Phonology", p.10.

<sup>15</sup> Elizabeth C Zsiga, *The Sounds of Language: An Introduction to Phonetics and Phonology* (John Wiley & Sons, 2024).

the same weight, so that each syllable in a word can be stressed or unstressed.<sup>16</sup>

### **5) Rhythm**

English speech resembles music in that it has a beat. There are groups of syllables, just like bars of music, and within each group there are strong and lower beats. There is a tendency in English for the strong beats to fall on nouns, verbs, adjectives and adverbs (words that carry a lot of meaning) and for the low beats to fall on preposition, articles and pronouns (word with grammatical function).

### **6) Low forms**

When a word with only one syllable is unstressed in a sentence, its pronunciation is often quite different from when it is stressed. The definite article, 'the', is an example. When said by itself, or stressed, the vowel sound like the one in 'me', but when it is unstressed the vowel is quite short and indistinct.

### **7) Sentence 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

---

<sup>16</sup> Mike Davenport and Stephen J Hannahs, *Introducing Phonetics and Phonology* (Routledge, 2020).

have the same stress pattern as a phrase or sentence consisting of the same number of syllables.<sup>17</sup>

## 8) Intonation

Intonation refers to the use of melody and the rise and fall of the voice when speaking.<sup>18</sup> Each language uses rising and falling pitches differently, so that Intonation is the “musical score” of language in every “tune” has a special meaning. So the intonation can convey grammatical meaning as well as the speakers’ attitude. Because it will tell whether a person is making statement or making a question when you promote your intonation. It will also indicate when person is confident, doubtful, shy, annoyed or impatient.

## 2. Teaching Pronunciation

Pronunciation teaching deals with interrelated skills recognition or understanding the flow of speech and production or fluency in the spoken language.<sup>19</sup> This skill relies very little on intellectual mastery of any rules of pronunciation. Ultimately, listening and speaking practice is the only way for students to gain the skills they need.

---

<sup>17</sup> Ramelan, *English Phonetics*, Fifth Edition (Semarang: Cv. IKIP SEMARANG PRESS, 1999), 27.

<sup>18</sup> Paulette dale, Lilian Poms, “*English Pronunciation made simple*“ .(Longman: United Stated of America.2005).p.105.

<sup>19</sup> Yasinta Wulandari, Asfi Aniuranti, and M Happy Nur Tsani, ‘Students’ Difficulties in Learning English Pronunciation’, *ELT in Focus*, 5.1 (2022), 35–43.

Pronunciation has traditionally been taught with a goal of “speaking like a native speaker”, but this is not practical. In fact, it is a recipe for discouragement both for teachers and for student.<sup>20</sup> A more practical approach aims to make listeners friendly with pronunciation. This goal is very clear for students who hope to achieve something through conversations with native speakers. Students' pronunciation errors and communication success can be measured in this way, providing a useful basis for assessing why pronunciation in the classroom is important.

There are two specific problems that occur in the teaching and learning of pronunciation.<sup>21</sup> First, what students can hear: some students had great difficulty hearing the pronunciation features that we wanted them to reproduce there. There are several ways to solve this problem. The first way to overcome this problem is to show students how sound is produced through demonstrations, diagrams, and explanations. In addition, we can also attract their attention every time the sound appears on the tape or in our conversation. By using this method, students' ears can be trained gradually. They are in the process of speaking correctly when they can hear correctly.

Secondly, the problem of intonation. Many teachers believe that intonation is the most difficult area of pronunciation and the most problematic. Some teachers find that many students find it very difficult to

---

<sup>20</sup> Joan Morley, “*Rapid review of vowel & prosodic contexts*”. Ann Arbor: University of Michigan Press, (1992).

<sup>21</sup> Yousef Bani Ahmad, ‘Problems and Strategies in Teaching Pronunciation on English Department Students’, *Judika (Jurnal Pendidikan Unsika)*, 7.1 (2019), 57–61.

hear 'tones' or identify different patterns of rising and falling notes. The most important thing in the success of teaching pronunciation is not making students produce the correct sound or intonation, but rather asking them to listen and pay attention to the English spoken either through audio or video recordings or from the teacher himself.

**a. The Problems of Teaching Pronunciation**

**1) The Learners**

The first problem faced in designing a pronunciation curriculum is the students themselves. Teaching pronunciation is not just a linguistic issue, we must also consider things like the age of the students, their exposure to the target language, the amount and type of previous pronunciation instruction, and most importantly, their attitudes towards the target language as well as their attitudes towards the target language. their motivation to achieve comprehensible speech patterns in the language. Many experts have given their opinions about the problems in teaching students pronunciation.

**a) Age**

Additional research on the subject suggests that adults and children have quite comparable ways of perceiving sound. The teachers need to redefine the goal of the pronunciation class as

comfortable intelligibility rather than accuracy, and ensure that this goal is reflected in the methods and activities.<sup>22</sup>

### **b) Aptitude, Attitude, and Motivation**

According to Carroll in Celce-Murcia there are four traits that constitute language aptitude:

- (1) Phonemic coding ability: the capacity to discriminate and code foreign sounds such that they can be recalled.
- (2) Grammatical sensitivity: the ability to analyze language and figure out rules.
- (3) Inductive language learning ability: the capacity to pick up language through exposure.
- (4) Memory: the amount of rote learning activity needed to internalize something (a new sound, a lexical item, a grammatical rule, the pronunciation or spelling of a word, etc.)<sup>23</sup>

Students have their own strengths and weaknesses. Students with weak phonemic coding skills will experience more difficulty in pronouncing easy-to-understand words compared to students who are very proficient in this regard. Teachers and pronunciation syllabi should pay attention to student differences and not expect all students to achieve the same level of success at the same time.

---

<sup>22</sup> Marianne Celce-Murcia, Donna M. Brinton and Janet M. Goodwin, *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other languages (USA: Cambridge University Press, 1996)*, 15

<sup>23</sup> *Ibid.*, 17.



In other words, someone with high motivation can achieve better pronunciation than someone with moderately positive but less intense integrative motivation.

## **2) The Teachers**

The problems of the teacher related to pronunciation practice are stated below:

### **a) The Lack of Knowledge about Pronunciation**

Sometimes, teachers are simply do not understand about pronunciation, so they often make mistake when they pronouncing words or utterances. They do not know how the sounds are produced, so they cannot explain to their students.

### **b) The Lack of Motivation to Teach Pronunciation**

There are some teachers that ignore the importance of pronunciation in language learning. They think that pronunciation is not as important as writing, reading, grammar, et cetera.

## **3. Assessment of pronunciation**

To measure students' mastery of pronunciation, the researcher will use the pronunciation rubric. Rubric list competencies that students are expected to master. Unlike checklists, rubrics are scoring guides for particular assignments or for an evaluation period within the school year. Most rubrics describe three or four levels of achievement or performance. Each level gives as a detailed explanation of the degree of mastery and/or

a numerical score. Often the same rubric is used for similar assignment through-out the year so it can document student growth in a particular area.<sup>24</sup>

So rubric is the guide to learning how to conduct consistent assessments can also be used as a tool to measure and evaluate student performance and assignments. Using a scoring rubric can be considered consistent or objective, which can also help you over time.

To measure students' mastery of pronunciation, the researcher will use the pronunciation rubric as follows:

**Table 4**

**The Pronunciation Rubric<sup>25</sup>**

<b>No</b>	<b>Criteria</b>	<b>Point</b>	<b>Note</b>
1	Words are unintelligible.	1	Poor
2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.	2	Fair
3	Comprehension suffers due to frequent errors in rhythm, intonation, and pronunciation.	3	Good
4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.	4	Excellent

<sup>24</sup> Beverly A. DeVries - Literacy Assessment and Intervention for Classroom Teachers- Routledge (2014), 149.

<sup>25</sup> Cryil J. Weir, Language Testing and Validation An Evidence-Based Approach (New York: Pgrave Macmillan Press, 2006), 196.

(Source: Analytic Pronunciation Rubric based on Weir)

No	Assessment for Pronunciation	
	Criteria	Grade
1	Excellent	70-100
2	Good	50-69
3	Fair	25-49
4	Poor	≤ 24

## B. The Concept of Strategy

### 1. Definition of Strategy

Learning is basically an effort to direct the students into the learning process so that they can get the learning objectives in accordance with what is expected. learning objectives can be achieved if formulated with the right strategy. Learning strategy is a systematic way of communicating the content of the lesson to the students to achieve certain learning objectives.<sup>26</sup> From this, we can conclude that the basis of learning to achieve learning is strategy. Strategies have a great impact on student comprehension. Learning strategies certainly facilitate not only understanding for students but also learning for teachers. However, teachers are still expected to be proactive and creative in choosing and defining learning strategies for their students.

---

<sup>26</sup> Mohammad Fatkhurrokhman, et al. "Learning strategies of productive lesson at vocational high school in Serang City." *Jurnal Pendidikan Vokasi* 8.2 (2018): 163-172.

## **2. Kind of Learning Strategy**

In general Learning strategies can be classified into several categories cognitive, metacognitive, management, and motivational. Cognitive strategies aim to acquire and deepen the understanding of the content within the domain studied, as well as improve retrieval and transfer of knowledge.

Metacognitive strategies are based on the individual's understanding of learning and cognition. They rely on his or her ability to assess the learning process to identify strengths and weaknesses. Metacognition involves planning learning activities, monitoring the process during learning, and evaluating results.

Management strategies aim to create optimal learning conditions, particularly by the learner's ability to find and evaluate information. Motivational strategies trigger the drive to engage in learning. There are several relevant aspects, including:

- a. The mindset of the learner
- b. His or her beliefs about the value of the learning activity
- c. The source of motivation (intrinsic or extrinsic)

## **3. The Important of Learning Strategy**

Based on the above understanding, we can conclude that learning strategies are very important and are very helpful in improving students' learning and thinking abilities. This is the greatest task of a teacher. Every

teacher must inevitably come up with new ideas for new learning strategies so that the students will not get bored and become more understanding.

The purpose of learning is certainly to improve thinking skills and the quality of student education. Of course, with strategy, these goals are easily achieved. Learning strategies have become necessary improve thinking skills and the quality of student education. Of course, with strategy, these goals are easily achieved. Learning strategies have become necessary. Without a strategy in the lesson, students will have difficulty understanding the learning, and the expected learning goals will not be achieved.

## **C. The Concept of Go Fish Game**

### **1. Definition of Go Fish Game**

Go Fish is a card game played with a standard deck of 52 cards. The objective is to collect matching sets of cards, usually pairs of cards of the same picture cards and comes with words. The game begins with all players being dealt a certain number of cards.<sup>27</sup> During a player's turn, they ask for a specific card from another player. If the player asked has the requested card, they give it to the asking player. If not, the asking player must "Go Fish" and draw one card from the central pile. The game continues until all cards have been made into sets. The winner is the player with the most sets of cards. It means that the go fish game is a game that requires complex educational

---

<sup>27</sup> Tracy Fullerton, *Game design workshop: a playcentric approach to creating innovative games* (Boca Raton: CRC press, 2014), 31.

media in addition to directing students to play communicatively. By using this media, the game is interesting to play.

Go Fish game is a kind of Flash cards media which is a learning media in the form of picture cards and comes with words. Flash Card is a small card containing images, text, or symbols that remind or guide students to something related to pictures that functioning to practice spelling and enriching the vocabulary.<sup>28</sup> The goal of the "Go Fish" game in student pronunciation is to help them influence their pronunciation and listening skills in a fun and interactive way. Through repeated interactions in this game, students can enhance their ability to understand and produce correct sounds in the target language. This helps them improve intonation, vocalization, and accuracy in pronunciation, all of which are crucial skills for speaking fluently and being understood in the language being learned.

## **2. Benefits of Go Fish Game**

The Benefits of Go Fish Game are as follows:<sup>29</sup>

- a. Go Fish allows students to actively learn new vocabulary as they ask other players for specific cards. This helps expand their vocabulary in the language being learned.

---

<sup>28</sup> Arsyad Azhar, *"Media Pembelajaran"* (Jakarta: Rajagrafindo Persada, 2011).

<sup>29</sup> Larry Smith, Using Games in the English Second or Foreign Language Classroom. *English Teaching Forum*, 53(4), (2015) 2-11.

- b. The game encourages social interaction among students as they communicate, negotiate, and collaborate in searching for the cards they need. This helps improve their social skills.
- c. Go Fish involves students in simple conversations as they ask and answer about the cards they possess. This helps enhance their speaking skills in the target language.
- d. The game engages strategic thinking as students must decide which cards to request based on the information they have. This helps train their cognitive skills, such as memory and problem-solving.
- e. Go Fish is a fun and interactive game that motivates students to learn. They become more engaged in learning as they actively participate in the game.

From those benefits, it can be concluded that the benefit of playing Go Fish in pronunciation learning is its ability to provide a fun and engaging platform for students to practice pronouncing English words. Through this game, students repeatedly pronounce words as they request specific cards, which helps improve their pronunciation skills in a relaxed and enjoyable atmosphere.

### 3. Teaching Steps Using Go Fish Game

Teaching steps using Go Fish Game are as follows:<sup>30</sup>

- a. Introduction to Go Fish Game: Explain the rules of the Go Fish game to the students. Ensure they understand the objective of the game and how to play it.
- b. Selection of Vocabulary or Concepts: Choose a set of vocabulary words or concepts that you want to teach to the students. Make sure the words or concepts are relevant to the learning material.
- c. Card Preparation: Prepare cards by writing one vocabulary word or concept on each card. Ensure each word has at least one matching card pair.
- d. Card Distribution: Distribute the cards to each student. Ensure each student has the appropriate number of cards for the game.
- e. Go Fish Game: Let the students play the Go Fish game according to the rules explained. Encourage them to speak in the target language when asking and telling cards.
- f. Pronunciation Practice: During the game, observe and guide students in pronouncing words correctly. Provide feedback if needed to help them improve their pronunciation.
- g. Pair Matching: Encourage students to match pairs of cards they receive. This helps strengthen their vocabulary and understanding of the learned concepts.

---

<sup>30</sup> Dwi Astuti Wahyu Nurhayati, 'Improving Students' English Pronunciation Ability through Go Fish Game and Maze Game.', *Dinamika Ilmu*, 15.2 (2015), 215–33.



- h. Reflection and Discussion: After the game, conduct a reflection session where students can share their experiences and what they learned from the game. Also, discuss how the game helped them learn vocabulary and new concepts.

## **D. Theoretical Framework and Paradigm**

### **1. Theoretical Framework**

Theoretical framework is a concept of hypothesis between independent variable and dependent variable in order to giving answer to problem accurate. The variable could be divide be quantitative and qualitative variable. Therefore, there are influencing variable and effect variable. Influencing variable as independent variable (x) and effect variable as dependent variable (y).

In this research there are two variables. The independent variable is Go Fish Game and dependent variable is Pronunciation.

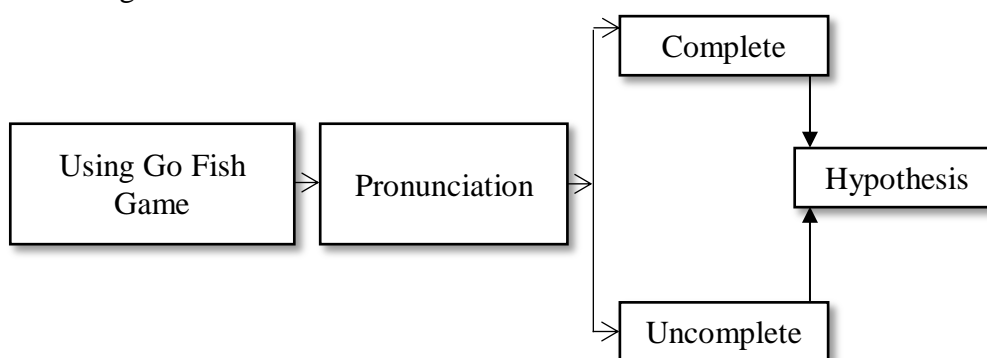
Pronunciation is an important factor in the language learning process that provides understanding and information for students to apply and achieve maximum achievement. Therefore, pronunciation is considered important for students to avoid misunderstandings by listeners.

In this case, the researcher provides an alternative by using a combination of the Go Fish game. The Go Fish game is a learning strategy using flashcards to make students easier and more enjoyable in practicing

pronunciation. This strategy can help students become more active and facilitate pronunciation practice.

## 2. Paradigm

Based on the theoretical framework above, the researcher illustrated the paradigm of combining Go Fish Game on students' pronunciation in the following chart :



**Figure 1: The Scheme of Paradigm**

Based on the paradigm above, the researcher assumes that using Go Fish Game had good, then the students' pronunciation is good category, so there was positive and significant influenced. However, if using Go Fish Game had not good and the students' pronunciation is not good. So, there was no positive and significant influenced on students' pronunciation.

## **E. Hypothesis**

Based on the theories were explained above, it can be posed a hypothesis as follow :

### **1. Hypothesis Formulation**

- a. Alternative Hypothesis ( $H_a$ ): there is a significant influence of using Go Fish Game on the Students' Pronunciation at Eleventh grade of SMAN 1 PENAWARTAMA TULANG BAWANG in Academic year 2023/2024
- b. Null Hypothesis ( $H_0$ ): there is no asignificant influence of using Go Fish Game on the Students' Pronunciation at Eleventh grade of SMAN 1 PENAWARTAMA TULANG BAWANG in Academic year 2023/2024

### **2. Statistical Hypothesis**

In their conducted, statistical hypothesis were formulated as follows:

- a. If the significance value (2-tailed)  $< 0,05$   $H_0$  is rejection and  $H_a$  is acceptance.
- b. If the significance value (2-tailed)  $> 0,05$ ,  $H_0$  is accepted and  $H_a$  is rejection.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Quantitative research is a theory test that examines factors for which the research method also involves groups.<sup>1</sup> It is concluded. Quantitative research is explained not only in numbers but also in text. The research typically focuses on the development using techniques or strategies.

Type of the research is experimental research. Experimental research refers to the study of the casual relationship associated with an independent variable and dependent variable is controlled to determine its effect on the dependent variable.<sup>2</sup>

The design of the research is conducted by using experimental design. The model of the experimental design of their study is quasi-experimental research. Quasi experimental is a form of experimental research, the researcher was used the one-group pre-test and post-test, with the single group being given pre test before treatment and a post test after the treatment

---

<sup>1</sup> John W. Creswell, J. David, Research Design Qualitative, Quantitative, and Mixed Methods Approaches, Los Angeles London New Delhi Singapore Wasington DC and Melbne. 2023. 39.

<sup>2</sup> Bruce, A. Thyer, Experimental Research Designs In Social Work Theory and Applications, Columbia University Press New York. 2023.

and then their result will be compared.<sup>3</sup> This design can be illustrated as follow:

**Table 5**  
**The True Experiment Design**

Pre-Test	Treatment	Post-Test
S <sub>1</sub>	X <sub>1</sub>	S <sub>1</sub>
	X <sub>2</sub>	

## **B. Operational Definition of Variable**

### **1. Independent Variable**

The independent variable is variable that probably causes, influences is effects the outcome. The independent variable of this research is go fish game. To measure the implementation of strategy, the researcher will use observation technique. The researcher uses an observational approach, assigning a score of 1 to each student's work at each step of the go fish game and a score of 0 if the student is unable to work on each step. Independent variable go fish game in this study included:

- a. Students can pronounce each word on the cards correctly.
- b. Students can identify and distinguish between different sounds in the target language, including their ability to produce the sounds.

---

<sup>3</sup> John W. Creswell, J. David, Research Design Qualitative, Quantitative, and Mixed Methods Approaches., 39.

- c. Students can speak clearly and fluently, including clarity of pronunciation, intonation, and appropriate rhythm.

## **2. Dependent Variable**

The measured and observed variable is called dependent variable. Sometimes dependent variable is a variable that presumed to be influence by one or more independent variables.<sup>4</sup> Dependent variable of this research is student pronunciation. To measure the student's pronunciation, a test will be used. The type of test used is the composition test.

In this case, the researcher asks the student to read a general knowledge text. This indicator-dependent variable consists of:

- a. Students can pronounce each word on the cards correctly.
- b. Students can identify and distinguish between different sounds in the target language, including their ability to produce the sounds.
- c. Students can speak clearly and fluently, including clarity of pronunciation, intonation, and appropriate rhythm.

## **C. Population, Sampel, and Sampling Technique**

### **1. Population**

A population sometimes called is a target population or the set off elements. Population is the large groups to which a researcher wants to

---

<sup>4</sup> R. Burke Johnson and Larry Christensen, *Educational Research Quantitative, Qualitative and Mixed Approaches*. Los Angeles, London, New Delhi, Singapore, Washington DC. (2014), p.g. 92.

generalize or her sample the result.<sup>5</sup> Thus, population is a generalize that explain the subject, event or object to be studied and make a conclusions.

The population of this research consist all of the eleventh grade of SMA Negeri 1 Penawartama Tulang Bawang. The major in SMA Negeri 1 Penawartama Tulang Bawang have the two majors there are: Natural Sciences (IPA) Class, Social Sciences (IPS) Class. The total population was 84 students.

## **2. Sample**

Sample is part of population. Sample is the process of drawing a sample from population.<sup>6</sup> The sample in the research most effective way to accurately represent a significant population. It involves choosing a subset of the population for measurement in the research. The sample must accurately mirror and stand for the overall population. Based on these principles, this research used the eleventh grade students' Social Sciences (IPS) class that consist of 32 students.

## **3. Sampling Technique**

The researcher used cluster random sampling as sampling cluster technique in this research. Cluster sampling is a form or types of sampling in which clusters are randomly selected.<sup>7</sup> Sampling technique is a way to decide the sample which is appropriate with data source and gives attention in characteristics and distributing population in order to get representative

---

<sup>5</sup> *Ibid.*, 346.

<sup>6</sup> *Ibid.*, 343.

<sup>7</sup> *Ibid.*, 359.

sampling. The sampling technique applied in this research was the cluster random sampling that is determined sample by using consideration. The sampling of this research the researcher selected class consist of 32 students. Both male and female are involved in this research. The students are almost at the same age, and both of students have different characteristics and achievements.

#### **D. Data Collection Technique**

In this data collecting procedure, there are three steps that have to follow in this research:

##### **1. Test**

A test is a method used to measure a person's ability, knowledge, and performance in a given realm.<sup>8</sup> The other statement is that a test is an exercise or the same question for a person used to measure an intelligent, knowledge, skills, ability or aptitude by individual or groups. The test is usually performed by using that element of the survey and determining how it works. There are two tests will be used in this research as follows:

##### **a. Pre-test**

Pre-test was given to the experimental class before giving a treatment to measure students' pronunciation. The experimental acquired the same pre-test. Pre-test was given to the experimental class before being given

---

<sup>8</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (New York: Longman, 2004),03.



treatment to measure students' pronunciation. The pronunciation test is carried out by providing text containing outlined words in English to be pronounced.

b. Post-test

After giving the treatment, the researcher gave a post-test to both the experimental to find out the results of the treatment whether the use of go fish game is effective or not to increase students' pronunciation.

## **2. Documentation**

Documentation is one of many process accompanying audit work, and its main objective is to lay out in writing all activities and relating to an audit.<sup>9</sup> The researcher uses the documentation method to obtain information about :

- a. The history of SMAN 1 Penawartama Tulang Bawang.
- b. The condition teachers and officials employees in SMAN 1 Penawartama Tulang Bawang.
- c. The quantity of the students of SMAN 1 Penawartama Tulang Bawang.
- d. Organization structure of SMAN 1 Penawartama Tulang Bawang.
- e. The regulation of SMAN 1 Penawartama Tulang Bawang.

---

<sup>9</sup> Henning Kagermann, William Kinney, et al, *Internal Audit Handbook*. (Germany, 2008), 432

## **E. Research Instrument**

### **1. Pronunciation Test**

To identify the student's pronunciation of the eleventh grade of SMA Negeri 1 Penawartama Tulang Bawang, the researcher was apply pronunciation test. This test measures students' pronunciation abilities through text containing words to be pronounced. The test consists of a pre-test and post-test, the research consists of asking students to form groups and then each group will get a card containing the words in the text..

### **2. Data Analysis Technique**

Data analysis is an ongoing process during research. It can help the researcher interpret data for the purpose of providing meaningful insights about the problem being examined. Based on the data obtained, the researcher analyzes the test score of the pre-experimental class which consist of one group by calculating the formula t-test. Before using t-test, it is necessary to find out the normality and homogeneity values of the data. The normality is needed to know whether the data has been normally distributed. After the normality test, the homogeneity test is needed to know the data are homogeneous or not.

#### **a. Normality Test**

The Kolmogorov-Smirnov and Shapiro-Wilk test do just this they compare the scores in the sample to a normally distributed set of score

with the same mean and standard deviation<sup>10</sup>. Normality is calculating the probability that the sample is drawn from the normal population. The hypotheses for the normality test as following:

- 1) Alternative Hypothesis (Ha): The data was called with a normal distribution if sig is positive  $> 0.05$
- 2) Null Hypothesis (Ho): The data was called with a non-normal distribution if the value of sig  $< 0.05$

#### b. Homogeneity Test

After the normality test, the researcher continues the test by testing the data with the homogeneity test. The researcher carries out the homogeneity test using SPSS use the Levene test. According to Andy Field Levene test tests the null hypothesis that the variances in different groups are equal<sup>11</sup>.

The homogeneity testing is the test performed has variants the determine two or more the data samples come from the population has variants the same (homogeneity). The hypotheses for the homogeneity test as following:

- 1) Alternative Hypothesis (Ha): the variants of the data is homogeneity if sig value  $< 0.05$
- 2) Null Hypothesis (Ho): the variants of the data is not homogeneity if sig value  $< 0.05$

---

<sup>10</sup> Andy Field, *Discovering Statistics Using SPSS*, Third Edition (London: SAGE, 2009).

<sup>11</sup> *Ibid.*

### c. Hypothesis Test

To answer the question “can go fish game give influence student’s in pronunciation at the eleventh graders of SMA Negeri 1 Penawartama Tulang Bawang”. The researcher analysis the data by paired sample t-test from SPSS 25 version.

## **CHAPTER IV**

### **RESEARCH RESULT AND SISCOSSION**

#### **A. Research Result**

##### **1. The Profile of SMA Negeri 1 Penawartama Tulang Bawang**

SMA Negeri 1 Penawartama is located in the Bogatama village, district of Penawartama, Tulang Bawang Regency, in Lampung, Indonesia. Penawartama is a district characterized by a tranquil environment, away from the hustle and bustle of major cities, providing a conducive atmosphere for academic activities.

The environment at SMA Negeri 1 Penawartama is highly supportive of learning characterized by a lush and green atmosphere. Cleanliness and well-organized spaces contribute to a comfortable experience for students. The school also runs a greening program to maintain and enhance the quality of the school environment.

SMA Negeri 1 Penawartama actively organizes and participates in various academic and non-academic competitions at regional and national levels, providing opportunities for students to apply their research findings in competitive scenarios.

SMA Negeri 1 Penawartama offers various facilities that support both academic and extracurricular activities:

- a. Classrooms: Equipped with multimedia tools such as projectors and whiteboards, and designed for comfort and focus in learning.

- b. Laboratories: There are several laboratories for different fields of study, including : The first is a Science Laboratory for practical experiments in Biology, Physics, and Chemistry. The second is a Computer Laboratory equipped with up-to-date computers and internet access, used for Information and Communication Technology (ICT) education and computer-based research and the third is a Language Laboratory to support foreign language learning through audio-visual aids.
  - c. Library: The library offers a diverse collection of books, including textbooks, scientific references, literature, and scientific journals. It also features a comfortable reading area.
  - d. Research Areas: Various school areas, such as the school garden and greenhouse, are frequently used for Biology practicums and other scientific projects.
  - e. Sports Fields and Facilities: These include amenities for physical activities and sports like soccer, badminton, and basketball.
- a. Vision and Mission of SMA Negeri 1 Penawartama Tulang Bawang**
- 1) Vision
    - Excellent in 7K, discipline, achievement, environmental awareness, devout faith to be independent.
  - 2) Mission
    - a) Improving the professional attitude of the workforce as an effort to improve services

- b) Empower and develop learning facilities and infrastructure, in order to increase 7k achievement
- c) Improving the quality of learning and the quality of graduates
- d) Improving the quality of extracurricular training
- e) Developing a culture of healthy living and a culture of shame in the school community
- f) Increase the participation of parents, society, business and industry in education
- g) Carry out the development of information and communication technology facilities and networks for learning

**b. Student Data SMA Negeri 1 Penawartama Tulang Bawang**

**Table 6**

**Recapitulation of students in SMA Negeri 1 Penawartama Tulang Bawang**

No	Majors	Number of Class			Total	Presentage
		10	11	12		
1	IPA	65	52	44	161	61%
2	IPS	37	32	34	103	39%
<b>Jumlah</b>		<b>102</b>	<b>84</b>	<b>78</b>	<b>264</b>	<b>100%</b>

## 2. Description of Research Data

### a. The Student Pre-test Result of XI IPS Class

The researcher conducted a pre-test on June 1<sup>st</sup>, 2024 by giving the pronunciation test to the eleventh graders in SMA Negeri 1 Penawartama Tulang Bawang. In the pre-test process, researchers asked students to pronounce through text in groups consisting of 4 groups with the text entitled vegetarians. The pre-test results are illustrated in the following table:

**Table 7**

**The Result of Pre-Test Students' Pronunciation at The Eleventh Grader of Social Sciences (IPS)**

No	Name	Score	Criteria
1	AIWP	65	Incomplete
2	AAA	50	Incomplete
3	AN	50	Incomplete
4	AM	75	Complete
5	AA	50	Incomplete
6	ALN	65	Incomplete
7	AKN	65	Incomplete
8	AR	65	Incomplete
9	BA	75	Complete
10	CC	65	Incomplete
11	CMS	65	Incomplete
12	DFY	65	Incomplete
13	DATS	55	Incomplete
14	EA	55	Incomplete
15	FS	50	Incomplete
16	FNH	55	Incomplete



17	FA	65	Incomplete
18	HNK	65	Incomplete
19	JA	70	Complete
20	KJP	50	Incomplete
21	KSH	70	Complete
22	KAM	70	Complete
23	LK	50	Incomplete
24	MEA	50	Incomplete
25	MBR	65	Incomplete
26	NPGP	55	Incomplete
27	NLG	50	Incomplete
28	PKA	65	Incomplete
29	RWK	65	Incomplete
30	RMR	55	Incomplete
31	RAH	70	Complete
32	WMDVP	55	Incomplete
Average of Students Grade		60,62	

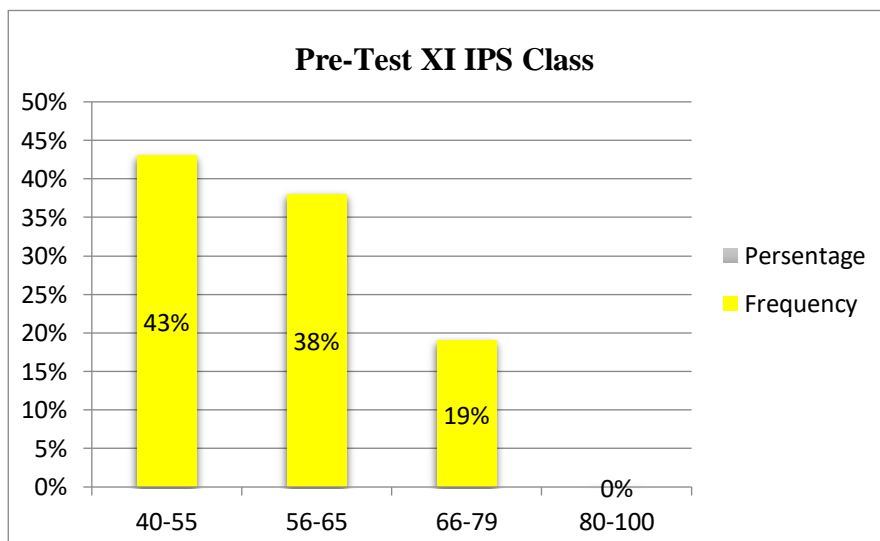
The table above describes the results of a pre-test assessing the pronunciation abilities of eleventh-grade Social Sciences (IPS) students, including 32 students identified based on their initials, along with associated scores and criteria that categorize their performance as "Complete" or "Incomplete." The pre-test results showed that out of a total of 32 students, only 6 students were declared complete, and 26 were declared "incomplete," with the total average score for all students being 60.62. This shows that most students did not meet the desired pronunciation proficiency level based on the assessment pre-test.

**Table 8****Frequency Distribution of Student's Pre-Test**

No	Interval		Frequensi	Percentage
1	40	55	14	43%
2	56	65	12	38%
3	66	79	6	19%
4	80	100	0	0
Jumlah			32	100%

The table above shows the frequency distribution of students' pre-test scores across four intervals: 40-55, 56-65, 66-79, and 80-100. It details the number of students in each interval, highlighting that 43% scored between 40 and 55, 38% between 56 and 65, and 19% between 66 and 79, while no students scored in the 80-100 range out of a total of 32 students assessed.

Graph 1 frequency distribution of student's pre-test



The graph of table frequency distribution above described that the result of the students score of pre-tests. There were 14 (43%) student got score 40-55. Furthermore, there were 12 (38%) student who got score 56-65, 6 (19%) student who got score 66-79, and there were no students got score 80-100. From the data above, it can be seen that students pronunciation in pre-test was unsatisfied.

Based on the data above it can be seen that only six students whose scores reached the KKM (70) and 26 students who did not pass the test.

#### **b. The Description of Treatment by Using Go Fish Game**

The result of the pre-test points out the students' pronunciation before the treatment. To follow up the pre-test, the researcher did the teaching treatment using a go fish game. In this study, the researcher carried out treatment by applying the go-fish game in the research process. This study carried out 2 treatments, namely the first treatment on June 3<sup>rd</sup>, 2024, and the second treatment on June 7<sup>th</sup>, 2024. This research was carried out directly by teaching the go fish game through text accompanied by how to read it. The learning process is carried out using the go fish game by carrying out the following steps :

Treatment 1 (June 3<sup>rd</sup>, 2024): In the first treatment session, conducted on June 3<sup>rd</sup>, 2024, the researcher introduced the go fish game to the students. The session began with the researcher greeting the students and engaging them in prayer led by the class leader. Attendance was then

taken using a numbered list, ensuring all students were accounted for. The researcher proceeded to explain the rules and objectives of the go fish game, including the tools used and the educational benefits it offers. Each group received a set of 52 cards, divided into 4 groups, containing words underlined in the text along with their pronunciation guides. The focus of this treatment was on teaching the students how to pronounce the underlined words correctly. Each group was tasked with finding and correctly pronouncing the set of cards they were assigned. The session aimed to familiarize students with the game mechanics and improve their pronunciation skills through interactive learning.

Treatment 2 (June 7<sup>th</sup>, 2024): The second treatment session took place on June 7<sup>th</sup>, 2024, following up on the initial session. Similar to the first treatment, the researcher started with greetings and prayer, ensuring student attendance was recorded. Building on the previous session, the researcher refined the game's approach by emphasizing the correct pronunciation of specific underlined words from the text. This time, instead of focusing on finding sets of cards, each group's task was to correctly identify and pronounce individual words underlined in the text. If a group correctly identified and pronounced a word, they retained the card. However, if they mispronounced it, the card went to the group requesting it. The session aimed to reinforce pronunciation skills and deepen understanding through active engagement with the go fish game, thereby enhancing learning outcomes in pronunciation among the students.

The following are the steps for learning to use the Go Fish game :

- 1) The researcher greeted students throughout the class by saying *hello, good morning students, how are you?* Some students answered *hello Sir, I'm fine.*
- 2) Researchers and students pray together led by the class leader. Apart from that, researchers and students prayed together.
- 3) Researchers check student attendance using an attendance list in the form of points numbered 1 to 32. Students answer by raising their hands to determine the student's presence.
- 4) Researchers explain the meaning of go fish games, how to play them, the tools used and the benefits obtained. After that, students ask what they do not understand from the material that has been explained previously.
- 5) The researcher provided a set of cards containing 52 cards distributed into 4 groups for the go fish game media. Each card contains a word underlined in the text as well as how to read it. In the treatment, the researcher taught go fish game patterns and correct pronunciation.

In the first treatment, the researcher taught students how to pronounce the underlined words in the text, so the researcher gave 13 cards to each group to find the correct set of cards. Meanwhile, in the second treatment, the task of each group is to find the correct set of cards by mentioning one word underlined

in the text. students' pronunciation of the card that was pronounced when there is a group that holds up the card that they are looking for correctly and if the pronunciation is wrong then the group that holds up the card will get their turn to say the card that the group will collect without giving the card requested by the group before his.

- 6) The game ends when one of the groups has collected 13 cards with the correct pronunciation and the cards according to the text given.

### **c. The Student Post-test Result of XI IPS Class**

The researcher conducted a post-test on June, 8<sup>th</sup> 2024 by giving a pronunciation test for class XI IPS students at SMA Negeri 1 Penawartama Tulang Bawang. In the post-test process, the researcher asked students in groups to carry out pronunciation through text with 4 predetermined themes. The pre-test results are depicted in the following table:

**Table 9**

**The Result of Post-Test Students' Pronunciation at The Eleventh  
Grader of Social Sciences (IPS)**

No	Name	Score	Criteria
1	AIWP	75	Complete
2	AAA	65	Incomplete
3	AN	80	Complete

4	AM	75	Complete
5	AA	70	Complete
6	ALN	75	Complete
7	AKN	80	Complete
8	AR	70	Complete
9	BA	85	Complete
10	CC	70	Complete
11	CMS	85	Complete
12	DFY	75	Complete
13	DATS	85	Complete
14	EA	70	Complete
15	FS	75	Complete
16	FNH	65	Incomplete
17	FA	70	Complete
18	HNK	75	Complete
19	JA	70	Complete
20	KJP	80	Complete
21	KSH	85	Complete
22	KAM	75	Complete
23	LK	85	Complete
24	MEA	75	Complete
25	MBR	85	Complete
26	NPGP	75	Complete
27	NLG	75	Complete
28	PKA	85	Complete
29	RWK	80	Complete
30	RMR	75	Complete
31	RAH	60	Incomplete
32	WMDVP	75	Complete
Average of Students Grade		75,78	

The table above presents the results of the post-test assessing the pronunciation skills of eleventh-grade Social Sciences (IPS) students. Out of 32 students, a majority scored between 70 and 85, achieving the "Complete" status, with only 3 students scoring 65 or below and

categorized as "Incomplete." Notably, the average score increased to 75.78, reflecting significant improvement compared to the pre-test results. This suggests that the students' pronunciation skills generally improved after the go fish game intervention.

**Table 10**

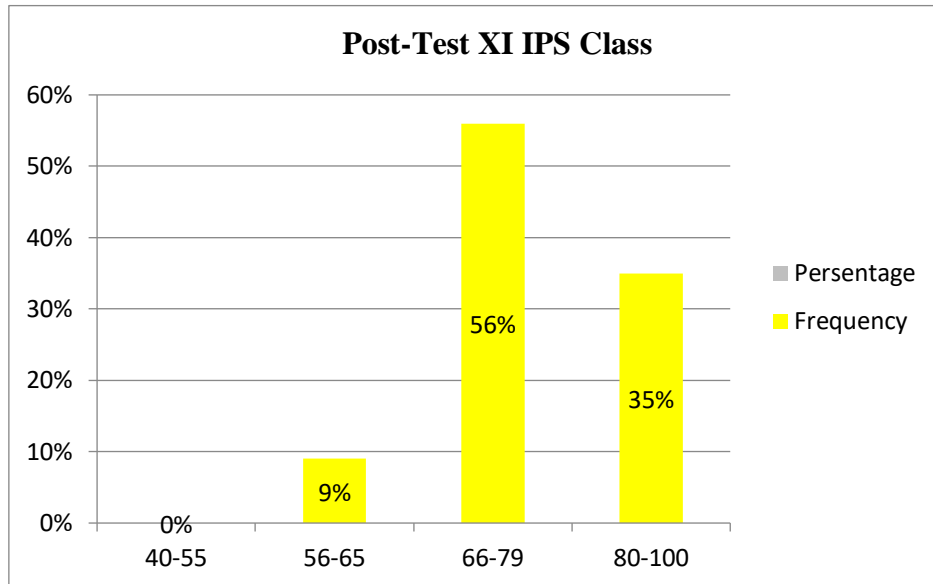
**Frequency Distribution Of Student's Post-Test**

No	Interval		Frequensi	Percentage
1	40	55	0	0
2	56	65	3	9%
3	66	79	18	56%
4	80	100	11	35%
Jumlah			32	100%

The table above details the frequency distribution of students' post-test scores, categorizing them into four intervals: 40-55, 56-65, 66-79, and 80-100. No students scored in the lowest interval of 40-55, indicating overall improvement. Three students (9%) fell within the 56-65 range, while the majority of students, 18 out of 32 (56%), scored between 66 and 79. Notably, 11 students (35%) achieved scores between 80 and 100, demonstrating a substantial increase in higher scores compared to the pre-test. This distribution significantly enhances students' pronunciation abilities following the treatment.



Graph 2 frequency distribution of student's post-test



The graph of table frequency distribution above described that the result of the students score of post-tests. There were 11 (35%) student got score 80-100. Furthermore, there were 18 (56%) student who got score 66-79, 3 (9%) student who got score 56-65, and there were no students got score 40-55. From the data above, it can be inferred that the students pronunciation was good.

Examining the provided data reveals that every student, equivalent to 91%, achieved scores meeting or exceeding the Minimum Competence Criteria (KKM) of 70. This leads to the conclusion that the employment of the go fish game has been validated in enhancing students' pronunciation. In summary, the post-test results were classified as successful, indicating an overall positive impact in assisting students with their pronunciation.

### 3. Normality Test

Normality test is calculating the probability that the sample is drawn from the normal population. The result of normality test by using SPSS as follow :

**Table 11**  
**Test of Normality**

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual	
N		32	
Normal Parameters <sup>a,b</sup>	Mean	.0000000	
	Std. Deviation	6.59134051	
Most Extreme Differences	Absolute	.162	
	Positive	.162	
	Negative	-.117	
Test Statistic		.162	
Asymp. Sig. (2-tailed) <sup>c</sup>		.032	
Monte Carlo Sig. (2-tailed) <sup>d</sup>	Sig.	.030	
	99% Confidence Interval	Lower Bound	.026
		Upper Bound	.035

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on the results of the table regarding the test of normality it is known that the value of Sig. obtained is (.032). It means that the value of Sig. must be  $> 0.05$ , data is called normal data classified as normally distributed if

the value of Sig. > 0.05. Therefore, it can be concluded that the data from this study were normally distributed.

#### 4. Homogeneity Test

A homogeneity test is a statistical test used to determine if the distribution of categorical data is similar across different groups or categories. The result of Homogeneity test by using SPSS as follow :

**Table 12**  
**Test of homogeneity**

		Tests of Homogeneity of Variances			
		Levene			
		Statistic	df1	df2	Sig.
Score	Based on Mean	.492	4	27	.741
	Based on Median	.440	4	27	.779
	Based on Median and with adjusted df	.440	4	23.966	.779
	Based on trimmed mean	.489	4	27	.744

Based on the homogeneity research data, it is known that the value of Sig. research is (.744). That means the value of Sig. research results > 0.05. According to Andy Field if the value of Sig. > 0.05 then the research data is homogeneous. Therefore, it can be conducted that the data from this study are homogeneous. The researcher found that the research data were normally distributed and homogeneous, so the researcher continued to process the data parametric test, namely by applying the paired sample t test.

## 5. Testing of Hypothesis

In testing of hypothesis of this research, the researcher refers to two hypotheses, as follow:

- a. Hypothesis Alternative (Ha): There is positive and significant influence of go fish game on the Students' pronunciation of the eleventh graders at SMA Negeri 1 Penawartama Tulang Bawang.
- b. Hypothesis Nul (Ho): There is no positive and significant influence of go fish game on the Students' pronunciation of the eleventh graders at SMA Negeri 1 Penawartama Tulang Bawang.

In addition, the statistical hypothesis points out that if the sign.2-tailed is lower than 0.05 and t-value is higher than f-table, so the null hypothesis (Ho) is rejected, and alternative hypothesis (Ha) is accepted. While, if sig. 2-tailed is higher than 0.05 and t-value is lower than f-table, so the null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected.

After performing a series of SPSS calculations in variable X (go fish game) tests to variable Y (pronunciation), the researcher obtained the results described as follows:

**Table 13**  
**SPSS Computation Result about the Influence of Go Fish Game on**  
**Student' Pronunciation**

		Paired Samples Test							Significance	
		Paired Differences							One-	Two-
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sided	Sided
					Lower	Upper			p	p
Pair 1	PRE-TEST POST-TEST	-15.15625	10.11900	1.78880	-18.80454	-11.50796	8.473	31	<,001	<,001

Based on the SPSS result, it was investigated that the result of *sig.2 tailed* in this research is 0.01. It is clear that if the probability *sig.2 tailed* is lower than 0.05. The alternative hypothesis ( $H_a$ ) is accepted. It means that there is a positive and significant influence of variable X on variable Y. In the other words,  $H_a$  is accepted and  $H_o$  is rejected. Therefore, it is concluded that this research successfully proves that there is a positive and significant influence of go fish game on students' pronunciation.

In addition, the table above illustrated that *t-observed* was 8.473 with degree of freedom was 31 to confidence interval of the difference 95%. After considering the *t-test* table by using *df* 31. Therefore, it can be found that :

**Table 14**  
**Critical Value of f-table**

Level of significant	5%	1%
<i>Df</i>	2.039	2.744

- 1) The critical value of *t-test (t-table)* for the 5% level is 2.039
- 2) The critical value of *t-test (t-table)* for the 1% level is 2.744

From all the data analysis above, it can be found that:

- a) “t-observed” = 8.473
- b) “f-table” level of significant 5% = 2.039
- c) “f-table” level of significant 1 % = 2.744

It means that “t-observed” is higher than “f-table” or it can be written as  $2.039 < 8.473 > 2.744$ . It means that from the value above there was any positive and significant influence of go fish game on students' pronunciation among the eleventh graders at SMA Negeri 1 Penawartama Tulang Bawang. It is known from the result of the students' pre-test and post-test.

(1) If  $t\text{-observed} > f\text{-table}$ ,  $H_a$  is accepted and  $H_o$  is rejected.

(2) If  $t\text{-observed} < f\text{-table}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

The researcher has formulated the alternative Hypothesis ( $H_a$ ) such as “There is a positive and significant influence of go fish game on students'”

pronunciation among the eleventh graders at SMA Negeri 1 Penawartama Tulang Bawang”.

Finally, the data confirmed that "t-observed" is 8.473 was higher than "f-table" level of significant 5% is 2.039 and "f-table" level of significant 1 % is 2.744. Therefore, it is concluded that  $H_a$  is accepted and  $H_o$  is rejected. It means that there was a positive and significant the influence of go fish game on students' pronunciation among the eleventh graders at SMA Negeri 1 Penawartama Tulang Bawang.

## **B. Discussion**

The results of this study were obtained by calculating the results of the pre-test and post-test using SPSS through the pair sample t-test. Based on the SPSS calculation, it was known that sig. 2- tailed value is 0.001. It shows that the sig.2-tailed value is lower than 0.005. Therefore Alternative Hypothesis ( $H_a$ ) is accepted and Null Hypothesis ( $H_o$ ) is rejected so that it can be discussed that this study shows that the go fish game has a positive and significant influence on the pronunciation ability of class XI IPS students.

Furthermore, it was stated in the SPSS table that the t-observe is 8.473. While t-value in f-table for the 5% significance level for df 31 is 2.039. While the significance level of 1% df 31 is 2.744. This shows that the t-observe is higher than the t-value in the f-table. Therefore, the statistical hypothesis shows that the go fish game can have a positive and significant influence on students' pronunciation because the t-observe value is higher than the t-value

contained in the f-table. Therefore, it can be concluded that this study shows that go fish game has a positive and significant influence on students' pronunciation.

Go fish game is one of the teaching media that used in students' pronunciation. This study In line with the study from Hanafi Wibowo, and Umi Laila Syarifah conducted the research entitled "The Implementation of Go Fish Game in Improving Students' Vocabulary" He stated that, Go Fish game proved to be an effective method for enhancing students' vocabulary. Students who participated in the game showed significantly better improvement in their vocabulary scores compared to those who did not.<sup>1</sup>

The results of this study are relevant to the research previously conducted by Dwi Astuti Wahyu Nurhayati stated that, Go Fish game was found to be beneficial for enhancing students' pronunciation ability. It provided a fun and engaging way for students to practice their English pronunciation, leading to clearer and more accurate speech.<sup>2</sup> The interactive and competitive nature of the Go Fish game increased students' motivation and participation, making them more willing to practice their pronunciation in a supportive environment.

In addition, this research also relevant to the research result conducted by Moh. Nurman. The Go Fish game effectively enhances students' vocabulary.

---

<sup>1</sup> Hanafi Wibowo and Umi Laila Syarifah, 'THE IMPLEMENTATION OF GO FISH GAME IN IMPROVING STUDENTS' VOCABULARY', *Lingua*, 2.02 (2018), 11–20.

<sup>2</sup> Dwi Astuti Wahyu Nurhayati, 'Improving Students' English Pronunciation Ability through Go Fish Game and Maze Game.', *Dinamika Ilmu*, 15.2 (2015), 215–33.



It provides a playful and engaging way for students to repeatedly encounter and use new words, which significantly improves their vocabulary retention and acquisition. The game's competitive and enjoyable nature increases students' motivation and engagement, leading to a more dynamic learning environment where students are actively involved in expanding their vocabulary.<sup>3</sup>

The positive and significant effect of go fish game on pronunciation is relevant to E. Domke theory.<sup>4</sup> Playing Go Fish allows students to practice their pronunciation in a stress-free environment. The repetitive nature of the game encourages students to say words multiple times, which helps them to improve their articulation and fluency. The Go Fish game provides frequent opportunities for students to articulate vocabulary words, improving their pronunciation accuracy and clarity. As students repeatedly pronounce the words during the game, they receive immediate feedback from peers, which aids in refining their pronunciation skills. The engaging format of Go Fish motivates students to practice speaking without the fear of making mistakes. This repeated practice in a playful context helps build their confidence and reduces anxiety associated with language learning, leading to better pronunciation outcomes. Through social interaction and the need to clearly communicate while playing Go Fish, students enhance their pronunciation.

---

<sup>3</sup> Moh Nurman, 'IMPROVING THE STUDENTS' VOCABULARY BY USING "GO FISH" GAME', *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 5.2 (2018), 121–24.

<sup>4</sup> Domke, E. (2021). "Go Fish: A Language Learning Game for the Classroom." *Language Learning Journal*, 12(2), 45-58.

This game fosters a supportive learning environment where students feel comfortable experimenting with pronunciation and learning from each other.

In other words, it can be said that the go fish game is one of the effective games to use in the English learning process related to pronunciation ability. Go fish game can stimulate students with the visualization contained on the card, so students can accept explore ideas with the help of visual media.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In this chapter, the researcher concludes this research. It was investigated that the result of sig. 2 tailed is 0.001. It is clear that if the probability or Sig.  $> \alpha$  (0.05), the alternative hypothesis ( $H_a$ ) is accepted. It means that there is a positive and significant influence of variable X on variable Y. In the other words,  $H_a$  is accepted and  $H_o$  is rejected.

Furthermore, it was investigated that the t-observe is 8.473. While t-value in f-table for the 5% significance level for df 31 is 2.039. While the significance level of 1% df 31 is 2,744. This shows that the t-observe is higher than the t-value in the f-table. Therefore, the statistical hypothesis shows that the go fish game can have a positive and significant influence on students' pronunciation. In addition, this game is beneficial in guiding students to develop their ideas by using go fish game in the speaking process to explore their ideas in deep reflection. Therefore, it is concluded that there is a positive and significant influence of go fish game on students' pronunciation of the eleventh grade at SMA Negeri 1 Penawartama Tulang Bawang.

## **B. Suggestion**

The researcher provides some suggestion for the students, the teacher, and the headmaster, as follow:

### 1. For the Students

It is suggested that the students to be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.

### 2. For the Teacher

It is recommended for teachers to be more creative in motivating students to learn English and to include go fish game as a strategy in the teaching process, especially in pronunciation to engage students to be active in the learning process.

### 3. For the Headmaster

It is recommended to headmaster to support teachers in using go game in the learning process because it can teach students' speaking skills and students become more active.

## BIBLIOGRAPHY

- A. Thyer, Bruce, *"Experimental Research Designs In Social Work Theory and Applications"*, Columbia University Press New York. 2023.
- Ahmad, Yousef Bani, 'Problems and Strategies in Teaching Pronunciation on English Department Students', *Judika (Jurnal Pendidikan Unsika)*, 2019.
- Alisherovna, Kadirova Dilfuza, 'THE IMPORTANCE OF PRONUNCIATION IN LANGUAGE LEARNING', *Gospodarka i Innowacje.*, 2024.
- An Active Learning Dictionary*, Learners Publishing Pte Ltd. 2003.
- Azhar, Arsyad, *"Media Pembelajaran"* (Jakarta: Rajagrafindo Persada, 2011).
- Broughton, Geoffrey, et al., *Teaching English A Foreign Language*, Second Edition, New York: University of London Institute of Education, 1980.
- Brown, H. Douglas, *Language Assessment Principles and Classroom Practice* (New York: Longman, 2004).
- Celce-Murcia, Marianne, Donna M. Brinton and Janet M. Goodwin, *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other languages* (USA: Cambridge University Press, 1996).
- Creswell, John W, J. David, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, Los Angeles London New Delhi Singapore Wasington DC and Melbne, 2023.
- Crystal, David, *English as a Global Language*, Cambridge university press, 2003.
- Dale, Paulette, Lilian Poms, *"English Pronunciation made simple"*. Longman: United Stated of America.2005.
- Davenport, Mike, and Stephen J Hannahs, *Introducing Phonetics and Phonology*, Routledge, 2020.
- DeVries, Beverly A. *"Literacy Assessment and Intervention for Classroom Teachers-Routledge"*, 2014.
- Domke, E, 'The Effectiveness of Learning Vocabulary Through Games', in *Home MS Word Conferences*, 2003.
- F. Orion, Gertrude *"Pronouncing American English: Sound, Stress And Intonation"*, Queensborough Community College. New York. 1988.

- Fatkhurrokhman, Mohammad, et al. "*Learning strategies of productive lesson at vocational high school in Serang City.*" *Jurnal Pendidikan Vokasi*, (2018).
- Fullerton, Tracy, *Game design workshop: a playcentric approach to creating innovative games* (Boca Raton: CRC press, 2014).
- Gilbert, Judy B. "Teaching Pronunciation: Using the Prosody Pyramid", New York: Cambridge University Press, 2008.
- Hotimah, Empit, 'Penggunaan Media Flashcard Dalam Meningkatkan Kemampuan Siswa Pada Pembelajaran Kosakata Bahasa Inggris Kelas II MI Ar-Rochman Samarang Garut', *Jurnal Pendidikan UNIGA*, 2017.
- Jarosz, Anna, "English Pronunciation in L2 Instruction: The Case of Secondary School Learners", Poland: Springer Nature Switzerland AG, 2019.
- Johnson, R. Burke, and Larry Christensen, *Educational Research Quantitative, Qualitative and Mixed Approaches*. Los Angeles, London, New Delhi, Singapore, Washington DC. (2014).
- Kagermann, Henning, William Kinney, et al, *Internal Audit Handbook*. (Germany, 2008)
- Katawazai, Rahmatullah, Mustafa Haidari and Sandaran SC, "An Evaluation of Sub-Skill (Vocabulary, Grammar and Pronunciation) in the Grade 9 English Textbook of Afghan Secondary Schools", *International Journal of Engineering and Advanced Technology (IJEAT)*, 2019.
- Kenworthy, Joanne, *Teaching English Pronunciation*, Longman, 2000.
- Khot, Rohit Ashok, and Kannan Srinathan, 'GoFish: Fishing Thousand Words Worth a Picture', in *India HCI 2010/Interaction Design & International Development 2010* (BCS Learning & Development, 2010).
- Marczyk, Geoffrey R, *Essentials Of Research Design And Methodology*.
- Mompean, Jose A. and Jonas Fouz-Gonzales, "Investigating English Pronunciation: Trends and Directions", New York: Palgrave Macmillan, 2015.
- Morley, Joan, "*Rapid review of vowel & prosodic contexts*". Ann Arbor: University of Michigan Press, 1992.
- Nurhayati, Dwi Astuti Wahyu, 'Improving Students' English Pronunciation Ability through Go Fish Game and Maze Game.', *Dinamika Ilmu*, 2015.
- Nurman, Moh, 'IMPROVING THE STUDENTS' VOCABULARY BY USING "GO FISH" GAME', *Jo-ELT (Journal of English Language Teaching)*

*Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 2018.

Oxford University Press." Oxford learners' Pocket Dictionary". Four Edition.

Plass, Jan L, Bruce D Homer, and Charles K Kinzer, 'Foundations of Game-Based Learning', Educational Psychologist, 2015.

Ramelan, English Phonetics, Fifth Edition, Semarang: Cv. IKIP SEMARANG PRESS, 1999.

Roach, Peter, "*English Phonetics and Phonology*", Cambridge University Press. New York.1983.

Rodman, Robert, An Introduction to Language, New York: North Carolina State University, Raleigh, 2011.

Smith, Larry, "*Using Games in the English Second or Foreign Language Classroom*". English Teaching Forum, (2015).

Weir, Cryil J. "*Language Testing and Validation An Evidence-Based Approach*", (New York: Pgrave Macmillan Press, 2006).

Wibowo, Hanafi, and Umi Laila Syarifah, 'THE IMPLEMENTATION OF GO FISH GAME IN IMPROVING STUDENTS' VOCABULARY', *Lingua*, 2018.

Wulandari, Yasinta, Asfi Aniuranti, and M Happy Nur Tsani, 'Students' Difficulties in Learning English Pronunciation', *ELT in Focus*, 2022.

Yates, Lynda, and Beth Zielinski, "Give It a Go: Teaching Pronunciation to Adults", Australia: Department of Immigration and Citizenship Macquarie University Sydney, 2009.

Zsiga, Elizabeth C, *The Sounds of Language: An Introduction to Phonetics and Phonology* (John Wiley & Sons, 2024).

# APPENDIXES



## RENCANA PELAKSANAAN PEMBELAJARAN

<b>SEKOLAH :SMAN 1 PENAWARTAMA</b> <b>PELAJARAN :BAHASA INGGRIS</b>	<b>KELAS / SEMESTER :</b> XI / 1 <b>ALOKASI WAKTU : 2</b> x 45 menit	<b>PERTEMUAN Ke : 1</b> <b>KD : 3.1:4.1</b>
<b>MATERI :</b> <i>Pronunciation (Improving Pronunciation Skills using the Go Fish Game)</i>		

### A. TUJUAN

<ul style="list-style-type: none"> <li>- Mengidentifikasi cara pengucapan kata-kata bahasa Inggris dengan benar.</li> <li>- Menerapkan teknik pengucapan yang benar dalam konteks permainan.</li> <li>- Berpartisipasi aktif dalam permainan Go Fish untuk meningkatkan keterampilan pengucapan.</li> </ul>
---

### B. LANGKAH-LANGKAH PEMBELAJARAN

<b>MEDIA :</b> <ul style="list-style-type: none"> <li>➤ Kartu go fish dan teks</li> <li>➤ Lembar penilaian</li> </ul>
---

<b>PENDAHULUAN (10 MENIT)</b>	<p>Apersepsi:</p> <ul style="list-style-type: none"> <li>➤ Guru menyapa siswa dan mengajak mereka berdoa bersama dipimpin oleh ketua kelas.</li> <li>➤ Guru menanyakan kabar siswa dan memberikan pengantar singkat tentang pentingnya pengucapan yang benar.</li> </ul> <p>Motivasi:</p> <ul style="list-style-type: none"> <li>➤ Guru menjelaskan bahwa hari ini akan ada permainan interaktif yang menyenangkan untuk membantu mereka meningkatkan pengucapan.</li> </ul>
<b>KEGIATAN INTI (70 MENIT)</b>	<p>Eksplorasi (20 menit):</p> <ul style="list-style-type: none"> <li>➤ Guru memperkenalkan permainan Go Fish dan menjelaskan aturan mainnya.</li> <li>➤ Guru mendemonstrasikan pengucapan kata-kata yang akan digunakan dalam permainan dengan menggunakan contoh kartu.</li> </ul> <p>Elaborasi (40 menit):</p> <ul style="list-style-type: none"> <li>➤ Siswa dibagi menjadi kelompok kecil (4 kelompok).</li> <li>➤ Guru memberikan satu set kartu Go Fish kepada setiap kelompok, berisi kata-kata dengan cara pengucapan yang ditandai.</li> <li>➤ Siswa mulai bermain Go Fish dengan tugas menemukan dan mengucapkan kata-kata dengan benar. Setiap kelompok berusaha mengumpulkan kartu dengan pengucapan yang benar.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Guru berkeliling memberikan bimbingan dan umpan balik tentang pengucapan siswa selama permainan</li> </ul> <p>Konfirmasi (10 menit):</p> <ul style="list-style-type: none"> <li>➤ Setelah permainan selesai, guru dan siswa mendiskusikan kata-kata yang paling menantang dan memberikan tips pengucapan tambahan.</li> <li>➤ Guru memberikan umpan balik umum tentang kinerja siswa dan menjawab pertanyaan yang muncul.</li> </ul>
<p><b>KEGIATAN PENUTUP (15 MENIT)</b></p>	<p>Refleksi:</p> <ul style="list-style-type: none"> <li>➤ Guru meminta siswa menyebutkan kata-kata yang mereka pelajari dan bagaimana cara mengucapkannya.</li> </ul> <p>Penilaian:</p> <ul style="list-style-type: none"> <li>➤ Guru menilai partisipasi dan pengucapan siswa melalui pengamatan selama permainan.</li> </ul> <p>Penugasan:</p> <ul style="list-style-type: none"> <li>➤ Siswa diminta untuk berlatih pengucapan kata-kata di rumah dengan membuat daftar kata-kata baru dan mencari cara pengucapannya.</li> </ul> <p>Penutup:</p> <ul style="list-style-type: none"> <li>➤ Guru mengakhiri pelajaran dengan ucapan terima kasih kepada siswa dan memberi tahu rencana untuk pertemuan berikutnya.</li> </ul>

### **PENILAIAN PEMBELAJARAN**

- Teknik Penilaian: Pengamatan langsung selama permainan.
- Instrumen Penilaian: Rubrik untuk menilai pengucapan dan partisipasi.

**Penawartama, 1 Juni 2024**

**Guru Bahasa Inggris**



**Rahmawati, S.Pd**

**Mahasiswa/Peneliti**



**Megi Johan Efendi**

**Mengetahui**

**Kepala SMAN 1 Penawartama**



**Dr. S. U. YADI**

**NIP. 19640904 199103 1 005**

## RENCANA PELAKSANAAN PEMBELAJARAN

<b>SEKOLAH :SMAN 1 PENAWARTAMA</b> <b>PELAJARAN :BAHASA INGGRIS</b>	<b>KELAS / SEMESTER :</b> XI / 1 <b>ALOKASI WAKTU : 2</b> <b>x 45 menit</b>	<b>PERTEMUAN Ke : 2</b> <b>KD : 3.1:4.1</b>
<b>MATERI :</b> <i>Pronunciation (Improving Pronunciation Skills using the Go Fish Game)</i>		

### A. TUJUAN

<ul style="list-style-type: none"> <li>- Mengidentifikasi pengucapan kata-kata yang lebih kompleks.</li> <li>- Mempraktikkan teknik pengucapan yang benar dalam situasi permainan yang lebih menantang.</li> <li>- Meningkatkan kepercayaan diri dalam pengucapan melalui interaksi dalam permainan Go Fish.</li> </ul>
---

### B. LANGKAH-LANGKAH PEMBELAJARAN

<b>MEDIA :</b> <ul style="list-style-type: none"> <li>➤ Kartu go fish dan teks</li> <li>➤ Lembar penilaian</li> </ul>
---

<b>PENDAHULUAN (10 MENIT)</b>	<p>Apersepsi:</p> <ul style="list-style-type: none"> <li>➤ Guru menyapa siswa dan mengajak mereka berdoa bersama dipimpin oleh ketua kelas.</li> <li>➤ Guru mengingatkan materi sebelumnya dan tujuan permainan pada pertemuan kali ini.</li> </ul> <p>Motivasi:</p> <ul style="list-style-type: none"> <li>➤ Guru menjelaskan bahwa permainan hari ini akan membantu mereka lebih memahami pengucapan kata-kata yang lebih kompleks.</li> </ul>
<b>KEGIATAN INTI (70 MENIT)</b>	<p>Eksplorasi (20 menit):</p> <ul style="list-style-type: none"> <li>➤ Guru mereview aturan permainan Go Fish dan memberikan fokus pada kata-kata yang lebih kompleks.</li> <li>➤ Guru mendemonstrasikan pengucapan beberapa kata kompleks dengan menggunakan contoh kartu.</li> </ul> <p>Elaborasi (40 menit):</p> <ul style="list-style-type: none"> <li>➤ Siswa kembali ke kelompok mereka dari pertemuan sebelumnya.</li> <li>➤ Guru memberikan set kartu yang berisi kata-kata dengan pengucapan yang lebih kompleks.</li> <li>➤ Siswa memainkan Go Fish dengan fokus mengidentifikasi dan mengucapkan kata-kata kompleks dengan benar. Setiap kelompok berusaha untuk mengumpulkan kartu dengan pengucapan yang benar.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Guru berkeliling memberikan bimbingan dan umpan balik khusus tentang pengucapan kata-kata kompleks.</li> </ul> <p>Konfirmasi (10 menit):</p> <ul style="list-style-type: none"> <li>➤ Setelah permainan selesai, guru dan siswa mendiskusikan tantangan yang dihadapi dan solusi pengucapan yang benar.</li> <li>➤ Guru memberikan umpan balik umum tentang peningkatan yang terjadi dan menjawab pertanyaan siswa.</li> </ul>
<p><b>KEGIATAN PENUTUP (15 MENIT)</b></p>	<p>Refleksi:</p> <ul style="list-style-type: none"> <li>➤ Guru meminta siswa untuk berbagi kata-kata kompleks yang mereka pelajari dan bagaimana cara mengucapkannya.</li> </ul> <p>Penilaian:</p> <ul style="list-style-type: none"> <li>➤ Guru menilai partisipasi dan pengucapan siswa selama permainan, terutama untuk kata-kata yang lebih kompleks.</li> </ul> <p>Penugasan:</p> <ul style="list-style-type: none"> <li>➤ Siswa diminta untuk mencari dan berlatih pengucapan kata-kata kompleks lainnya dan mencatatnya di lembar kerja.</li> </ul> <p>Penutup:</p> <ul style="list-style-type: none"> <li>➤ Guru mengakhiri pelajaran dengan ucapan terima kasih dan memberikan arahan untuk pertemuan berikutnya.</li> </ul>

### **PENILAIAN PEMBELAJARAN**

- Teknik Penilaian: Pengamatan langsung selama permainan.
- Instrumen Penilaian: Rubrik untuk menilai pengucapan dan partisipasi, dengan fokus pada kata-kata kompleks.

**Penawartama, 1 Juni 2024**

**Guru Bahasa Inggris**



**Rahmawati, S.Pd**

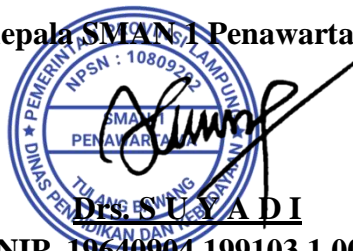
**Mahasiswa/Peneliti**



**Megi Johan Efendi**

**Mengetahui**

**Kepala SMAN 1 Penawartama**



**Drs. SUGADI**

**NIP. 19640904 199103 1 005**

## SILABUS PEMBELAJARAN

SATUAN PENDIDIKAN : SMA  
 KELAS : SEBELAS (XI)  
 MATA PELAJAEAN : BAHASA INGGRIS

### A. KOMPETENSI DASAR DAN INDIKATOR

KD	Indikator
3.1 Memahami cara pengucapan kata-kata bahasa Inggris dengan benar.	3.1.1 Mengidentifikasi pengucapan kata yang benar. 3.1.2 Menjelaskan pengucapan dalam kalimat.
4.1 Menggunakan pengucapan kata-kata bahasa Inggris dalam komunikasi lisan.	4.1.1 Memperbaiki kesalahan pengucapan. 4.1.2 Menggunakan pengucapan yang benar dalam komunikasi.

### B. MATERI PEMBELAJARAN

Pertemuan 1: Fonetik dasar (fonem konsonan dan vokal).

Pertemuan 2: Pengucapan dalam kalimat.

Pertemuan 3: Pengucapan kata-kata kompleks.

### C. KEGIATAN PEMBELAJARAN

Kegiatan	Pertemuan 1	Pertemuan 2	Pertemuan 3
Pendahuluan	- Menyapa, berdoa. - Tujuan pembelajaran.	- Menyapa, berdoa. - Review pertemuan sebelumnya.	- Menyapa, berdoa. - Review pertemuan sebelumnya.
Inti	- Demonstrasi fonetik. - Latihan pengucapan dasar.	- Pengucapan dalam kalimat. - Latihan kalimat.	- Pengucapan kata kompleks. - Latihan kata kompleks.
Penutup	- Refleksi. - Penugasan.	- Refleksi. - Penugasan.	- Refleksi. - Penugasan.

### D. PENILAIAN

Aspek	Teknik	Instrumen
Pengucapan	Observasi	Rubrik penilaian pengucapan.
Partisipasi	Observasi	Lembar penilaian partisipasi.

Rubric penilaian pengucapan

Kriteria	Sangat baik	Baik	Cukup	Kurang
Pengucapan	Jelas dan tepat	Jelas	Cukup jelas	Tidak jelas

#### E. MEDIA DAN SUMBER BELAJAR

Media: Kartu Go Fish, audio pengucapan.

Sumber Belajar: Buku Bahasa Inggris Kelas XI SMA/SMK K13.

#### G. PEMBELAJARAN REMEDIAL DAN PENGAYAAN

Remedial: Bimbingan dan latihan tambahan.

Pengayaan: Aktivitas pengucapan lanjutan.

Penawartama, 1 Juni 2024

Guru Bahasa Inggris



Rahmawati, S.Pd

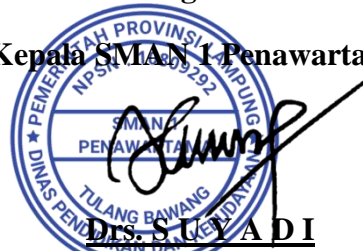
Mahasiswa/Peneliti



Megi Johan Efendi

Mengetahui

Kepala SMAN 1 Penawartama



**Drs. S. UYADI**

NIP. 19640904 199103 1 005



### PRA SURVEY

No	Words	Phonetic Transcription
1	Gerund	'dʒerənd
2	Various	'veəriəs
3	Near	nɪə
4	Whole	həʊl
5	Mouth	maʊθ
6	Choice	tʃɔɪs
7	Break	breɪk
8	Paper	'peɪpə
9	Smooth	smu:ð
10	World	wɜ:lɪd

### STUDENTS' PRONUNCIATION PRA SURVEY SCORE

No	Student Name	The Pronunciation Result	
		Score	Category
1.	AIWP	33	Incomplete
2.	AAA	18	Incomplete
3.	AN	23	Incomplete
4.	AM	60	Incomplete
5.	AA	25	Incomplete
6.	ALN	51	Incomplete
7.	AKN	60	Incomplete
8.	AR	55	Incomplete
9.	BA	78	Complete
10.	CC	35	Incomplete
11.	CMS	58	Incomplete
12.	DFY	50	Incomplete
13.	DATS	58	Incomplete
14.	EA	55	Incomplete
15.	FS	20	Incomplete

16.	FNH	13	Incomplete
17.	FA	63	Incomplete
18.	HNK	35	Incomplete
19.	JA	33	Incomplete
20.	KJP	30	Incomplete
21.	KSH	60	Incomplete
22.	KAM	49	Incomplete
23.	LK	72	Complete
24.	MEA	68	Incomplete
25.	MBR	43	Incomplete
26.	NPGP	40	Incomplete
27.	NLG	15	Incomplete
28.	PKA	39	Incomplete
29.	RWK	69	Incomplete
30.	RMR	60	Incomplete
31.	RAH	30	Incomplete
32.	WMDVP	45	Incomplete
	<b>Total</b>	<b>1.443</b>	

**Vowels (huruf vokal)**

Lax: Short/ pendek

Simbol	Cara Baca	Contoh kata
ɪ	Hampir mirip seperti: sate	Hymn, kit, bid, minute
e	Hampir mirip seperti: ember atau bebek	Bed, head, dress
ɒ	A ditambah sedikit O	Odd, wash, lot
ʌ	Seperti ə + ɑ:	Mud, love, blood
ʊ	Seperti ə + u	Good, foot
ɜ:	Seperti ə + r	Stir, learn, nurse, refer
ə	Seperti mengucapkan: jembatan	Common, standard, about

## Tense: Long/ Panjang

Simbol	Cara Baca	Contoh kata
i:	i	Sea, machine, fleece
u:	u	Two, goose, group
ɑ:	a	Father, start
ɔ:	o	Law, war, north
eə	ea	Fair, various, square

## Diphthong: Suara lemas

Simbol	Cara Baca	Contoh kata
eɪ	ei	Break, face
aɪ	ai	High, price
əʊ	eu	Show, goat
aʊ	au	Now, mouth
ɔɪ	oi	Boy, choice
ɪə	lye	Near, here
eə	Eye	Fair, various
ʊə	Ue	Poor, cure

**Consonant**

Voiceless: cepat

Simbol	Cara Baca	Contoh kata
p	p	Copy, happen
t	t	Tea, button
k	k	Clock, school
tʃ	Che (pengucapan tebal)	Match, nature
f	f	Coffee, fat, fun
θ	Tsa	Author, thing
s	s	Soon, sister
ʃ	Syi	Ship, national
h	h	Whole, ahead

Voiced: lebih lembut

Simbol	Cara Baca	Contoh kata
b	b	Back, job
d	d	Ladder, day
g	g	Ghost, gay, get
dʒ	Je (pengucapan tebal)	Age, soldier
v	v	Heavy, view
ð	dja	Other, smooth
z	z	Zero, buzz
ʒ	Z+h	Vision, pleasure
m	m	Sum, hammer
n	n	Know, funny

**STUDENT DATA SMA NEGERI 1 PENAWARTAMA TULANG****BAWANG**

<b>No</b>	<b>Majors</b>	<b>Number of Class</b>			<b>Total</b>	<b>Presentage</b>
		<b>10</b>	<b>11</b>	<b>12</b>		
1	IPA	65	52	44	161	61%
2	IPS	37	32	34	103	39%
<b>Jumlah</b>		<b>102</b>	<b>84</b>	<b>78</b>	<b>264</b>	<b>100%</b>

## PRE TEST ENGLISH PRONUNCIATION

1. Read the following text carefully
2. Please pronounce the underlined word

### The Komodo Dragon

The Komodo dragon is a large species of lizard found in the Indonesian islands of Komodo, Rinca, Flores, and Gili Motang. It is notable for being the largest living species of lizard, growing to a maximum length of 3 meters (10 feet) and weighing up to approximately 70 kilograms (150 pounds).

Komodo dragons have rough, durable skin reinforced by armored scales, which contain small bones known as osteoderms that function as a sort of natural chainmail. This lizard species has a long, flat head with a rounded snout, powerful limbs, and a muscular tail. Their skin color ranges from dark gray to brick red, depending on their location.

Komodo dragons inhabit dry, hot, and arid environments. They prefer open grasslands, savannas, and tropical forests at low elevations. These reptiles are native to the Lesser Sunda Islands and are found only in Komodo National Park and surrounding areas.

Komodo dragons are carnivores. They hunt and scavenge for their food, which includes large prey such as deer, pigs, and water buffaloes. They have a unique way of hunting; they use their keen sense of smell to locate carcasses and can detect a dead or dying animal from several kilometers away. Komodo dragons have venomous bites that can kill prey through infection, and they often follow their prey for days until the animal succumbs to the infection.

The breeding season for Komodo dragons usually occurs between May and August, with eggs being laid in September. Females lay about 20 eggs in a nest, and the eggs incubate for seven to eight months. Young Komodo dragons are vulnerable and often live in trees to avoid predators, including older dragons.

The Komodo dragon is classified as a vulnerable species due to habitat loss, poaching, and natural disasters. Conservation efforts are in place to protect these animals and their habitat, ensuring the survival of the species.

Sources : Buku Bahasa Inggris untuk SMA/MA Kelas XI, Kurikulum 2013, Kementerian Pendidikan dan Kebudayaan Indonesia.

**STUDENTS' PRONUNCIATION PRE TEST SCORE**

No	Name	Score
<b>GROUP I</b>		
1	AIWP	65
2	AAA	50
3	AN	50
4	AM	75
5	AA	50
6	ALN	65
7	AKN	65
8	AR	65
<b>GROUP II</b>		
9	BA	75
10	CC	65
11	CMS	65
12	DFY	65
13	DATS	55
14	EA	55
15	FS	50
16	FNH	55
<b>GROUP III</b>		
17	FA	65
18	HNK	65
19	JA	70
20	KJP	50
21	KSH	70
22	KAM	70
23	LK	50
24	MEA	50
<b>GROUP IV</b>		
25	MBR	65
26	NPGP	55
27	NLG	50
28	PKA	65
29	RWK	65
30	RMR	55
31	RAH	70
32	WMDVP	55

## TREATMENT

Treatment 1 (June 3<sup>rd</sup>, 2024): In the first treatment session, conducted on June 3<sup>rd</sup>, 2024, the researcher introduced the go fish game to the students. The session began with the researcher greeting the students and engaging them in prayer led by the class leader. Attendance was then taken using a numbered list, ensuring all students were accounted for. The researcher proceeded to explain the rules and objectives of the go fish game, including the tools used and the educational benefits it offers. Each group received a set of 52 cards, divided into 4 groups, containing words underlined in the text along with their pronunciation guides. The focus of this treatment was on teaching the students how to pronounce the underlined words correctly. Each group was tasked with finding and correctly pronouncing the set of cards they were assigned. The session aimed to familiarize students with the game mechanics and improve their pronunciation skills through interactive learning.

Treatment 2 (June 7<sup>th</sup>, 2024): The second treatment session took place on June 7<sup>th</sup>, 2024, following up on the initial session. Similar to the first treatment, the researcher started with greetings and prayer, ensuring student attendance was recorded. Building on the previous session, the researcher refined the game's approach by emphasizing the correct pronunciation of specific underlined words from the text. This time, instead of focusing on finding sets of cards, each group's task was to correctly identify and pronounce individual words underlined in the text. If a group correctly identified and pronounced a word, they retained the card. However, if they mispronounced it, the card went to the group requesting it. The session aimed to reinforce pronunciation skills and deepen understanding through active engagement with the go fish game, thereby enhancing learning outcomes in pronunciation among the students.

The following are the steps for learning to use the Go Fish game :

- 1) The researcher greeted students throughout the class by saying *hello, good morning students, how are you?* Some students answered *hello Sir, I'm fine.*
- 2) Researchers and students pray together led by the class leader. Apart from that, researchers and students prayed together.
- 3) Researchers check student attendance using an attendance list in the form of points numbered 1 to 32. Students answer by raising their hands to determine the student's presence.



- 4) Researchers explain the meaning of go fish games, how to play them, the tools used and the benefits obtained. After that, students ask what they do not understand from the material that has been explained previously.
- 5) The researcher provided a set of cards containing 52 cards distributed into 4 groups for the go fish game media. Each card contains a word underlined in the text as well as how to read it. In the treatment, the researcher taught go fish game patterns and correct pronunciation.  
In the first treatment, the researcher taught students how to pronounce the underlined words in the text, so the researcher gave 13 cards to each group to find the correct set of cards. Meanwhile, in the second treatment, the task of each group is to find the correct set of cards by mentioning one word underlined in the text. students' pronunciation of the card that was pronounced when there is a group that holds up the card that they are looking for correctly and if the pronunciation is wrong then the group that holds up the card will get their turn to say the card that the group will collect without giving the card requested by the group before his.
- 6) The game ends when one of the groups has collected 13 cards with the correct pronunciation and the cards according to the text given.

## POST TEST ENGLISH PRONUNCIATION

1. Read the following text carefully
2. Please pronounce the underlined word

### TEXT I

#### My First Camping Experience

Last summer, I went camping for the first time with my friends from high school. We decided to explore the mountains near our town and set up our camp by a beautiful lake. It was an exciting and memorable adventure that taught me a lot about nature and friendship.

On the first day, we hiked up the mountain carrying our heavy backpacks. The path was steep and challenging, but the breathtaking views of the surrounding forest kept us motivated. After several hours of hiking, we finally reached our campsite by the lake. We set up our tents and gathered firewood for the night. Sitting around the campfire, we roasted marshmallows, shared stories, and sang songs under the starry sky.

The next morning, we decided to explore the area around the lake. We discovered a small waterfall and a shallow stream where we could swim and cool off. We spent the day fishing, swimming, and playing games. In the afternoon, we took a short hike to a nearby peak that offered a panoramic view of the entire valley. The scenery was stunning, and we took many photographs to capture the moment.

On the final day, we packed up our tents and cleaned the campsite. We made sure to leave no trace of our presence and took all our trash with us. The hike back down the mountain was much easier, and we felt a sense of accomplishment as we reached the town. Our camping trip was an incredible experience that strengthened our friendships and gave us a greater appreciation for the natural world.

My first camping experience was a wonderful adventure filled with learning and laughter. It was a chance to escape the routine of daily life, connect with nature, and build lasting memories with my friends. I look forward to our next camping trip and the new experiences it will bring.

Sources : Buku Bahasa Inggris untuk SMA/MA Kelas XI, Kurikulum 2013, Kementerian Pendidikan dan Kebudayaan Indonesia.

## TEXT II

### Borobudur Temple

Borobudur ***Temple*** is a magnificent Buddhist temple located in Central Java, Indonesia. It is one of the world's largest Buddhist temples and an architectural ***marvel*** that attracts visitors from around the globe. This UNESCO World Heritage Site is a symbol of Indonesia's rich cultural ***heritage*** and religious history.

Borobudur was built in the 9th century during the reign of the Sailendra Dynasty. It is believed to have been constructed under the ***guidance*** of Gunadharma, a renowned ***architect***. The temple was abandoned in the 14th century as the island's population converted to Islam and was rediscovered in the early 19th ***century*** by British colonists.

The temple ***complex*** is constructed in the form of a massive stupa, with a series of nine stacked ***platforms***, six square and three circular, topped by a central dome. The walls and balustrades are adorned with 2,672 relief panels and 504 Buddha statues. The central ***dome*** is surrounded by 72 Buddha statues, each seated inside a perforated stupa. The design reflects a blend of Indian architectural influence and Javanese indigenous elements.

Borobudur is a ***representation*** of the Buddhist ***cosmology***. The three levels of the temple symbolize three levels of Buddhist teachings: Kamadhatu (the world of desires), Rupadhatu (the world of forms), and Arupadhatu (the world of formlessness). As visitors ascend through the levels, they are taken on a journey toward enlightenment, symbolizing the path from the earthly realm to ***Nirvana***.

Borobudur serves as a place of pilgrimage for Buddhists. Every year, Buddhists celebrate Vesak Day at Borobudur to commemorate the birth, enlightenment, and death of Buddha. The temple also plays a crucial role in the cultural and spiritual life of the Javanese people and is a ***significant*** historical and architectural monument in Indonesia.

Due to its historical importance and vulnerability to damage, Borobudur has undergone several restoration projects. Conservation efforts have focused on preserving the structure, protecting it from environmental damage, and maintaining its cultural and religious significance.

Sources : Buku Bahasa Inggris untuk SMA/MA Kelas XI, Kurikulum 2013, Kementerian Pendidikan dan Kebudayaan Indonesia.

### TEXT III

#### The Eiffel Tower

The Eiffel Tower is one of the most famous landmarks in the world. Located in Paris, France, it was designed by the engineer Gustave Eiffel and constructed between 1887 and 1889. The tower stands 324 meters tall and was the tallest man-made structure in the world until the completion of the Chrysler Building in New York in 1930.

The Eiffel Tower is composed of iron and weighs about 10,000 tons. It has three levels for visitors, with restaurants on the first and second levels. The top level, which is the highest accessible part of the tower, offers stunning panoramic views of Paris.

The design of the Eiffel Tower was initially criticized by some of France's leading artists and intellectuals, but it has since become a global icon of France and one of the most recognizable structures in the world. It attracts millions of visitors each year and is a symbol of architectural ingenuity and cultural significance.

Sources : Buku Bahasa Inggris untuk SMA/MA Kelas XI, Kurikulum 2013, Kementerian Pendidikan dan Kebudayaan Indonesia.

## TEXT IV

### My Summer Vacation

Last summer, I had the most amazing vacation of my life. My family and I traveled to Bali, Indonesia, where we spent two weeks exploring the island's beautiful beaches, temples, and natural landscapes.

On the first day, we visited Kuta Beach, where we enjoyed the sun and surf. My brother and I tried surfing for the first time, and although we fell many times, it was a lot of fun. We also took a boat trip to see the famous Tanah Lot Temple, which is located on a rock formation in the sea. The sunset view there was breathtaking.

During our stay, we also went hiking in the Ubud area, where we saw terraced rice fields and visited the Monkey Forest. We tried local Balinese dishes, such as nasi goreng and satay, which were delicious.

Overall, the vacation was a perfect blend of adventure, relaxation, and cultural experiences. It was a memorable trip that I will cherish forever.

Sources : Buku Bahasa Inggris untuk SMA/MA Kelas XI, Kurikulum 2013, Kementerian Pendidikan dan Kebudayaan Indonesia.

**STUDENTS' PRONUNCIATION POST TEST SCORE**

No	Name	Score
	<b>GROUP I</b>	
1	AIWP	75
2	AAA	65
3	RAH	60
4	AM	75
5	AA	70
6	ALN	75
7	FNH	65
8	AR	70
	<b>GROUP II</b>	
9	BA	85
10	CC	70
11	CMS	85
12	DFY	75
13	DATS	85
14	EA	70
15	FS	75
16	AKN	80
	<b>GROUP III</b>	
17	FA	70
18	HNK	75
19	JA	70
20	NPGP	75
21	NLG	75
22	KAM	75
23	LK	85
24	MEA	75
	<b>GROUP IV</b>	
25	MBR	85
26	KJP	80
27	KSH	85
28	PKA	85
29	RWK	80
30	RMR	75
31	AN	80
32	WMDVP	75

## THE RESULT SPSS

### 1. Normality test

#### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual	
N		32	
Normal Parameters <sup>a,b</sup>	Mean	.0000000	
	Std. Deviation	6.59134051	
Most Extreme Differences	Absolute	.162	
	Positive	.162	
	Negative	-.117	
Test Statistic		.162	
Asymp. Sig. (2-tailed) <sup>c</sup>		.032	
Monte Carlo Sig. (2-tailed) <sup>d</sup>	Sig.	.030	
	99% Confidence Interval	Lower Bound	.026
		Upper Bound	.035

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

### 2. Homogeneity Test

#### Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.492	4	27	.741
	Based on Median	.440	4	27	.779
	Based on Median and with adjusted df	.440	4	23.966	.779
	Based on trimmed mean	.489	4	27	.744

### 3. SPSS Computation Result

		Paired Samples Test						Significance	
		Paired Differences				t	df	One-Sided p	Two-Sided p
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST	-15.15625	10.11900	1.78880	-18.80454	-11.50796	8.473	31	<,001
	POST-TEST								<,001

### 4. Degree of Freedom

**TABEL NILAI KRITIS DISTRIBUSI T**

df	One-Tailed Test						
	0,25	0,10	0,05	0,025	0,01	0,005	0,001
	Two-Tailed Test						
	0,50	0,20	0,10	0,05	0,02	0,01	0,002
1	1,000000	3,077684	6,313752	12,706205	31,820516	63,656741	318,308839
2	0,816497	1,885618	2,919986	4,302653	6,964557	9,924843	22,327125
3	0,764892	1,637744	2,353363	3,182446	4,540703	5,840909	10,214532
4	0,740697	1,533206	2,131847	2,776445	3,746947	4,604095	7,173182
5	0,726687	1,475884	2,015048	2,570582	3,364930	4,032143	5,893430
6	0,717558	1,439756	1,943180	2,446912	3,142668	3,707428	5,207626
7	0,711142	1,414924	1,894579	2,364624	2,997952	3,499483	4,785290
8	0,706387	1,396815	1,859548	2,306004	2,896459	3,355387	4,500791
9	0,702722	1,383029	1,833113	2,262157	2,821438	3,249836	4,296806
10	0,699812	1,372184	1,812461	2,228139	2,763769	3,169273	4,143700
11	0,697445	1,363430	1,795885	2,200985	2,718079	3,105807	4,024701
12	0,695483	1,356217	1,782288	2,178813	2,680998	3,054540	3,929633
13	0,693829	1,350171	1,770933	2,160369	2,650309	3,012276	3,851982
14	0,692417	1,345030	1,761310	2,144787	2,624494	2,976843	3,787390
15	0,691197	1,340606	1,753050	2,131450	2,602480	2,946713	3,732834
16	0,690132	1,336757	1,745884	2,119905	2,583487	2,920782	3,686155
17	0,689195	1,333379	1,739607	2,109816	2,566934	2,898231	3,645767
18	0,688364	1,330391	1,734064	2,100922	2,552380	2,878440	3,610485
19	0,687621	1,327728	1,729133	2,093024	2,539483	2,860935	3,579400
20	0,686954	1,325341	1,724718	2,085963	2,527977	2,845340	3,551808
21	0,686352	1,323188	1,720743	2,079614	2,517648	2,831360	3,527154
22	0,685805	1,321237	1,717144	2,073873	2,508325	2,818756	3,504992
23	0,685306	1,319460	1,713872	2,068658	2,499867	2,807336	3,484964
24	0,684850	1,317836	1,710882	2,063899	2,492159	2,796940	3,466777
25	0,684430	1,316345	1,708141	2,059539	2,485107	2,787436	3,450189
26	0,684043	1,314972	1,705618	2,055529	2,478630	2,778715	3,434997
27	0,683685	1,313703	1,703288	2,051831	2,472660	2,770683	3,421034
28	0,683353	1,312527	1,701131	2,048407	2,467140	2,763262	3,408155
29	0,683044	1,311434	1,699127	2,045230	2,462021	2,756386	3,396240
30	0,682756	1,310415	1,697261	2,042272	2,457262	2,749996	3,385185
31	0,682486	1,309464	1,695519	2,039513	2,452824	2,744042	3,374899
32	0,682234	1,308573	1,693889	2,036933	2,448678	2,738481	3,365306
33	0,681997	1,307737	1,692360	2,034515	2,444794	2,733277	3,356337
34	0,681774	1,306952	1,690924	2,032245	2,441150	2,728394	3,347934
35	0,681564	1,306212	1,689572	2,030108	2,437723	2,723806	3,340045
36	0,681366	1,305514	1,688298	2,028094	2,434494	2,719485	3,332624
37	0,681178	1,304854	1,687094	2,026192	2,431447	2,715409	3,325631
38	0,681001	1,304230	1,685954	2,024394	2,428568	2,711558	3,319030
39	0,680833	1,303639	1,684875	2,022691	2,425841	2,707913	3,312788
40	0,680673	1,303077	1,683851	2,021075	2,423257	2,704459	3,306878





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111  
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

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

Nama : Megi Johan Efendi  
 NPM : 2001051020

Program Studi : TBI  
 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu/ 29 mei 2024		Intros / Use foot for references of reading.  Write down the procedure, name of group, and the result answer sheet.	
	Senin 31 mei 2024		Revisi done Acc for A/D Good luck!	

Mengarahkan  
 Nama Program Studi TBI  
  
 Dr. Nipen Dewatur, M.Pd.B.I  
 NIP. 198803082015031006

Dosen Pembimbing  
  
**Rika Dartiara, M.Pd**  
 NIDN. 2015099101



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website www.tarbiyah.metrouniv.ac.id; e-mail tarbiyah.iaim@metrouniv.ac.id

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

Nama : Megi Johan Efendi  
NPM : 2001051020

Program Studi : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Kamis / 13 Juni 2024		check technical writing - use guiden book.  sub: description of research location.  describe about Uki mii is enough.  - add the description in all table.  - the result of treatment 1 and two.	
	Jumat / 14 Juni 2024		revise tone	

Mengesah  
Mencatat  
Studi TBI  
  
**D. Syarifuddin, M.Pd.B.I**  
NIP. 198803082015031006

Dosen Pembimbing

**Rika Dartiara, M.Pd**  
NIDN. 2015099101




**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inngmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

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

Nama : Megi Johan Efendi  
NPM : 2001051020

Program Studi : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu / 19 Juni 2024		<ul style="list-style-type: none"> <li>- Complete all Appendixe</li> <li>- Acc for munawosyah</li> </ul> <p>note ppt and study, you have to master all the content of your undergraduate thesis .</p> <p>keep spirit and good luck !</p>	

Mengesah  
Konsultasi Studi TBI  
  
**Me Much Diniatur, M.Pd.B.I**  
NIP. 198803082015031006

Dosen Pembimbing



**Rika Dartiara, M.Pd**  
NIDN. 2015099101



**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

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4325/In.28/J/TL.01/09/2023  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
KEPALA SEKOLAH SMAN 1  
PENAWARTAMA  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **MEGI JOHAN EFENDI**  
NPM : 2001051020  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris  
Judul : THE INFLUENCE OF GO FISH GAME ON STUDENTS' PRONUNCIATION OF THE ELEVENTH GRADE AT SMAN 1 PENAWARTAMA

untuk melakukan prasurvey di SMAN 1 PENAWARTAMA, dalam rangka menyelesaikan 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, 04 September 2023  
Ketua Jurusan,



**Andianto M.Pd**  
NIP 19871102 201503 1 004



PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMA NEGERI 1 PENAWARTAMA**  
NPSN : 10809292 TERAKREDITASI : B

Alamat : Jl. Lintas Rawajitu Kamp. Bogatama Kec. Penawartama Kab. Tulang Bawang  
Email : [smn1.penawartama@gmail.com](mailto:smn1.penawartama@gmail.com) / [smn1\\_penawartama@yahoo.co.id](mailto:smn1_penawartama@yahoo.co.id)



Nomor : 420/198/SMAN IPT/DP-03/IV/2024  
Lampiran : -  
Perihal : Izin Pra Survey

Kepada Yth :  
Ketua Jurusan Tadris Bahasa Inggris  
Institut Agama Islam Negeri Metro  
Di  
Tempat

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah Dan Ilmu Keguruan, Nomor : B-4325/In.28/J/TL.01/09/2023, tanggal 4 September 2023, perihal Permohonan Izin Pra Survey, maka dengan ini Kepala Sekolah Menengah Atas (SMA) Negeri 1 Penawartama menerangkan bahwa :

Nama : MEGI JOHAN EFENDI  
NPM : 2001051020  
Jurusan : Tadris Bahasa Inggris  
Judul : THE INFLUENCE OF GO FISH GAME ON STUDENTS' PRONUNCIATION OF THE ELEVENTH GRADE AT SMAN 1 PENAWARTAMA

Yang bersangkutan di atas diizinkan untuk melaksanakan Pra Survey sesuai dengan jadwal/waktu yang ditentukan di SMA Negeri 1 Penawartama.

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagai mestinya.

Penawartama, 8 April 2024  
Kepala Sekolah.



**Drs. SUYADI**  
NIP. 19640904 199103 1 005



PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMA NEGERI 1 PENAWARTAMA**  
NPSN : 10809292 TERAKREDITASI : B

Alamat : Jl. Lintas Rawajitu Kamp. Bogatama Kec. Penawartama Kab. Tulang Bawang  
Email : [smn1.penawartama@gmail.com](mailto:smn1.penawartama@gmail.com) / [smn1\\_penawartama@yahoo.co.id](mailto:smn1_penawartama@yahoo.co.id)



Nomor : 420/235/SMAN1PT/DP-03/V/2024  
Lampiran : -  
Perihal : Izin Reseach

Kepada Yth :  
Ketua Jurusan Tadris Bahasa Inggris  
Institut Agama Islam Negeri Metro  
Di  
Tempat

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah Dan Ilmu Keguruan, Nomor : B-2716/In.28/D.1/TL.01/05/2024, tanggal 30 Mei 2024, perihal Permohonan Izin Research, maka dengan ini Kepala Sekolah Menengah Atas (SMA) Negeri 1 Penawartama menerangkan bahwa :

Nama : MEGI JOHAN EFENDI  
NPM : 2001051020  
Jurusan : Tadris Bahasa Inggris  
Judul : THE INFLUENCE OF GO FISH GAME ON STUDENTS' PRONUNCIATION OF THE ELEVENTH GRADE AT SMAN 1 PENAWARTAMA TULANG BAWANG

Yang bersangkutan di atas diizinkan untuk melaksanakan Research sesuai dengan jadwal/waktu yang ditentukan di SMA Negeri 1 Penawartama.

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagai mestinya.

Penawartama, 31 Mei 2024  
Kepala Sekolah.  
  
**Drs. SUYADI**  
NIP. 19640904 199103 1 005



**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

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA**

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

Nama : Megi Johan Efendi  
NPM : 2001051020  
Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 11 Juni 2024  
Ketua Program Studi TBI  
  
Dr. Much Deinintur, 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-450/In.28/S/U.1/OT.01/05/2024**

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

Nama : MEGI JOHAN EFENDI  
NPM : 2001051020  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001051020

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, 30 Mei 2024

Kepala Perpustakaan



Dr. Asad, S. Ag., S. Hum., M.H., C.Me  
NIP. 19750505 200112 1 002





**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  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2717/In.28/D.1/TL.00/05/2024  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMAN 1 PENAWARTAMA  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2716/In.28/D.1/TL.01/05/2024, tanggal 30 Mei 2024 atas nama saudara:

Nama : **MEGI JOHAN EFENDI**  
NPM : 2001051020  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMAN 1 PENAWARTAMA bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 PENAWARTAMA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF GO FISH GAME ON STUDENTS' PRONUNCIATION OF THE ELEVENTH GRADE AT SMAN 1 PENAWARTAMA TULANG BAWANG".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 30 Mei 2024 Wakil  
Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



**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

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-2716/In.28/D.1/TL.01/05/2024

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

Nama : **MEGI JOHAN EFENDI**  
NPM : 2001051020  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMAN 1 PENAWARTAMA, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF GO FISH GAME ON STUDENTS' PRONUNCIATION OF THE ELEVENTH GRADE AT SMAN 1 PENAWARTAMA TULANG BAWANG".
  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 : 30 Mei 2024

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003

Mengetahui,  
Kepala Sekolah

  
**Drs. Suwadi**  
NIP 19640904 199103 1 005



AN UNDERGRADUATE  
THESIS  
THE INFLUENCE OF GO FISH  
GAME ON STUDENTS'  
PRONUNCIATION OF THE  
ELEVENTH GRADE AT SMAN  
1 PENAWARTAMA TULANG  
BAWANG

by Megi Johan Efendi 2001051020

---

**Submission date:** 14-Jun-2024 01:10PM (UTC+0100)  
**Submission ID:** 235157560  
**File name:** Megi Johan Efendi 2001051020.docx (2.9M)  
**Word count:** 17549  
**Character count:** 93856



## Megi Johan Efendi 2001051020.docx

## ORIGINALITY REPORT

<b>17</b> %	<b>17</b> %	<b>4</b> %	<b>7</b> %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

## PRIMARY SOURCES

<b>1</b>	<b>repository.metrouniv.ac.id</b> Internet Source	<b>5</b> %
<b>2</b>	<b>repository.iainpare.ac.id</b> Internet Source	<b>2</b> %
<b>3</b>	<b>123dok.com</b> Internet Source	<b>1</b> %
<b>4</b>	<b>repository.radenintan.ac.id</b> Internet Source	<b>1</b> %
<b>5</b>	<b>eprints.walisongo.ac.id</b> Internet Source	<b>1</b> %
<b>6</b>	<b>digilibadmin.unismuh.ac.id</b> Internet Source	<b>&lt;1</b> %
<b>7</b>	<b>uia.e-journal.id</b> Internet Source	<b>&lt;1</b> %
<b>8</b>	<b>www.aiou.edu.pk</b> Internet Source	<b>&lt;1</b> %
<b>9</b>	<b>repository.iainpalopo.ac.id</b> Internet Source	<b>&lt;1</b> %

10	<a href="https://en.wikipedia.org">en.wikipedia.org</a> Internet Source	<1 %
11	Submitted to University of Edinburgh Student Paper	<1 %
12	<a href="http://www.definitions.net">www.definitions.net</a> Internet Source	<1 %
13	Submitted to Webster University Student Paper	<1 %
14	"Investigating English Pronunciation", Springer Science and Business Media LLC, 2015 Publication	<1 %
15	Putri Yuni Mentari. "A Need Analysis of ESP For Office Administration Program at SMK Negeri 2 Purworejo in the Academic Year of 2018/2019", Journal of English Education and Teaching, 2019 Publication	<1 %
16	Submitted to IAIN Metro Lampung Student Paper	<1 %
17	Submitted to University of North Georgia Student Paper	<1 %
18	<a href="http://panohead.net">panohead.net</a> Internet Source	<1 %
19	<a href="http://repository.umnaw.ac.id">repository.umnaw.ac.id</a> Internet Source	<1 %

		<1 %
20	<a href="http://gospodarkainnowacje.pl">gospodarkainnowacje.pl</a> Internet Source	<1 %
21	Submitted to Universidad TecMilenio Student Paper	<1 %
22	<a href="http://etheses.iainponorogo.ac.id">etheses.iainponorogo.ac.id</a> Internet Source	<1 %
23	<a href="http://prod-dcd-datasets-public-files-eu-west-1.s3.eu-west-1.amazonaws.com">prod-dcd-datasets-public-files-eu-west-1.s3.eu-west-1.amazonaws.com</a> Internet Source	<1 %
24	Submitted to Universitas Khairun Student Paper	<1 %
25	<a href="http://digilib.uinkhas.ac.id">digilib.uinkhas.ac.id</a> Internet Source	<1 %
26	Submitted to Sriwijaya University Student Paper	<1 %
27	Submitted to The Scientific & Technological Research Council of Turkey (TUBITAK) Student Paper	<1 %
28	Submitted to Victoria University Student Paper	<1 %
29	<a href="http://eprints.iain-surakarta.ac.id">eprints.iain-surakarta.ac.id</a> Internet Source	<1 %

30	<a href="http://id.123dok.com">id.123dok.com</a> Internet Source	<1 %
31	<a href="http://nomadsunveiled.com">nomadsunveiled.com</a> Internet Source	<1 %
32	<a href="http://kipdf.com">kipdf.com</a> Internet Source	<1 %
33	<a href="http://www.manatwork.biz">www.manatwork.biz</a> Internet Source	<1 %
34	<a href="http://www.researchgate.net">www.researchgate.net</a> Internet Source	<1 %
35	Submitted to Florida Virtual School Student Paper	<1 %
36	<a href="http://justfunfacts.com">justfunfacts.com</a> Internet Source	<1 %
37	<a href="http://jeet.fkdp.or.id">jeet.fkdp.or.id</a> Internet Source	<1 %
38	<a href="http://repository.uin-suska.ac.id">repository.uin-suska.ac.id</a> Internet Source	<1 %
39	<a href="http://repository.uinsu.ac.id">repository.uinsu.ac.id</a> Internet Source	<1 %
40	<a href="http://ar.scribd.com">ar.scribd.com</a> Internet Source	<1 %
41	<a href="http://docplayer.net">docplayer.net</a> Internet Source	<1 %

42	<a href="https://eprints.uny.ac.id">eprints.uny.ac.id</a> Internet Source	<1 %
43	<a href="https://es.scribd.com">es.scribd.com</a> Internet Source	<1 %
44	<a href="https://intelegensia.web.id">intelegensia.web.id</a> Internet Source	<1 %
45	<a href="https://repository.unibos.ac.id">repository.unibos.ac.id</a> Internet Source	<1 %
46	Submitted to Indiana University Student Paper	<1 %
47	Submitted to Patrick Henry High School Student Paper	<1 %
48	<a href="https://assets.researchsquare.com">assets.researchsquare.com</a> Internet Source	<1 %
49	Submitted to Sim University Student Paper	<1 %
50	<a href="https://epage.pub">epage.pub</a> Internet Source	<1 %
51	<a href="https://www.coursehero.com">www.coursehero.com</a> Internet Source	<1 %
52	Submitted to LL DIKTI IX Turnitin Consortium Part IV Student Paper	<1 %
53	Submitted to Liberty University Student Paper	



		<1 %
54	Submitted to Universitas Negeri Makassar Student Paper	<1 %
55	dokumen.pub Internet Source	<1 %
56	www.grafiati.com Internet Source	<1 %
57	text-id.123dok.com Internet Source	<1 %
58	Iv'n Zavala-Ibarra, Jesus Favela. "Ambient Videogames for Health Monitoring in Older Adults", 2012 Eighth International Conference on Intelligent Environments, 2012 Publication	<1 %
59	Submitted to Kennesaw State University Student Paper	<1 %
60	Submitted to Southern University College Student Paper	<1 %
61	theses.uinmataram.ac.id Internet Source	<1 %
62	archive.org Internet Source	<1 %
63	docslib.org Internet Source	<1 %

64	<a href="http://journal.unnes.ac.id">journal.unnes.ac.id</a> Internet Source	<1 %
65	<a href="http://repository.radenfatah.ac.id">repository.radenfatah.ac.id</a> Internet Source	<1 %
66	<a href="http://repository.usd.ac.id">repository.usd.ac.id</a> Internet Source	<1 %
67	Kate Reynolds, Kenan Dikilitas, Steve Close. "Introduction to TESOL", Wiley, 2021 Publication	<1 %
68	Submitted to Okaloosa-Walton Community College Student Paper	<1 %
69	Submitted to Sekolah Global Jaya Student Paper	<1 %
70	<a href="http://digilib.unila.ac.id">digilib.unila.ac.id</a> Internet Source	<1 %
71	<a href="http://docshare.tips">docshare.tips</a> Internet Source	<1 %
72	<a href="http://eprints.ums.ac.id">eprints.ums.ac.id</a> Internet Source	<1 %
73	<a href="http://fastercapital.com">fastercapital.com</a> Internet Source	<1 %
74	<a href="http://files1.simpkb.id">files1.simpkb.id</a> Internet Source	<1 %

75	<a href="http://mulok.library.um.ac.id">mulok.library.um.ac.id</a> Internet Source	<1%
76	<a href="http://www.slideshare.net">www.slideshare.net</a> Internet Source	<1%
77	Hilal Ergül. " Jose A. Mompean & Jonás Fouz-González (eds.). (2015) ", <i>Journal of Second Language Pronunciation</i> , 2017 Publication	<1%
78	<a href="http://ejournal.unuja.ac.id">ejournal.unuja.ac.id</a> Internet Source	<1%
79	<a href="http://irep.iium.edu.my">irep.iium.edu.my</a> Internet Source	<1%
80	<a href="http://theses.iainkediri.ac.id">theses.iainkediri.ac.id</a> Internet Source	<1%

Exclude quotes  On

Exclude matches  Off

Exclude bibliography  On

## DOCUMENTATION

Researchers ask for permission to conduct research and self-introduction



Pre-test



Treatment I and II



Post-test



## CURRICULUM VITAE



The name of researcher is Megi Johan Efendi. The researcher was born in Central Lampung, April 11th, 2001. This researcher is the second child of Mr. Masdi and Mrs. Siti Umayah. The first brother named Eka Setiawan. And a younger sister named Laisa Desti Anggaini. The researcher completed elementary school (SD) at SD Negeri 02 Makartitama. then have a junior high school at SMP Negeri 2 Penawartama and finish the education in 2017, after that the researcher have senior high school at SMA Negeri 1 Penawartama, Tulang Bawang then complete it in 2020. After that the researcher continue the study at the Metro State Islamic Institute (IAIN) Faculty of Tarbiyah and Teacher Training, Departement of English Education (TBI) strating in semester 1 in 2020 for have a undergraduate education.