

AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING GOOGLE ASSISTANT ON THE

STUDENTS' PRONUNCIATION ABILITY OF THE TENTH

GRADER OF SMK MUHAMMADIYAH SEKAMPUNG

EAST LAMPUNG

By:

DIKI ANGGARA

Student Number Id: 1501070164



Tarbiyah and Teacher Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441H / 2019M

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

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APPROVAL PAGE

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TENTH GRADER OF SMK MUHAMMADIYAH
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Assalamu'alaikum Wr. Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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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.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE INFLUENCE OF USING GOOGLE ASSISTANT ON THE STUDENTS' PRONUNCIATION ABILITY OF THE TENTH GRADER OF SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG, written by DIKI ANGGARA, student number 1501070164, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 25th November 2019 at 15.00 – 17.00.

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**THE INFLUENCE OF USING GOOGLE ASSISTANT ON THE
STUDENTS' PRONUNCIATION ABILITY OF THE TENTH GRADER OF
SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG**

ABSTRACT

**By:
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The objective of this research was to find out whether the Google Assistant could influence the students' pronunciation ability of the tenth grader of SMK Muhammadiyah Sekampung, East Lampung. Pronunciation is the micro skill of speaking. Pronunciation refers to the way in which a word or a language is spoken. Pronunciation has become one of the most important skill in English. Without the good ability of pronunciation there would be misunderstanding between the speaker and the listener. In teaching pronunciation, the teacher should be able to provide the media that could help the students practicing their pronunciation. Google Assistant is one of the media that can be use in teaching pronunciation. Google Assistant has the real native speakers' voice that brings the advantage in order to develop the students' pronunciation ability.

This research was quantitative research. The population of this research was the tenth grader students. The sample were 40 students established through the cluster random sampling technique. The researcher used test and documentation as the data collecting method. In order to analyze the data, the researcher used Independent sample t-test by using SPSS.

In this research, the result of normality test was: pre-test Sig. = 0.122, post-test Sig. = 0.067. Then the result of homogeneity test was Sig. = 0.051. The result of t-test that has been calculated using Independent sample t-test formula which is significant level (2-tailed) was 0.001 which is less than the alpha 0.05. Based on these condition H_0 is rejected, it means that there was a positive and significant influence of using Google Assistant on the students' pronunciation ability of the tenth grader of SMK Muhammadiyah Sekampung, East Lampung.

Keyword: Google Assistant, Pronunciation, word and English vocabulary.

**PENGARUH PENGGUNAAN ASISTEN GOOGLE TERHADAP
KEMAMPUAN PENGUCAPAN BAHASA INGGRIS SISWA KELAS
SEPULUH SMK MUHAMMADIYAH SEKAMPUNG LAMPUNG TIMUR**

ABSTRAK

**Oleh:
DIKI ANGGARA**

Tujuan penelitian ini adalah untuk mengetahui apakah Google Asisten berpengaruh terhadap kemampuan pengucapan Bahasa Inggris siswa kelas X SMK Muhammadiyah Sekampung, Lampung Timur. Pengucapan adalah cabang dari keterampilan berbicara. Pengucapan mengacu pada cara di mana kata atau bahasa diucapkan. Pengucapan menjadi salah satu keterampilan yang penting dalam bahasa Inggris. Tanpa kemampuan pengucapan yang baik, akan ada kesalah pahaman antara pembicara dan pendengar. Dalam mengajar pengucapan, guru harus dapat menyediakan media yang dapat membantu siswa melatih pengucapan bahasa Inggris mereka. Google Asisten adalah salah satu media yang dapat digunakan dalam pengajaran pengucapan. Google Asisten memiliki suara penutur asli bahasa Inggris yang memberikan keuntungan untuk mengembangkan kemampuan pengucapan bahasa Inggris siswa.

Penelitian ini adalah penelitian kuantitatif. Populasi penelitian ini adalah siswa kelas X. Sampel berjumlah 40 siswa ditetapkan melalui teknik cluster random sampling. Peneliti menggunakan tes dan dokumentasi sebagai metode pengumpulan data. Untuk menganalisis data, penulis menggunakan Independent sample t-test dengan menggunakan SPSS.

Dalam penelitian ini, hasil uji normalitas adalah: pre-test Sig. = 0,122, post-test Sig. = 0,067. Kemudian hasil uji homogenitasnya adalah Sig. = 0,051. Hasil uji-t yang telah dihitung menggunakan rumus Independent sample t-test yang merupakan level signifikan (2-tailed) adalah 0,001 lebih kecil dari alpha 0,05. Berdasarkan kondisi ini maka H_0 ditolak, artinya ada pengaruh positif dan signifikan penggunaan Google Asisten terhadap kemampuan pengucapan bahasa Inggris siswa kelas X SMK Muhammadiyah Sekampung, Lampung Timur.

Kata kunci: Google Asisten, Pengucapan, kata dan kosakata bahasa Inggris.

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The Researcher



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Metro, 21 Oktober 2019

Peneliti



DIKI ANGGARA
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MOTTO

...رَبِّ اشْرَحْ لِي صَدْرِي. وَيَسِّرْ لِي أَمْرِي.
وَاحْلُلْ عُقْدَةً مِنْ لِسَانِي. يَفْقَهُوا قَوْلِي

*“Oh Allah expand my chest, and make my matters easy for me, take the notch out
of my tongue so they could understand my speech”*
(At-Thoha:25-28)

***You never know what life is gonna throw at you.
But you do know that you have two choices: run from it or run at it***
(Max)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

My beloved parents, Mr. Ikhwanto and Mrs. Sunarti who always pray and support in their endless love.

My beloved brothers, Joni Kawijaya and Riko Prima Sanjaya.

My wonderful class, TBI D (special class with special types of students)

My beloved friends, Rudi Hartanto, Eko Yulianto, Agus Prasetyo, Ardan Ali Nashoka, Ferdian Eka Parwati, Ayu Wulansari that always support me.

My beloved Almamater of State Institute for Islamic Studies of Metro.

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The second, on this nice occasion, the researcher would like to profound honor, He would like to gratitude for:

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Finally, in this research, the researcher realized that this undergraduate thesis was not perfect. The researcher would like to apologize from the deep of his heart if there were so many mistakes. Then, the researcher expected the readers to give some suggestions and also criticisms for the perfect research.

Metro, 21 October 2019

The Researcher,



DIKY ANGGARA
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CHAPTER I

INTRODUCTION

A. Background of Study

English as an international language have an important role in the world, every people today needed to at least understand about English. Moreover, nowadays English was the world most widely studied foreign language. It means that most of students in all over the world learned English. In general, there were four macro skills in English that have to be mastered by English learners, there were reading, writing, listening, and speaking. In addition, English also have the micro skills such as, grammar and pronunciation. All those skills were required to develop student's English language skill so that they could communicate with other using the English language properly.

Furthermore, most of the people around the globe evaluated our English skill by looking at how good we were speaking in English, which mean they evaluated our pronunciation. Pronunciation itself was the way in which a word or a language is spoken. Thats why pronunciation have become one of the most important skill in english. As a result, the students needed to take more concern to brush up their pronunciation.

Unfortunately, nowadays there were a lot of students who still have problems with pronunciation. That was why their pronunciation ability is not good. The students sometimes still confused in knowing how to

pronounce a word, phrase and sentence in a bad or even wrong ways. Particularly, the students sometimes pronounce “*six*” / sɪks / as “*sick*” / sɪk /, “*eight*” / eɪt / as “*egg*” / ɛg / and others. There were so many factors that caused this problem.

Therefore, to get an information about the students’ pronunciation ability, in December 3rd 2018 the researcher conducted a pretest to the students at the tenth grader of SMK Muhammadiyah Sekampung, East Lampung.

Table 1.1

The Frequency Distribution of Pre-test at SMA Muhammadiyah Sekampung East Lampung.

| No. | Class Interval | Frequency | Percentage % |
|--------------|----------------|-----------|--------------|
| 1. | 20-28 | 6 | 30% |
| 2. | 29-37 | 4 | 20% |
| 3. | 38-46 | 3 | 15% |
| 4. | 47-55 | 4 | 20% |
| 5. | 56-64 | 2 | 10% |
| 6. | 65-73 | 1 | 5% |
| Total | | 20 | 100% |

From the table above, it could be inferred that the most of student still have pronunciation ability below of the average. According to the table above could be known that most of students got low grade. It showed that 17 students got score under 60. Then, only 2 students got score above 60. In conclusion, by seeing the result, it could be concluded that the students’ pronunciation ability is not good.

The result showed that students still have a lot of mistakes while try to pronounce a word, phrase or sentence like they literally say wet-ness-day for the word wednesday /'wɛnzdeɪ/, fa-mous for famous /'feɪməs/, celas-mat or clas-mate for classmate /'klɑːsmet/, suden-lay for suddenly /'sʌdnli/ et cetera.

Based on that problems, the researcher wanted to make an experimental research by using some kind of app called Google Assistant. In this modern ERA, there were a lot of software or applications that could help the students brush up their English, especially their ability in pronunciation. Seeing the big growth of technology in last few years. The researcher wondered if we could make use of that technology, to create teaching-learning process more enticing. It would make students become active and more confident. The researcher wanted to try applying Google Assistant as AI (Artificial Intelligence) toward the students' pronunciation ability.

Google Assistant was the apps provided by google which can be use either on android smartphone device or google home. This app using an English native speaker voice in operation, which means it could bring the advantage for English learner and could be use in practicing pronunciation.

Based on the background above, the researcher conducted a research entitled "The Influence of Using Google Assistant on The

Students' Pronunciation Ability of The Tenth Grader of SMK Muhammadiyah Sekampung East Lampung”.

B. Problem Identification

Based on the background of the study above, the researcher identified some problems as follows:

1. The students still have difficulties while they pronounced the word, phrase or sentence correctly.
2. The students were shy in practicing to pronounce the English word, phrase or sentence.
3. The students were less in listening to the native speakers at how to pronounce the word, phrase or sentence properly.
4. The students were not fully interested in learning process.

C. Problem Limitation

Based on the problem identification above, the researcher took concern that the students have low in pronunciation ability. Therefore, the students were difficult to pronounce the word, phrase or sentence correctly. They did not pronounce the word, phrase or sentence the way it was meant to be pronounce.

Through those problem, in this research the researcher limited the problem that only focus on the students' English word, phrase and sentence pronunciation that still have a lot of mistakes. Then the researcher wanted to try to find a solution in order to help them more

easily practicing to pronounce the word, phrase and sentence correctly by using Google Assistant.

D. Problem Formulation

Concerning to the background of the study above, the researcher formulated the problem as follows:

“Is there any positive and significant influence of using Google Assistant on the students’ pronunciation ability for the tenth grader at SMK Muhammadiyah Sekampung East Lampung?”

E. Objectives and Benefits of Study

1. Objective of the study

Based on the problem formulation above, the researcher aimed to know if there is an influence using Google Assistant on the students’ pronunciation ability at the tenth grader of SMK Muhammadiyah Sekampung, East Lampung.

2. Benefits of the study

a. For the student

By using Google Assistant as a media that could help students brush up their pronunciation ability. The researcher hoped that Google Assistant could make the students easier in practicing how to pronounce a word, phrase or sentence. Moreover, the researcher wanted to make English learning process more interesting and enjoyable by using a millennials’ app such as

Google Assistant. Therefore, the researcher assumed that their pronunciation ability could be improved.

b. For the English Teacher

The researcher expected that may be one day soon the result of this research that was using Google Assistant in order to teach pronunciation could be used by the teacher.

c. For the Headmaster

It was hopefully could be a positive contribution and as information to improve quality of learning English at SMK Muhammadiyah Sekampung, East Lampung.

CHAPTER II

THEORETICAL REVIEW

A. The Concepts of Pronunciation

1. Pronunciation

a. The Definition of Pronunciation

In Oxford learners dictionary, pronunciation is the way in which a language is pronounced. According to Hornby, pronunciation is the way in which a language or particular word or sound is pronounced.¹ In other words, all the things that involved the way of the words, sentences and languages were pronounce is called pronunciation.

In addition, Richard states that pronunciation is the way a certain sound or sounds are produced.² It means that pronunciation focused on studying the sound of the language. It discussed about the way in which sound was produced.

Furthermore, Hancock explain that pronunciation is often though through the teacher providing a model for learners to listen to and repeat.³ It means, pronunciation was some kind of exercise where the teacher provided the students in how the way the language spoken. Then the students were able to pronounce the words or sentences accurately.

¹ Hornby. A.S, *Oxford Advanced Learner's Dictionary of Current English*, eighth edition (London: Oxford University Press, 2010), 1175.

² Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, fourth edition (London: Pearson Education Limited, 2002), 469.

³ Mark Hancock, *Pronunciation Games* (Cambridge: Cambridge University Press, 1995), 1.

Meanwhile, according to AMEP Research Centre International Journal, Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra-segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.⁴ Pronunciation referred to all that involved in production of sounds in order to make conversation with others.

Based on the explanation above, the researcher concluded that pronunciation was the way of the words, sentences, and languages were pronounced.

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.⁵ The teacher would have to concentrate on the important phonemic contrasts and select allophonic variations only to ensure intelligibility, not to achieve a total set of native-speaker-like variations.

⁴ AMEP (Adult Migrant English Program Research Centre) Research Centre, “*Fact Sheet-What Is Pronunciation*,” (2012), 1.

⁵ Geoffrey Broughton et al., *Teaching English A Foreign Language*, Second Edition (New York: University of London Institute of Education, 1980), 58.

In teaching the different use of /t/ and /d/ to students who have difficulties with either or both, the distinction of voicing was a useful starting point and examples should be taken of these sounds used between two vowels, as in *rated, raided, sighting, siding, a tin, a din*, etc. In initial position preceding a vowel, the distinction must emphasize presence or absence of aspiration, and in final position lengthening of the vowel preceding /d/. Other allophonic possibilities such as lateral plosion (as in *little, puddle* or nasal plosion (as in *kitten, goodness*) are not crucial for the students' intelligibility, though they must be able to understand words said in this way.

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

c. The Principles of Pronunciation

In accordance to Geoffrey Broughton, pronunciation practice itself might be very short or may occasionally occupy several minutes. In either case a few key principles should be followed:

- 1) Recognition practice should precede production practice.
- 2) But since production reinforces recognition, there is no need to wait for perfect recognition before asking for production.

- 3) The sounds to be heard and spoken should be clearly highlighted in short utterances.
- 4) But this should not be taken to the extreme of tongue twisters like Peter Piper.
- 5) Students should be given the opportunity to hear the same things said by more than one voice as the model.
- 6) The English sounds can be demonstrated in contrast with other English sounds or else in contrast with sounds from the native language.
- 7) The target sound contrast should be shown to function meaningfully, i.e. students should realize that it makes an important difference to their intelligibility to use it properly. This can be done by a procedure involving a progression from straightforward drill, where the success or failure is simply measured by the teacher's approval or disapproval, to a simulated communication situation like a picture-word matching exercise, or a game, and then to a real communication situation like the understanding of a story or joke where the meaning might depend on the sound contrast being taught.⁶

⁶ *Ibid.*, 62.

Based on the explanation above, it could be concluded that in order to create a good pronunciation ability, students needed to know the correct way to pronounce the English speech, because their ability to product the good way of pronunciation, come from the good pronunciation they have recognized.

d. The Aspects of Pronunciation

According to Jeremy harmer, there are three areas we need to know about in the pronunciation of English – apart from speed and volume – which are intimately connected with meaning.

- 1) **Sounds:** words are made up of individual sounds (or phonemes). For example, ‘beat’ = /b + t/ (i: is the symbol for the sound ‘e’). ‘coffee’ = /'kɒfi/ and ‘case’ = /keɪs/

Sounds (phonemes) are represented here by phonetic symbols (/b/, /i:/ and /k/ for example). This is because there is no one-to-one correspondence between written letters and spoken sounds. Thus the ‘c’ of ‘cat’ is pronounced differently from the ‘c’ of ‘case’, but is the same as the ‘c’ of ‘coffee’. ‘Though’, ‘trough’, and ‘rough’ all have the /oo/ spelling but it is pronounced differently in each case. Different spelling can have the same sound too: ‘plane’ and ‘gain’ both have the same vowel sound, but they are spelt differently.

By changing one sound, we can change the word and its meaning. If we replace the sound /m/, for example we get ‘meat’ instead of ‘beat’. And if we change /i:/ to /I/ we get ‘bit’ instead of ‘beat’.

- 2) **Stress:** the second area of importance is stress – in other words, where emphasis is placed in words and sentences.

Stress is a feature of words not only when the word contrasts phonemically with its minimal pair partner, but also in giving shape to a word as spoken.⁷







The *stressed syllable* (the syllable which carries the main stress) is that part of a word or phrase which has the greatest emphasis because the speaker increases the volume or changes the pitch of their voice when saying that syllable, e.g. ‘important’, ‘medicine’ etc. Moreover, in many longer words, there is both a *main* stress and a *secondary* stress, e.g. interpretation, where ‘ter’ has the secondary stress and ‘ta’ the main stress. In addition, different varieties of English could often stress words differently. For example,

British English speakers usually say ‘advertisement’ whereas some American speakers say ‘advertisement’. The placing of the stress can also affect the meaning of word. For

⁷ Geoffrey Broughton et al., *Teaching English.*, 53.

example, ‘import’ is a noun, but ‘import’ is a verb. In phrases and sentences, we give special emphasis to certain parts of the sentence (by changing our pitch, increasing the volume etc), e.g. ‘I’m a teacher because I like people’. But we could change the meaning of the sentence by placing the stress somewhere else, for example, ‘I’m a teacher because I like people’. You can imagine this being said as an angry response to someone asking a teacher to do something terrible to their students. If, on the other hand, the sentence is said with the main stress on the word ‘I’ it is suggested that this is what makes the speaker different from others who do not like people.

Teachers use a variety of symbols to show stress, e.g.

| | | | | | | | |
|----------|---|---|---|--|---|---|---|
| |  |  |  | |  |  |  |
| ‘teacher | performance | | report | | engagement | | |

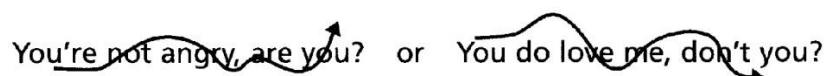
- 3) **Pitch and intonation:** *pitch* describes the level at which you speak. Some people have high-pitched voices, others say things in low-pitched voice. When we pitch the words we say, we may use a variety of different levels: higher when we are excited or terrified, for example, but lower when we are sleepy or bored.

Intonation is often described as the music of speech. It encompasses the moments at which we change the pitch of our voices in order to give certain messages. It is absolutely crucial for getting our meaning across. The word ‘Yes’, for example,

can be said with a falling voice, a rising voice or a combination of the two. By changing the direction of the voice, we can make 'Yes' mean 'I agree' or 'Perhaps it's true' or 'You can't be serious' or 'Wow, you are so right' or any number of other things.

Teachers often use arrows or wavy lines to show intonation tunes (pitch change), like this:

You're not angry, are you? or You do love me, don't you?



Notice that the first question seems to be a genuine request for information, whereas the second is asking for confirmation of something the speaker assumes to be true. We know this because the two different intonation convey different meanings.

Based on the aspect of pronunciation above, it could be concluded that there was five-scale category of pronunciation explained by Rui Ma that could be a guide to diagnose students' difficulties.⁸

Table 2.1
Five-Scale category of Pronunciation

| Category | Vowels | Consonants | Intonation | Word stress | Rhythm |
|----------|-----------------------------|-------------------------------------|-----------------------------------|--|-------------------|
| 5 | Pronounces vowels correctly | Pronounces consonants correctly all | Uses rising or falling intonation | Places stress on the right syllable of | Uses stress-timed |

⁸ Rui Ma, *The Role of Pronunciation in Speaking Test Ratings* (Brigham Young University, 2015), 34.

| | | | | | |
|---|---|--|--|---|---|
| | all the time | the time. | appropriately all the time. Uses intonation to express a variety of meanings, such as apology, sarcasm, etc. | multisyllabic words all the time. | rhythm naturally all the time. |
| 4 | Pronounces vowels correctly most of the time. | Pronounces consonants correctly most of the time. | Uses rising or falling intonation appropriately most of the time but sometimes ineffectively. | Places stress on the right syllable of multisyllabic words most of the time, but misplaces it on a few words. | Uses stress-timed rhythm naturally most of the time. |
| 3 | Makes inconsistent vowel errors. Common errors: /i:/, /ɪ/ | Makes inconsistent consonant errors. Common errors: /w, v/ /s, z/ | Uses rising or falling intonation appropriately most of the time, but intonation impedes understanding. | Places stress on the right syllable of multisyllabic words most of the time, but misplaces it on certain words. | Uses stress-timed rhythm sometimes and syllable-timed rhythm other times. |
| 2 | Pronounces some vowels incorrectly consistently. Common errors: /e, ɪ/, /e, eɪ/ /ɑ:/, aɪ/ | Pronounces some consonants incorrectly consistently. Common errors: /f, h/, /t, d/, /k, g/ | Uses intonation appropriately sometimes to express emotion, but uses up-rising intonation for wh-questions and yes/no questions. | Places stress on the right syllable of multisyllabic words most of the time, but misplaces it on a large number of words. | Rhythm is frequently syllable-timed. |

| | | | | | |
|---|--|---|---|---|-----------------------------|
| 1 | Vowel errors are frequent. Common errors: /e, æ/, /æ, ʌ/ /æ, ɒ/, /ʌ, ɒ/ /ɔ, əʊ/ | Consonant errors are frequent. Common errors: /p, b/, /p, f/ /m, n/, /n, l/ /l, r/ | Uses rising or falling intonation inappropriately frequently. | Frequently misplaces stress on multisyllabic words. | Rhythm is not demonstrated. |
|---|--|---|---|---|-----------------------------|

2. Teaching Pronunciation

Pronunciation teaching deals with to interrelated skills recognition or understanding the flow of speech and production or fluency in the spoken language.⁹ These skills rely very little on intellectual mastery of any pronunciation rules. Ultimately it was only practice in listening and speaking that would give the learners the skills they require.

Pronunciation has traditionally taught with a goal of “speaking likes a native speaker”, but this is not practical. In fact, it is a recipe for discouragement both for teachers and for student.¹⁰ A more practical approach was to aim for listeners friendly with pronunciation. This aim makes sense to a student who hope to achieve something through conversations with native speakers. A consideration of learner pronunciation errors and these can inhibit successful communication in useful basic on which to assess why it is important to deal with pronunciation in the classroom.

⁹ Geoffrey Broughton et al., *Teaching English*, 49.

¹⁰ Judi B. Gilbert, *Teaching Pronunciation Using The Prosody Pyramid* (USA: Cambridge University Press, 2008), 42.

There are two particular problems occur in much pronunciation teaching and learning. Firstly, what students can hear: some students have great difficulty hearing pronunciation features which we want them to reproduce there. There are two ways of dealing with this, in the first place we can show student how sounds are made through demonstration, diagram, and explanation. Moreover, we could also draw the sounds to their attention every time they appear on a tape or in our own conversation. In this way we gradually train the student's ears. When they could hear correctly, they were on the way to being able to speak correctly.

Secondly, the intonation problem: for many teachers the most problematic area of pronunciation is intonation, some of us land many our students' find it extremely difficult to hear 'tunes' or to identity the different patterns of rising and falling tones. The key successful pronunciation teaching. However, is not so much getting students to produce correct sounds or intonation tunes, but rather to have them listen and notice on English that is spoken either on audio or video tape or from the teacher themselves.

a. The Problems of Teaching Pronunciation

1) The Learner

The first issue encountered in designing the pronunciation curriculum is perhaps the one most immediately evident-the learners themselves. The teaching of pronunciation is not

exclusively a linguistic matter and we need to take into consideration such factors as our learners ages, exposures to the target language, amount and type of prior pronunciation instruction, and perhaps most importantly their attitude toward the target language and their motivation to achieve intelligible speech patterns in the second language. Many experts have given their ideas related to the problems of teaching pronunciation of the learner.

a) Age

Research in the field further indicates that children and adults perceive sounds in a very similar manner. 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.¹¹

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.

¹¹ 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.

- (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.).¹²

Some learners were in fact fairly balanced in these four traits, whereas others have strengths and weaknesses. Learner weak in phonemic coding ability would have much more difficulty achieving a readily intelligible pronunciation than those with high aptitude in this domain. Teachers and pronunciation syllabus needed to be sensitive to such learner differences and not expect all learners to achieve the same level of success in the same amount of time.

In other words, someone with extraordinary high motivation may achieve a better pronunciation than someone with integrative motivation that was quite positive yet less intense. That is why motivation play a great role in it. There were two kinds of motivation in general; intrinsic and extrinsic.

¹² *Ibid.*, 17.

According to Ryan and Deci in Oudeyer and Kaplan intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward. Students are likely to be intrinsically motivated if they are interested in mastering a topic, rather than just rote-learning to achieve good grades. In other words, students with high intrinsic motivation are possibly having better achievement rather than the students who have low intrinsic motivation.¹³

2) The Indonesian Learner

From the 26 Roman alphabet, there are only 5 vowels “a”, “i”, “u”, “e” and “o”. The difference between English to other languages that using Roman Alphabet is that English has 20 vowels, while other languages such as German, Spanish, and Indonesian, has only around 5 vowels.

Therefore, speakers of languages with fewer vowel sounds in American English are likely to speak English using only the same number of sounds that exist in their native language. Unfortunately, Indonesian does not have all these 20 vowel

¹³ Pierre-Yves Oudeyer and Frederic Kaplan, *How can We Define Intrinsic Motivation?* (France: Cours de la Libration, 2007), 1.

sounds. Consequently, many Indonesian speakers are having difficulties to differentiate certain American vowels.

Besides, there are certain English consonants that do not exist in Indonesian speech sounds. In English itself there are 24 consonant sounds. Those consonants make the students feel a little bit confused sometimes. Below are some particular sounds that are literally considered difficult for Indonesian students to be produced:

- a) The /æ/ sound as in “Fat”

Based on researcher experience, this sound is hard for Indonesian speakers to be produced. Indonesian speakers often confused with sound [æ] and sound [e]. They pronounce action [æk[n] as [ek[n].

- b) The [θ] sound as in “Think”

This sound does not exist in Indonesian. The Indonesian speakers tend to pronounce think [θɪŋk] as [ti:ŋ].

3) The Teacher

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.

b. The Techniques of Teaching Pronunciation

There are many techniques of teaching pronunciation. According to Celce-Murcia, et al, there are ten techniques of teaching pronunciation as follows:

- 1) Listen and imitate: A technique used in the Direct Method in which students listen to a teacher-provided model and repeat or imitate it.
- 2) Phonetic Training: Use of articulator descriptions, articulator diagrams, and a phonetic alphabet.
- 3) Minimal pair drills: A technique to help students distinguish between similar and problematic sounds in the target language through listening discrimination and spoken practice.
- 4) Contextualized minimal pairs: In the technique, the teacher establishes the setting and presents key vocabulary; students are trained to respond to a sentence stem with the appropriate meaningful response.

- 5) Visual aids: Enhancement of the teacher's description of how sounds are produced by audiovisual aids such as sound-color charts, Fidel wall charts, rods, pictures, mirrors, props, realia, etc. these devices are also used to cue production of the target sounds.
- 6) Tongue twister: A technique from speech correction strategies for native speakers.
- 7) Developmental approximation drills: A technique suggested by first-language acquisition studies in which second language speakers are taught to retrace the steps that many English-speaking children follow as they acquire certain sounds in their first language.
- 8) Practice of vowel shift and stress shift related by affixation: A technique based on rules of generative phonology used with intermediate or advanced learners.
- 9) Reading aloud/recitation: Passage or scripts for learners to practice and then read aloud, focusing on stress, timing, and intonation.
- 10) Recordings of learners' production: Audio and video tape of rehearsed and spontaneous speeches, free conversations, and role plays.¹⁴

¹⁴ Marianne Celce-Murcia, Donna M. Brinton and Janet M. Goodwin, *Teaching Pronunciation.*, 8.

Based on the explanation above, the researcher concluded that there were so series of techniques that could be used by teacher in order to brush up the student's pronunciation ability. All those techniques were represented the way the native speakers pronounced the English in a proper way.

B. The Concept of Google Assistant as Artificial Intelligence

1. The Google Assistant as Artificial Intelligence

a. The Definition of Google Assistant as Artificial Intelligence

Google Assistant is one of the many products of Artificial Intelligence which developed by Google. Consequently, to draw a clear definition of Google Assistant, first thing first the definition of Artificial Intelligence needs to be studied. According to Patrick, Artificial Intelligence is the study of the computations that make it possible to perceive, reason, and act.¹⁵ It means, computer could analyze and do something according to the program.

Moreover, Elaine Rich states that, Artificial Intelligence (AI) is the study of how to make computers do things which, at the moment, people do better.¹⁶ AI could do series of task that we do in daily activity. In other words, Artificial Intelligence could do things like we do as a human being.

¹⁵ Patrick Henry Winston, *Artificial Intelligence*, third edition (USA: Addison-Wesley Publishing Company, 1993), 5.

¹⁶ Elaine Rich, Kevin Knight and Shivashankar B Nair, *Artificial Intelligence*, third edition (New Delhi: Tata McGraw-Hill Publishing Company Limited, 2009), 3.

Then, according to britania.com Artificial Intelligence (AI) is the ability of a digital computer or computer-controlled robot to perform tasks commonly associated with intelligent beings. The term is frequently applied to the project of developing systems endowed with the intellectual processes characteristic of humans, such as the ability to reason, discover meaning, generalize, or learn from past experience.

Google Assistant, previously named as Google Now and various of other names, is Google's personal intelligent assistant, and was released July 9th, 2012. Google Assistant uses a natural language user interface to answer questions, make recommendations, and perform actions by delegating requests to web services, which makes the service heavily dependent on Internet access.¹⁷ It means, this app could run some tasks by analyzed our voice when we gave the command.

Furthermore, Google Now is a virtual assistant that shows relevant and timely information to you once it learns more about you and how you use the phone.¹⁸ It would determine our behavior while we using our smartphone device. Then help us make it out in order to operate our device more easily once it learned our activities.

¹⁷ Oktay Bahceci, "Analysis and Comparison of Intelligent Personal Assistants," *Intelligent Personal Assistant*, November 16 2016, 9.

¹⁸ Sheetal Reehal, "Siri-The Intelligent Personal Assistant," *International Journal of Advanced Research in Computer Engineering & Technology (IJARCET)* 5, Issue 6, June 2016, 2023.

Based on the explanation above, the researcher concluded that Google Assistant was a virtual assistant app developed by the giant tech company Google. Google Assistant was developed based on (*Linux*) which have an intelligence to do the task that has been programmed before. It automatically used an American accent voice, but it could be changed to British or Australian English.

b. The Procedure of Google Assistant as Artificial Intelligence

According to Nana Sudjana, there are some procedures in using kinds of technology like; Google Assistant or another product of Artificial Intelligence in the learning process.¹⁹

- 1) Tutorial Model, this model has a basic pattern that the information of the subject is served in small units and followed by a variety of questions. Students' responses would be analyzed by the computer using the answer that has been set or integrated by the admin.
- 2) Practice and Exercise Model, in order to use this kind of model, all the concepts, rules, and procedures have to be delivered to the students first. The program would guide the students to pass a series of examples and tasks. This activity can improve the student's ability and their fluency in the goal of learning process.

¹⁹ Nana Sudjana and Rivai Ahmad, *Teknologi Pengajaran* (Indonesia: Sinar Baru Algensindo, 2009), 138.

c. The Advantages and Disadvantages of Google Assistant as AI

According to Patrick, through artificial intelligence research, many representations and methods that people seem to use unconsciously have been crystallized and made easier for people to deploy deliberately.²⁰ Then, from that statement, there are some advantages and disadvantages of Artificial Intelligence (AI). Those are as followed;

1) Advantages of Google Assistant as AI

- a) AI is permanent. It means that their intelligence can be used repeatedly.
- b) AI offers convenience. It because various data from human intelligence have been stored in AI, we can easily access them again.
- c) AI is consistent and thorough. So, their intelligence would never decrease.
- d) AI can be documented, either archived or in the form of a guide for the next generation.

2) Disadvantages of Google Assistant as AI

- a) AI does not have common sense. Common sense itself is something that makes us not only process information, but

²⁰ Patrick Henry Winston, Artificial Intelligence, third edition (USA: Addison-Wesley Publishing Company, 1993), 8.

we understand that information. This understanding is only possessed by us as humans

- b) AI intelligence is limited to what is given to him (limited to the program provided). Artificial Intelligence technology tools cannot process the information that is not in the system. As a system that is only used to recognize human voice in several languages. Unfortunately, AI would never be able to recognize Greek without any function in it.

d. The Procedure Implementation of Google Assistant as AI

Here are the procedures of implementation of Google Assistant as AI in teaching Pronunciation;

- 1) Firstly, the teacher decides and determine the materials that want be deliver using Google Assistant. Then the teacher needs to set the materials in the Artificial Intelligence. In this case, Artificial Intelligence acts like a database that save all the materials that have been inputted by the teacher.
- 2) Secondly, the teacher needs to synchronize the Google Assistant with the AI or database (*materials*) that have been set before. In this case all the materials are about how to pronounce word and short conversation correctly.

- 3) After all the preparation has complete, the teacher socializes everything about how to operate, all the rules of using Google Assistant in learning, etcetera.
- 4) Then, the students start using the Google Assistant. Google Assistant would pop up a series of task, which order the students to pronounce a particular word or short conversation in English.
- 5) The Google Assistant would analyze the student's answer by analyzing their voice.
- 6) When they pronounce the word or conversation correctly, the Google Assistant would pop up another task.
- 7) If they wrongly pronounce the word or the short conversation, the Google Assistant automatically detect their mistake ask the students repeat the exercise.
- 8) After all the task have complete, the congratulation message would pop up.

2. Step by Step Installing Google Assistant

Firstly, you have to make sure that your android device has an internet connection. Then, login one of these Emails on your smartphone;

- a. Email: latihanbahasainggris01@gmail.com
Password: latihanbahasa01
- b. Email: latihanbahasainggris02@gmail.com

Password: latihanbahasa02

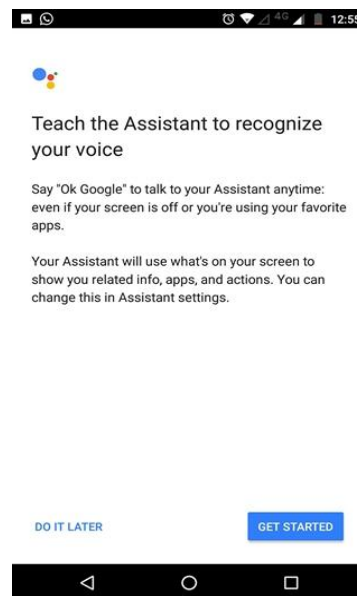
- c. Email: latihanbahasainggris03@gmail.com

Password: latihanbahasa03

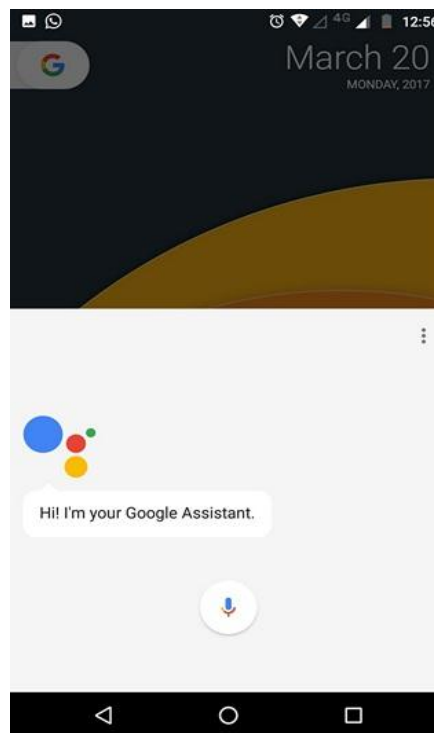
Then, after you logged on to one of those emails, make sure you have switched that email as a priority on your smartphone device.

Secondly, update your OS to the newest version, because Google Assistant only works on android 5.0 or higher.

Thirdly, press and hold your home button for 2 seconds and Google Assistant installation procedure would be pop.

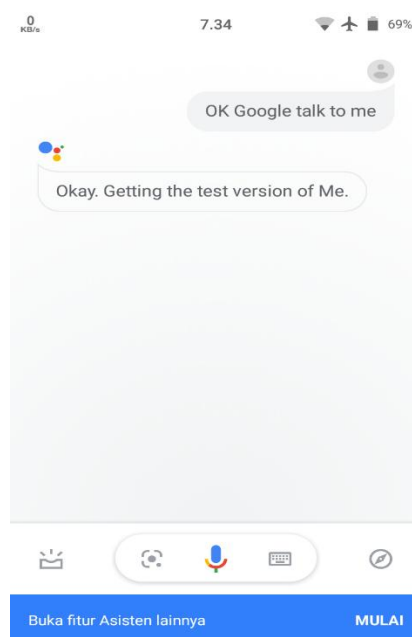


Fourthly, press “GET STARTED” button.

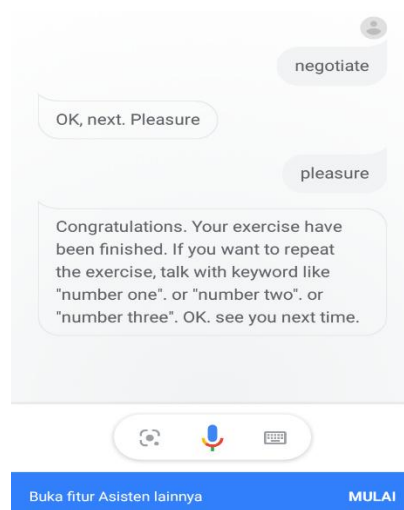
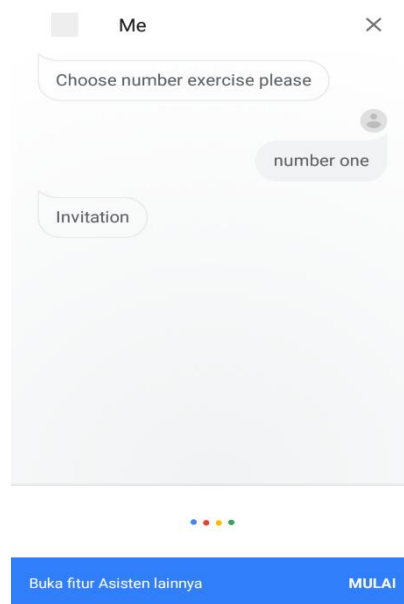


Now your Google Assistance is ready to be used.

Then, after Google Assistant was ready, start the exercise by using key word “OK Google, talk to me”



After that, the Google Assistant would ask you to choose the number of exercises, and you should response “number one” then series of exercise would be pop up. You shall repeat every word mentioned by the Google Assistant.



Finally, if you have succeeded all the exercise the Google Assistant would pop up the congratulation message.

C. Hypothesis

Based on the Theoretical Review above, the researcher proposes hypothesis as followed:

Ho: There is no positive and significant influence of using Google Assistant on the students' pronunciation ability of the tenth grader of SMK Muhammadiyah Sekampung East Lampung in academic year of 2019/2020.

Ha: There is positive and significant influence of using Google Assistant on the students' pronunciation ability of the tenth grader of SMK Muhammadiyah Sekampung East Lampung in academic year of 2019/2020.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In order to conduct a research, the researcher used research design. According to Creswell, research designs are the specific procedures involved in the research process: data collection, data analysis, and report writing.²¹ In other words, research design referred to all the steps that the researcher needed to be done.

This research used an experimental research method to know the influence of using Google Assistant on student's pronunciation ability. An experimental research is kind of Quantitative research. According to Khotari, C.R quantitative research was based on measurement of quantity or amount.²² In other words, the point of this research was to evaluate the measurement the quantity of the subject that being observed.

In this research, the researcher used two classes. The first class as an experimental group has received the special treatments that was applying Google Assistant in learning pronunciation. The second class was the control group that not received the treatment.

²¹ Jhon W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, fourth edition (Boston: Pearson Education, Inc, 2012), 20.

²² C.R. Khotari, *Research Metodology: Methods and Techniques*, second revised edition (New Delhi: New Age International, 2004), 3.

The researcher used the Quasi Experimental Design, types Nonequivalent Control Group Design.²³ This design was explained by Sugiono. The design as followed;

Table 3.1
Quasi Experimental (*Nonequivalent Control Group Design*)

| Classes | Pre-test | Treatment | Post-test |
|--------------------|----------------|-----------|----------------|
| Experimental group | O ₁ | X | O ₂ |
| Control group | O ₁ | | O ₂ |

O₁ = Pre-Test

O₂ = Post-Test

X = Treatment

Based on the design above, the researcher would like to know whether there is an influence or not using Google Assistant in learning pronunciation in experimental group. Treatment has been delivered three times to the students who became an experimental group in three different lesson plans by the Google Assistant. Is there any positive and significant influence of using Google Assistant on the students' pronunciation ability for tenth grader at SMK Muhammadiyah Sekampung East Lampung?

Furthermore, the researcher compared the post-test score from the control group and the experimental group. The researcher wanted to know whether there are differences between experimental group that used the

²³ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, cv, 2016), 79.

Google Assistant in learning pronunciation and the control group that do not used the Google Assistant.

This research was intended to investigate whether there is positive and significant influence of using Google Assistant on the students' pronunciation ability for tenth grader at SMK Muhammadiyah Sekampung East Lampung.

B. Population and Sampling Technique

1. Population

According to Creswell, a population is a group of individuals who have the same characteristic.²⁴ The population in this research was the students at the tenth grader of TKJ department of SMK Muhammadiyah Sekampung East Lampung academic in the academic year 2019/2020. The population of this research was four classes at the tenth-grader of TKJ department of SMK Muhammadiyah Sekampung, East Lampung. Those are X TKJ 1, X TKJ 2, X TKJ 3, X TKJ 4. Every class consists of 20 students, so the population have 80 students in total.

2. Sampling Technique

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.²⁵ In other words, sample was the small group that would be observed in the research that represent the population. A good sample should be representing the whole population.

²⁴ Jhon W. Creswell, *Educational Research.*, 142.

²⁵ *Ibid.*

The researcher used the Probability Sampling technique, types cluster random sampling. In Cluster sampling, the sample units contain groups of elements (clusters) instead of individual members or items in the population.²⁶ The sample of this research was two classes at the tenth-grader of TKJ department of SMK Muhammadiyah Sekampung East Lampung. The researcher took two classes, class X TKJ 2 as experimental group consisting of 20 students and class X TKJ 4 as control group consisting of 20 students.

C. The Operational Definition of Variables

Operational definition is the definition which based on the characteristic of the thing that would be defined. Meanwhile, variable known as the data that we are collecting from these units are known. Variables are any characteristic of the unit we are interested in and want to collect (e.g. gender, age, self-esteem).²⁷

Based on the quotation above, the operational definitions of variable would be explained as followed:

1. Independent Variable

The independent variable which is a stimulus variable or input operates either within a person or within environment to affect his behavior. It is that factor which is measured, manipulated. or selected by

²⁶ Yoges Khumar Shingh, *Fundamental Of Research Methodology And Statistics* (New Delhi: New Age International Publisher, 2006), 89.

²⁷ Daniel Muijs, *Doing Quantitative Research In Education With SPSS* (London: Sage Publications, 2004), 8.

the experimenter to determine its relationship to an observed phenomena.²⁸

Independent variable of this research was applying the Google Assistant. As it written before, Google Assistant was an app based on an Artificial Intelligence developed by google. This app ran by recognizing the user's voice. It would bring the benefit in order to help the students brush up their pronunciation. Then, the students would become active and more enthusiast in learning process. Every student has to perform an exercise to pronounce a words or short conversations by using Google Assistant. This learning model would make the learning activities more fun and enjoyable.

2. Dependent Variable

The dependent variable is response variable or output. It is an observed aspect of the behavior of an organism that has been stimulated. The dependent variable is that factor which is observed and measured to determine the effect of the independent variables.²⁹ The dependent variable of this research was pronunciation ability. The researcher measured pronunciation ability of the student by using a test.

²⁸ Yoges Khumar Shingh, *Fundamental Of Research Methodology.*, 63.

²⁹ *Ibid.*

D. Data Collection Method

1. Test

The researcher used test as the data collection method to measure the applying of Google Assistant toward students' pronunciation ability. The researcher measured the pronunciation ability by using oral pre-test and post-test. Furthermore, the researcher measured the students learning pronunciation by test them to pronounce a series of words or short conversation. There were 15 questions that have to be answered by each student. Every student should pronounce the words or short conversation correctly and accurately. The students score was depending on how many the correct answer they get.

2. Documentation

The researcher used the documentation to get detail information about school, students and all information that needed. The researcher used the English result of the pre-test score of SMK Muhammadiyah Sekampung East Lampung to know how the students learning process before the Google Assistant was applied.

E. Research Instrument

Daniel Muijs state that instrument is used to assess the effect of the experiment (e.g. a test) before the treatment is given, and a post-test, usually on the same instrument, after the treatment has been given.³⁰

³⁰ Daniel Muijs, *Doing Quantitative Research.*, 18.

Consequently, this research used test as an assessing instrument. The test consisted of pre-test and post-test. The experimental group and control group got oral test both in pre-test and post-test.

F. Data Analysis Technique

As Marczyk, Geoffrey R. assumed that *T*-tests are used to test mean differences between two groups. In general, they require a single dichotomous independent variable (e.g., an experimental and a control group) and a single continuous dependent variable.³¹

In order to investigate whether any positive and significant influence between applying the Google Assistant with the students' pronunciation ability, the researcher analyzed the data by using *Independent Sample T-Test* with SPSS 16.0 *for windows* with the hypothesis as followed;

Ho: There is no positive and significant influence of using Google Assistant on the students' pronunciation ability of the tenth grader of SMK Muhammadiyah Sekampung in academic year of 2019/2020.

Ha: There is positive and significant influence of using Google Assistant on the students' pronunciation ability of the tenth grader of SMK Muhammadiyah Sekampung in academic year of 2019/2020.

Independent Sample T-Test Guidelines;

1. If the probability or Sig. < α (0.05), then the *null hypothesis* (Ho) is rejected.

³¹ Geoffrey Marczyk, David DeMatteo and David Festinger, *Essentials Of Research Design And Methodology* (New Jersey: John Wiley & Sons, Inc, 2005), 221.

2. If the probability or Sig. $> \alpha$ (0.05), then the *null hypothesis* (H_0) is accepted.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research

1. The Description of Research Location

a. The Description of SMK Muhammadiyah Sekampung

SMK Muhammadiyah Sekampung was established on April 5th, 2010, and has been registered in Indonesian Educational Department with school statistic number: 402120803040. Samsudin Subroto, S.Pd, M.Pd was the founder and also becomes the first head master in SMK Muhammadiyah Sekampung.

The vision of this school was creating student that has good achievement, competitive, knowledgeable and devoted. The School itself located at Giriklopo Mulyo, Sekampung East Lampung. Since the day that the school was founded, there were five times of changing the head master, the data as followed;

Table 4.1
The Head Master of SMK Muhammadiyah
Sekampung East Lampung

| No | Name | Period |
|----|------------------------------|-------------|
| 1. | Samsudin Subroto, S.P. M.Pd. | 2010 |
| 2. | Indra Purnama Jaya, S.Kom. | 2010 - 2011 |
| 3. | Sutjipto, A.Md. | 2011 - 2012 |
| 4. | Winarto, S.Kom. MM. | 2012 - 2018 |
| 5. | Hendra Agus Wijaya S.E | 2018 - Now |

source: *Documentation SMK Muhammadiyah Sekampung East Lampung*

b. Structure Organization at SMK Muhammadiyah Sekampung

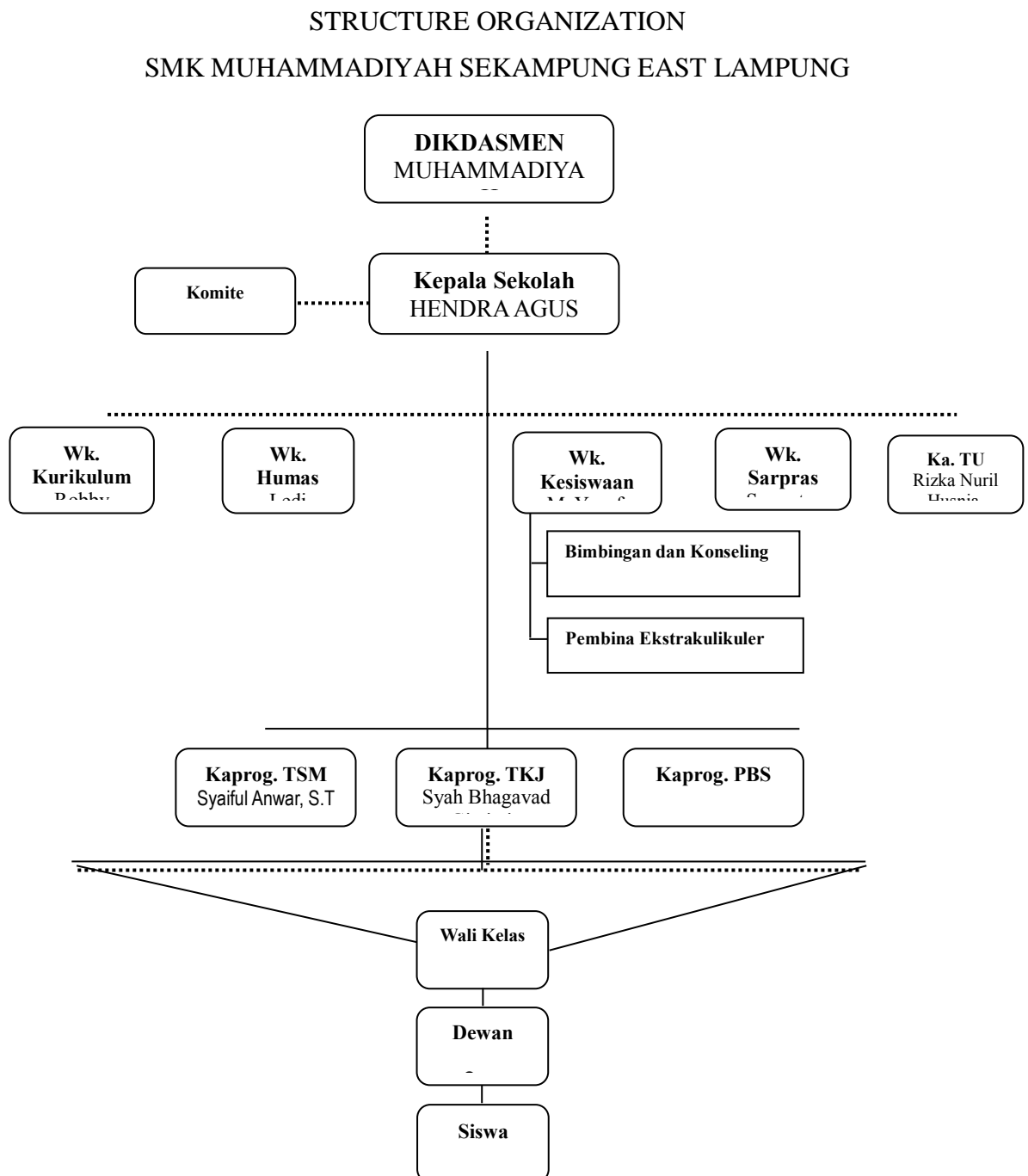


Figure 4.1

**Structure Organization of
SMK Muhammadiyah Sekampung East Lampung**

c. The Sketch of The Location of SMK Muhammadiyah

Sekampung

The sketch location of SMK Muhammadiyah Sekampung East Lampung as followed:

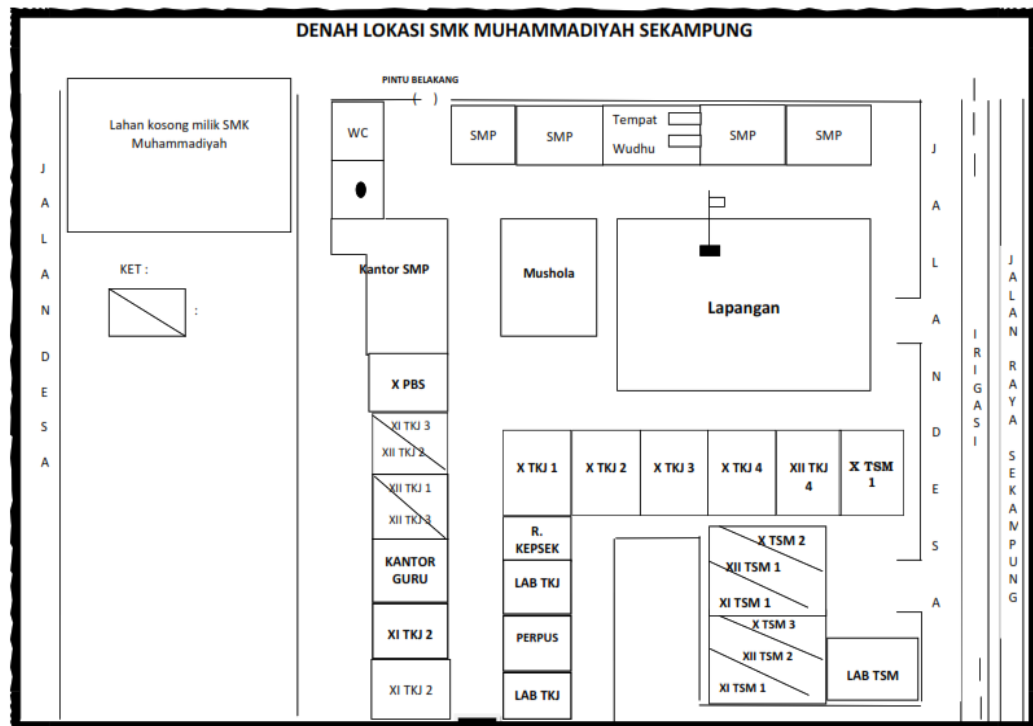


Figure 4.2

Sketch location of SMK Muhammadiyah Sekampung East Lampung

2. The Description of Research Data

a. The Result of Pre-Test Score

The aim of giving the students pre-test was to help the researcher knew the student's pronunciation ability before they got the treatment using Google Assistant in order to brush up their

pronunciation. The result of pre-test could be identified as followed:

Table 4.2
The Frequency Distribution of Pre-test (control class)

| No. | Class Interval | Frequency | Percentage % |
|--------------|----------------|-----------|--------------|
| 1. | 20-28 | 4 | 20% |
| 2. | 29-37 | 5 | 25% |
| 3. | 38-46 | 5 | 25% |
| 4. | 47-55 | 5 | 25% |
| 5. | 56-64 | - | - |
| 6. | 65-73 | 1 | 5% |
| Total | | 20 | 100% |

Table 4.3
Descriptive Statistic of Pre-test (control class)

| | N | Range | Minimum | Maximum | Sum | Mean | | Std. Deviation | Variance |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|----------------|-----------|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic |
| Pretest_Score | 20 | 50 | 20 | 70 | 750 | 37.50 | 2.980 | 13.328 | 177.632 |
| Valid N (listwise) | 20 | | | | | | | | |

Based on the table, could be identified that total students (N) = 20, range score = 50, minimum score = 20, maximum score 70, total score and mean 750 and 37.50. The standard deviation = 13.328, variance = 177.632.

In addition, based on the frequency distribution, could be seen that most of students got low grade. It showed that 19 students got score under 60 (95% of them). Then, only 1 student (5% of them) got score above 60.

Furthermore, the researcher also conducted pre-test to the experimental class. The result of pre-test could be identified as followed;

Table 4.4
The Frequency Distribution of Pre-test (experimental class)

| No. | Class Interval | Frequency | Percentage % |
|--------------|----------------|-----------|--------------|
| 1. | 20-28 | 4 | 20% |
| 2. | 29-37 | 5 | 25% |
| 3. | 38-46 | 5 | 25% |
| 4. | 47-55 | 4 | 20% |
| 5. | 56-64 | 1 | 5% |
| 6. | 65-73 | 1 | 5% |
| Total | | 20 | 100% |

Table 4.5
Descriptive Statistic of Pre-test (experimental class)

| | N | Range | Minimum | Maximum | Sum | Mean | | Std. Deviation | Variance |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|----------------|-----------|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic |
| Pretest_Score | 20 | 50 | 20 | 70 | 760 | 38.00 | 3.129 | 13.992 | 195.789 |
| Valid N (listwise) | 20 | | | | | | | | |

Based on the table, could be identified that total students (N) = 20, range score = 50, minimum score = 20, maximum score 70, total score and mean 760 and 38.00. The standard deviation = 13.992, variance = 195.789.

According to the table above could be known that most of students got low grade. It showed that 18 students got score under 60 (90% of them). Then, only 2 students (10% of them) got score above 60.

The average score was 38. It could be said that their pronunciation ability was not good. That was one of the reasons why the researcher conducted the research regarding to their pronunciation ability by using Google Assistant as an alternative way for them to brush up their pronunciation.

b. The Result of Post-Test Score

As soon as the students got pre-test, and the students in experimental class got series kind of treatments using Google Assistant, the researcher conducted post-test. The post-test instrument was different with the pre-test, but it still has the same pattern and difficulty level.

Table 4.6
The Frequency Distribution of Post-test (control class)

| No. | Class Interval | Frequency | Percentage % |
|--------------|----------------|-----------|--------------|
| 1. | 20-28 | 3 | 15% |
| 2. | 29-37 | 4 | 20% |
| 3. | 38-46 | 6 | 30% |
| 4. | 47-55 | 6 | 30% |
| 5. | 56-64 | - | - |
| 6. | 65-73 | 1 | 5% |
| Total | | 20 | 100% |

Table 4.7
Descriptive Statistic of Post-test (control class)

| | N | Range | Minimum | Maximum | Sum | Mean | | Std. Deviation | Variance |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|----------------|-----------|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic |
| Post-test Score | 20 | 50 | 20 | 70 | 790 | 39.50 | 2.854 | 12.763 | 162.895 |
| Valid N (listwise) | 20 | | | | | | | | |

Based on the table, could be identified that total students (N) = 20, range score = 50, minimum score = 20, maximum score 70, total score and mean 790 and 39.50. The standard deviation = 12.763, variance = 162.895. The table of frequency distribution as followed;

Based on the frequency distribution, it could be seen that there was no significant change between the pre-test and the post-test on the control class. There was only 1 student got score above 60.

Furthermore, before conducted post-test on the experimental class, the researcher has been given treatments using Google Assistant. The post-test was carried out in order to know the students' pronunciation ability after got treatments. The result of post-test in experimental class could be identified as followed;

Table 4.8
The Frequency Distribution of Post-test (experimental class)

| No. | Class Interval | Frequency | Percentage % |
|--------------|-----------------------|------------------|---------------------|
| 1. | 20-31 | 4 | 20% |
| 2. | 32-43 | - | - |
| 3. | 44-55 | 3 | 15% |
| 4. | 56-67 | 6 | 30% |
| 5. | 68-79 | - | - |
| 6. | 80-91 | 7 | 35% |
| Total | | 20 | 100% |

Table 4.9
Descriptive Statistic of Post-test (experimental class)

| | N | Range | Minimum | Maximum | Sum | Mean | | Std. Deviation | Variance |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|----------------|-----------|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic |
| Post-test Score | 20 | 70 | 20 | 90 | 1200 | 60.00 | 5.026 | 22.478 | 505.263 |
| Valid N (listwise) | 20 | | | | | | | | |

Based on the table, could be identified that total students (N) = 20, range score = 70, minimum score = 20, maximum score 90, total score and mean 1200 and 60.00. The standard deviation = 22.478, variance = 505.263.

The frequency distribution showed that the students that got score above 60 was 7 students (35% of them). Moreover, the average score was significantly improved to the 60. It showed that they were successfully brush up their pronunciation. It means that the treatment through Google Assistant was successfully influence on the students' pronunciation ability.

B. The Influence of Using Google Assistant on The Students'

Pronunciation Ability

As soon as the researcher applied the series of research activities using Google Assistant, the researcher analyzed the data with Independent sample t-test by using SPSS 16.0 *for windows*. The researcher analyzed the data in order to prove whether there is a positive and significant influence of using Google Assistant on the students' pronunciation ability of the tenth grader of SMK Muhammadiyah Sekampung East Lampung.

It would be (H_0) rejected if there was a positive and significant influence of using Google Assistant toward the students' pronunciation ability and (H_0) accepted if there was no positive and significant influence of using Google Assistant toward the students' pronunciation ability

1. Prerequisite Test

a. Normality Test

Normality test was a test that conducted to determine whether the distribution of data was normally distributed or not. Normality test useful to determine data that has been collected was normally distributed or taken from a normal population. In order get the data about normality test the researcher used SPSS 16.0 *for windows* with;

H_0 : The data that has been collected was abnormally distributed.

H_a : The data that has been collected was normally distributed.

Normality Test Guidelines;

- 1) If the probability or Sig. (*Shapiro-Wilk*) $> \alpha$ (0.05), then the null hypothesis (H_0) is rejected.
- 2) If the probability or Sig. (*Shapiro-Wilk*) $< \alpha$ (0.05), then the null hypothesis (H_0) is accepted.

Table 4.10
The result of Normality Tests by using SPSS

| Class | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|---------------------|---|---------------------------------|----|------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Pronunciation Score | Post-Test Experiment (Google Assistant) | .163 | 20 | .170 | .911 | 20 | .067 |
| | Post-Test Control | .166 | 20 | .153 | .916 | 20 | .081 |

Based on the table, could be seen that all the probability or Sig. number (*Shapiro-Wilk*) from the whole 2 classes were 0.67, 0.081. Since the probability or Sig. number (*Shapiro-Wilk*) > than the α (0.05), hence the H_0 is rejected and the H_a is accepted. It means, the whole data that has been collected was normally distributed.

In addition, in order to make clear understanding, the researcher have made the interpretations' table of normality test. The table as followed;

Table 4.11
The Interpretation table of normality test

| NO | Class | Sig | Criteria | Category |
|----|------------------------------|-------|----------|----------|
| 1 | Post-Test Experimental Class | 0.067 | > 0.05 | Normal |
| 2 | Post-Test Control Class | 0.081 | > 0.05 | Normal |

b. Homogeneity Test

Homogeneity test was a test that prove that the variances of two or more distributions was equal or not. In order to get the data about homogeneity test the researcher used SPSS 16.0 *for windows* with;

Ho = Data did not homogenous

Ha = Data homogenous

Homogeneity Test Guidelines;

- 1) If the probability or Sig. (*Based on Mean*) $> \alpha$ (0.05), then the null hypothesis (Ho) is rejected.
- 2) If the probability or Sig. (*Based on Mean*) $< \alpha$ (0.05), then the null hypothesis (Ho) is accepted.

Table 4.12
Test of Homogeneity of Variance

| | | Levene Statistic | df1 | df2 | Sig. |
|---------------------|--------------------------------------|------------------|-----|--------|------|
| Pronunciation Score | Based on Mean | 4.063 | 1 | 38 | .051 |
| | Based on Median | 4.179 | 1 | 38 | .048 |
| | Based on Median and with adjusted df | 4.179 | 1 | 30.554 | .050 |
| | Based on trimmed mean | 4.187 | 1 | 38 | .048 |

Based on the table it could be concluded that based on mean the Sig. number $0.051 > 0.05$. So that, the Ho is rejected and the Ha is accepted. It means that the data was homogeneous.

2. Hypothesis Testing

Hypothesis testing was done to know whether there was a significant influence or not of variable X (*Google Assistant*) to variable Y (*students' pronunciation ability*). There were several ways to test the hypothesis, such as T-test (*manually*) or computerize T-test (*using SPSS application*).

Based on the normally test and the homogeneity test, it could be seen that the data was normal and homogeneous. So that, the hypothesis testing using Independent Sample T-test with SPSS 16.0 *for windows* could be applied, with the hypothesis as followed;

Ho: There is no positive and significant influence of using Google Assistant on the students' pronunciation ability of the tenth grader of SMK Muhammadiyah Sekampung East Lampung in academic year of 2019/2020.

Ha: There is positive and significant influence of using Google Assistant on the students' pronunciation ability of the tenth grader of SMK Muhammadiyah Sekampung East Lampung in academic year of 2019/2020.

Independent Sample T-Test Guidelines;

- a. If the probability or Sig. number $< \alpha$ (0.05), then the null hypothesis (Ho) is rejected.
- b. If the probability or Sig. number $> \alpha$ (0.05), then the null hypothesis (Ho) is accepted.

Table 4.13
The Result of Independent T-test by Using SPSS

Group Statistics

| Class | | N | Mean | Std. Deviation | Std. Error Mean |
|---------------------|---------|----|------|----------------|-----------------|
| Pronunciation Score | X TKJ 4 | 20 | 39.5 | 12.76302 | 2.85390 |
| | X TKJ 2 | 20 | 60 | 22.47806 | 5.02625 |

Independent Sample T-test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|----------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Pronunciation Score | Equal variances assumed | 4.063 | .051 | -3.547 | 38 | .001 | -20.50000 | 5.77996 | -32.20091 | -8.79909 |
| | Equal variances not assumed | | | -3.547 | 30.098 | .001 | -20.50000 | 5.77996 | -32.30264 | -8.69736 |

Based on the table, it could be seen that the probability number *Sig. (2-tailed)* was 0.001. As a result, since the probability or *Sig* number (*2-tailed*) was < 0.005, hence the *null hypothesis* Ho is rejected and the *alternative hypothesis* (Ha) is accepted. It means, there was a positive and significant influence of using Google Assistant on the students' pronunciation ability

of the tenth grader of SMK Muhammadiyah Sekampung East Lampung.

C. Discussion

In general, before conducted the research, the researcher gave pre-test in order to find out the prior knowledge of the students' pronunciation ability before the treatment was given. After got the treatments, it could be identified that there were significant differences between the post-test score of the experimental and the control class.

Based on the result of Independent Sample T-Test using SPSS 16.0 *for windows*, it could be seen that the average of the experiment class was 60. It was higher than the control class that was 39.5. Hereafter, the probability or Sig number (2-tailed) was 0.001 which less than the α (0.005), so that the null hypothesis H_0 is rejected and the alternative hypothesis (H_a) is accepted. It means, there is a positive and significant influence of using Google Assistant on the students' pronunciation ability of the tenth grader of SMK Muhammadiyah Sekampung East Lampung.

This research observed at the students' pronunciation ability at the tenth grader of SMK Muhammadiyah Sekampung. The researcher used this class because the students in this class still have difficulties in pronounce the word or vocabulary correctly. That was because they were less in listening how the native speaker pronounced the word or vocabulary. In addition, they also seemed shy and not fully interested when practicing pronunciation on their own or with their friends. Based on

the problems the researcher applied Google Assistant to help students in learning how the correct way to pronounce word and vocabulary correctly.

The researcher assumed that learning pronunciation by using Google Assistant could help the students more easily brush up their pronunciation. In fact, this app was using the real native speaker's voice in operation along with 30 languages included English. Therefore, it would make them more easily to practice pronunciation by directly listening to the native speaker voice.

In virtual assistant, such as in Siri, you do not need to change the way you speak; Siri is a natural language interface.³² So does Google Assistant, it could recognize our accent. Learners would be able to speak directly with the virtual assistant to learn how to pronounce English word. It would have become one of the solutions for students in order to solve their problems that were difficulties in pronouncing words or vocabulary.

Furthermore, according to Supiandi, on his journal stated that, in this modern era we can have virtual assistant that can be our partner to talk. It could be just like the Iron Man movie when Tony Stark talking to his virtual assistant Jarvis.³³ Moreover, we could have some fun with personal questions (e.g. Hey Google, what's your hobby? Do you have a family? How do I look?) and also random questions using their own smartphone. So that, the students do not need to be shy anymore, know that they could

³² Sheetal Reehal, "Siri-The Intelligent Personal Assistant," *International Journal of Advanced Research in Computer Engineering & Technology (IJARCET)* 5, Issue 6, June 2016, 2021.

³³ Li Supiandi, "Analisis Digital Assistant versi Cortana, Siri dan Google Now," *Infotech Journal*, 19.

practice pronunciation on their own smartphone. Then, it would be more enjoyable and not boring at all.

In conclusion, based on the discussion above, the researcher concluded that using Google Assistant could be the solution for the students to encouraged and helped them in learning pronunciation.

D. Limitation

This research was conducted at the tenth grader of SMK Muhammadiyah Sekampung East Lampung. The subject of this research was the tenth grader in the academic year of 2019/2020. The choice of subject was pronunciation ability by Google Assistant. The result of this research shows that Google Assistant success to help the students in learning to pronounce the word or vocabulary correctly.

Therefore, after conducted the research and got the data test, and documentation, the researcher found some limitations such as there were some difficulties on the students' pronunciation mastery. The first one was: the students were confused about the English word. Such as, how could the word "*poor*" should be pronounce as / pɔ:(r) / instead of /pɒ(r)/ because in Indonesian it commonly pronounced as /pɒ(r)/. The second one was: the students felt insecure to try practicing pronunciation, they were afraid if their friends would be making fun of them.

Finally, the result of this research explained that theory of the positive and significant influence of using Google Assistant toward the

students' pronunciation ability was successful. The Google Assistant was successfully helping the students of the tenth grader of SMK Muhammadiyah Sekampung East Lampung brush up their pronunciation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research that has been conducted, the researcher can conclude that using Google Assistant had a positive and significant influence. In other words, using Google Assistant was influence on the students' pronunciation ability at the tenth grader of SMK Muhammadiyah Sekampung East Lampung.

Through the result, could be defined that there were significant differences between the pronunciation score from the experimental class and the control class where the post-test score of the experimental class was higher. It could be identified that the average score of the control class is 39.5, whereas on the experimental class is 60. Therefore, the average score of the experimental class was higher than the control class. It means, there was a positive and significant influence of using Google Assistant on the students' pronunciation ability.

B. Suggestion

Based on the conclusion of this research, the researcher would like to give some suggestions:

1. For the Teacher

It is suggested to the teacher to use Google Assistant in order to make the students more easily to understand how the English word was supposed to be pronounced.

2. For the Students

It is suggested to the students to be more encourage to learn English, specially practicing pronunciation.

3. For the Headmaster

The headmaster in supervising the English teacher to take advantages of the technology in order to help students to learn English, so that the students can be more excited in learning English.

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APPENDICES

Nomor : B-3554/In.28.1/J/TL.00/11/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMK MUHAMMADIYAH SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **DIKI ANGGARA**
NPM : 1501070164
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE INFLUENCE OF USING GOOGLE ASSISTANT TOWARD
STUDENTS PRONUNCIATION ABILITY OF SEVENTH GRADE OF
SMK MUHAMMADIYAH SEKAMPUNG

untuk melakukan *pra-survey* di SMK MUHAMMADIYAH SEKAMPUNG.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 07 November 2018

Ketua Jurusan
Pendidikan Bahasa Inggris



Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN WILAYAH MUHAMMADIYAH
SMK MUHAMMADIYAH SEKAMPUNG LAMPUNG TIMUR
PROVINSI LAMPUNG



Terakreditasi " B " Nomor : 079/BAP-SM/12-LPG/RKO/2013

Alamat : Jalan Raya Giriklopomulyo Nomor 57 Sekampung Lampung Timur Telp. (0725) 7855139

Nomor : 018/TV.4.AU/F/2019
Lampiran : -
Hal : **PENERIMAAN IZIN PRA-SURVEY**

Kepada
Yth. Ketua Jurusan TBI IAIN METRO
di -
Tempat

Assalamu'alaikum Wr. Wb.

Waba'du, menindak lanjuti surat dari IAIN METRO. Nomor: B-3554/In.28.1/J/TL.00/11/2018 pada tanggal 07 November 2018, perihal **IZIN PRA-SURVEY** atas nama **DIKI ANGGARA**, dengan judul **THE INFLUENCE OF USING GOOGLE ASSISTANT TOWARD STUDENTS PRONUNCIATION ABILITY OF TENTH GRADE OF SMK MUHAMMADIYAH SEKAMPUNG**

Pada prinsipnya SMK Muhammadiyah Sekampung bersedia untuk menerima penelitian mahasiswa Saudara/i, dengan catatan mematuhi peraturan yang berlaku di SMK Muhammadiyah Sekampung.

Atas perhatian dan kerjasamanya, kami ucapkan terima kasih.

Wassalamu alaikum Wr. Wb.

Sekampung, 19 Maret 2019
Kepala Sekolah

HENDRA AGUS WIJAYA, S.E
NPM.1057 445



Nomor : B-1179 /In.28.1/J/PP.00.9/5/2019

03 Mei 2019

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Ahmad Subhan Roza, M.Pd (Pembimbing I)

2. Andianto, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Diki Anggara
NPM : 1501070164
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Influence Of Using Google Asistant Toward The Students' Pronunciation Ability Of The Tenth Grader Of SMK Muhammadiyah Sekampung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

Ahmad Subhan Roza, M.Pd
NIP. 19750610 2008011014




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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

 Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id
**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : DIKI ANGGARA

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070164

Semester/TA : 7/ 2018

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|------------------------|------------|----|------------------------------------|------------------------|
| | | I | II | | |
| | Senin, 7 Januari 2019 | | | Revise Chapter I | |
| | Jumat, 11 Januari 2019 | | | Acc Chapter I, Continue Chapter II | |
| | Rabu, 6 Maret 2019 | | | Chapter II Complete next Chapter | |
| | Jumat, 22 Maret 2019 | | | Revise Chapter III | |
| | Rabu, 27 Maret 2019 | | | 27/3 Acc Seminar. Perbaiki. | |

Mengetahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610 200801 1 014

Dosen Pembimbing II

Andianto, M.Pd
 NIP. 198711022015031004


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

 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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

Nama : DIKI ANGGARA

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070164

Semester/TA : 8/ 2019

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|-------------------|------------|----|---|------------------------|
| | | I | II | | |
| | 20 / 2019 / 5 | | | Review your instrumen Based on Research Result especially on (word/ sentence). | |
| | 21 / 2019 / 05 | | | Ree Research. C.R. 21/19 / 5 | |

 Mengetahui :
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610 200801 1 014

Dosen Pembimbing II

Andianto, M.Pd
 NIP. 198711022015031004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id


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

Nama : DIKI ANGGARA

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070164

Semester/TA : 9/2019

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|----|---|------------------------|
| | | I | II | | |
| | 9/19 /9 | | | Revisi Chapter IV. Make a revision of Descriptive Statistics. - formula of Statistic. | |
| | 17/19 /10 | | | Acc. Exam  | |

Mengetahui :

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
 NIP. 19750610 200801 1 014

Dosen Pembimbing II



Andianto, M.Pd
 NIP. 198711022015031004


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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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

Nama : DIKI ANGGARA

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070164

Semester/TA : 7/ 2018

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|----|--------------------------------------|------------------------|
| | | I | II | | |
| | 27/ 2019 3 | ✓ | | Revise Chapter I | |
| | 29/ 2019 3 | ✓ | | Revise - Chapter II - Chapter III | |
| | 1/ 2019 04 | ✓ | | Mr. Seminar | |

Mengetahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014


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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
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**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : DIKI ANGGARA

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070164

Semester/TA : 8/ 2019

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|-----------------|------------|----|-----------------------------|------------------------|
| | | I | II | | |
| | 21/ 2019 / 5 | ✓ | | ku kurniawati | |

Mengetahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014


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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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

Nama : DIKI ANGGARA

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070164

Semester/TA : 9/ 2019

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|----------------|------------|----|---|------------------------|
| | | I | II | | |
| | 18/ 2019 10 | ✓ | | Revise Chapter I-III | |
| | 21/ 2019 10 | ✓ | | Revise Table of content Revise All the Errors. | |
| | 23/ 2019 10 | ✓ | | Ahmad Subhan Roza | |

Mengetahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



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

SURAT TUGAS

Nomor: B-1661/In.28/D.1/TL.01/05/2019

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

Nama : **DIKI ANGGARA**
NPM : 1501070164
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK MUHAMMADIYAH SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING GOOGLE ASSISTANT TOWARD THE STUDENTS' PRONUNCIATION ABILITY OF THE TENTH GRADER OF SMK MUHAMMADIYAH SEKAMPUNG".
 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 : 24 Mei 2019



Mengetahui,
Pejabat Setempat

Robby Gunawan, S.Kon.



Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



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

68

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-1662/In.28/D.1/TL.00/05/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK MUHAMMADIYAH
SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1661/In.28/D.1/TL.01/05/2019, tanggal 24 Mei 2019 atas nama saudara:

Nama : **DIKI ANGGARA**
NPM : 1501070164
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK MUHAMMADIYAH SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING GOOGLE ASSISTANT TOWARD THE STUDENTS' PRONUNCIATION ABILITY OF THE TENTH GRADER OF SMK MUHAMMADIYAH SEKAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 24 Mei 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003





MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN WILAYAH MUHAMMADIYAH
SMK MUHAMMADIYAH SEKAMPUNG LAMPUNG TIMUR
PROVINSI LAMPUNG



Terakreditasi " B " Nomor : 079/BAP-SM/12-LPG/RK0/2013

Alamat : Jalan Raya Giriklopomulyo Nomor 57 Sekampung Lampung Timur Telp. (0725) 7855139

Nomor : 083/IV.4.AU/F/2019
Lampiran : -
Hal : **PENERIMAAN IZIN RESEARCH**

Kepada
Yth. Wakil Dekan I
di -

Tempat

Assalamu'alaikum Wr. Wb.

Waba'du, menindak lanjuti surat dari IAIN METRO. Nomor: B-1662/In.28.1/D.I/TL.00/05/2019 pada tanggal 24 Mei 2019, perihal **IZIN RESEARCH** atas nama **DIKI ANGGARA**, dengan judul **"THE INFLUENCE OF USING GOOGLE ASSISTANT TOWARD STUDENTS PRONUNCIATION ABILITY OF THE TENTH GRADER OF SMK MUHAMMADIYAH SEKAMPUNG"**

Pada prinsipnya SMK Muhammadiyah Sekampung bersedia untuk menerima penelitian mahasiswa Saudara/i, dengan catatan mematuhi peraturan yang berlaku di SMK Muhammadiyah Sekampung.

Atas perhatian dan kerjasamanya, kami ucapkan terima kasih.

Wassalamu alaikum Wr. Wb.

Sekampung, 19 Agustus 2019
Kepala Sekolah,



HENDRA AGUS WIJAYA, S.E
NBM.1057 445



KEMENTERIAN AGAMA REPUBLIK INDONESIA⁷⁰
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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-778/In.28/S/OT.01/09/2019

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

Nama : DIKI ANGGARA

NPM : 1501070164

Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070164.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 24 September 2019
Kepala Perpustakaan

Drs. Moch. H. Sudin, M.Pd.
NIP. 195806311981031001

PRE-TEST ENGLISH PRONUNCIATION

Please pronounce the words/sentences bellow correctly!

- 1. Attention Please**
- 2. I wait you for a year**
- 3. I write a story**
- 4. I cry for you**
- 5. I found a pen**
- 6. Indonesia has beautiful ocean**
- 7. Human have teeth**
- 8. I capture the view**
- 9. Scholarship**
- 10. You jealous with me**
- 11. I go to school**
- 12. You have pointed nose**
- 13. Congratulations**
- 14. I go dance every Wednesday**
- 15. Measure your power**

SCORE LIST OF STUDENTS' PRONUNCIATION ABILITY
PRE-TEST (CONTROL CLASS)

| No | The Student's Name | 1st Examiner | 2nd Examiner | Score | Category |
|---------------------|--------------------|--------------|--------------|-------------|----------|
| 1 | AHM | 30 | 30 | 30 | Failed |
| 2 | ANN | 30 | 30 | 30 | Failed |
| 3 | ARF | 65 | 75 | 70 | Passed |
| 4 | ARS | 45 | 55 | 50 | Failed |
| 5 | DWF | 40 | 40 | 40 | Failed |
| 6 | DWP | 40 | 40 | 40 | Failed |
| 7 | EGI | 35 | 45 | 40 | Failed |
| 8 | ELS | 50 | 50 | 50 | Failed |
| 9 | MIL | 40 | 40 | 40 | Failed |
| 10 | FAJ | 30 | 30 | 30 | Failed |
| 11 | FAR | 20 | 20 | 20 | Failed |
| 12 | FIT | 50 | 50 | 50 | Failed |
| 13 | ISN | 45 | 55 | 50 | Failed |
| 14 | KHU | 20 | 20 | 20 | Failed |
| 15 | KIA | 20 | 20 | 20 | Failed |
| 16 | MAU | 20 | 20 | 20 | Failed |
| 17 | MAW | 40 | 40 | 40 | Failed |
| 18 | NUG | 50 | 50 | 50 | Failed |
| 19 | REZ | 30 | 30 | 30 | Failed |
| 20 | RHO | 30 | 30 | 30 | Failed |
| Total | | | | 750 | |
| Average | | | | 37,5 | |
| Higest Score | | | | 70 | |
| Lowest Score | | | | 20 | |

Source: *The result of Pre-test on the students' Pronunciation Ability on 15th, August 2019*

FREQUENCY DISTRIBUTION PRE-TEST CONTROL CLASS

1. Interval

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 20$$

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

$$K = 1 + 4,29$$

$$K = 5,29$$

$$K = 6$$

R = the highest score – the lowest score

$$R = 70-20$$

$$R = 50$$

$$I = R/K$$

$$I = 50/6$$

$$I = 8,33$$

$$I = 9$$

Note :

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total students

Total of interval class (I) in this research was 9.

| No. | Class Interval | Frequency | Percentage % |
|--------------|----------------|-----------|--------------|
| 1. | 20-28 | 4 | 20% |
| 2. | 29-37 | 5 | 25% |
| 3. | 38-46 | 5 | 25% |
| 4. | 47-55 | 5 | 25% |
| 5. | 56-64 | - | - |
| 6. | 65-73 | 1 | 5% |
| Total | | 20 | 100% |

SCORE LIST OF STUDENTS' PRONUNCIATION ABILITY
PRE-TEST (EXPERIMENTAL CLASS)

| No | The Student's Name | 1st Examiner | 2nd Examiner | Score | Category |
|----------------------|--------------------|--------------|--------------|------------|----------|
| 1 | ABD | 30 | 30 | 30 | Failed |
| 2 | AGU | 30 | 30 | 30 | Failed |
| 3 | ALF | 55 | 65 | 60 | Failed |
| 4 | ANI | 50 | 50 | 50 | Failed |
| 5 | AYU | 40 | 40 | 40 | Failed |
| 6 | FIT | 30 | 30 | 30 | Failed |
| 7 | HUD | 40 | 40 | 40 | Failed |
| 8 | ICH | 45 | 55 | 50 | Failed |
| 9 | INT | 50 | 50 | 50 | Failed |
| 10 | IRV | 35 | 45 | 40 | Failed |
| 11 | JER | 20 | 20 | 20 | Failed |
| 12 | MIL | 50 | 50 | 50 | Failed |
| 13 | MUH | 65 | 75 | 70 | Passed |
| 14 | NAN | 20 | 20 | 20 | Failed |
| 15 | NIL | 40 | 40 | 40 | Failed |
| 16 | RIS | 20 | 20 | 20 | Failed |
| 17 | RIZ | 40 | 40 | 40 | Failed |
| 18 | SAH | 20 | 20 | 20 | Failed |
| 19 | SEL | 30 | 30 | 30 | Failed |
| 20 | SIN | 30 | 30 | 30 | Failed |
| Total | | | | 760 | |
| Average | | | | 38 | |
| Highest Score | | | | 70 | |
| Lowest Score | | | | 20 | |

Source: *The result of Pre-test on the students' Pronunciation Ability on 15th, August 2019*

FREQUENCY DISTRIBUTION PRE-TEST EXPERIMENTAL CLASS

1. Interval

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 20$$

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

$$K = 1 + 4,29$$

$$K = 5,29$$

$$K = 6$$

R = the highest score – the lowest score

$$R = 70-20$$

$$R = 50$$

$$I = R/K$$

$$I = 50/6$$

$$I = 8,33$$

$$I = 9$$

Note :

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total students

Total of interval class (I) in this research was 9.

| No. | Class Interval | Frequency | Percentage % |
|--------------|----------------|-----------|--------------|
| 1. | 20-28 | 4 | 20% |
| 2. | 29-37 | 5 | 25% |
| 3. | 38-46 | 5 | 25% |
| 4. | 47-55 | 4 | 20% |
| 5. | 56-64 | 1 | 5% |
| 6. | 65-73 | 1 | 5% |
| Total | | 20 | 100% |

POST-TEST ENGLISH PRONUNCIATION

Please pronounce the words/sentences bellow correctly!

1. Thanks for the invitation

2. There are so many deer

3. My dog bite me

4. I have a dry jacket

5. I see a big mountain

6. I am out

7. Take a breath

8. I am mature

9. I'm pleased

10. My brother is a soldier

11. Poor you

12. It's very delighted

13. What a nice chess

14. I negotiate with you

15. It's a pleasure

SCORE LIST OF STUDENTS' PRONUNCIATION ABILITY
POST-TEST (CONTROL CLASS)

| No | The Student's Name | 1st Examiner | 2nd Examiner | Score | Category |
|---------------------|--------------------|--------------|--------------|-------------|----------|
| 1 | AHM | 30 | 30 | 30 | Failed |
| 2 | ANN | 50 | 50 | 50 | Failed |
| 3 | ARF | 65 | 75 | 70 | Passed |
| 4 | ARS | 50 | 50 | 50 | Failed |
| 5 | DWF | 40 | 40 | 40 | Failed |
| 6 | DWP | 50 | 50 | 50 | Failed |
| 7 | EGI | 35 | 45 | 40 | Failed |
| 8 | ELS | 50 | 50 | 50 | Failed |
| 9 | MIL | 40 | 40 | 40 | Failed |
| 10 | FAJ | 30 | 30 | 30 | Failed |
| 11 | FAR | 20 | 20 | 20 | Failed |
| 12 | FIT | 50 | 50 | 50 | Failed |
| 13 | ISN | 40 | 40 | 40 | Failed |
| 14 | KHU | 30 | 30 | 30 | Failed |
| 15 | KIA | 20 | 20 | 20 | Failed |
| 16 | MAU | 20 | 20 | 20 | Failed |
| 17 | MAW | 40 | 40 | 40 | Failed |
| 18 | NUG | 50 | 50 | 50 | Failed |
| 19 | REZ | 30 | 30 | 30 | Failed |
| 20 | RHO | 35 | 45 | 40 | Failed |
| Total | | | | 790 | |
| Average | | | | 39,5 | |
| Higest Score | | | | 70 | |
| Lowest Score | | | | 20 | |

Source: *The result of Pre-test on the students' Pronunciation Ability on 29th, August 2019*

FREQUENCY DISTRIBUTION POST-TEST CONTROL CLASS

1. Interval

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 20$$

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

$$K = 1 + 4,29$$

$$K = 5,29$$

$$K = 6$$

R = the highest score – the lowest score

$$R = 70-20$$

$$R = 50$$

$$I = R/K$$

$$I = 50/6$$

$$I = 8,33$$

$$I = 9$$

Note :

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total students

Total of interval class (I) in this research was 9.

| No. | Class Interval | Frequency | Percentage % |
|--------------|----------------|-----------|--------------|
| 1. | 20-28 | 3 | 15% |
| 2. | 29-37 | 4 | 20% |
| 3. | 38-46 | 6 | 30% |
| 4. | 47-55 | 6 | 30% |
| 5. | 56-64 | - | - |
| 6. | 65-73 | 1 | 5% |
| Total | | 20 | 100% |

SCORE LIST OF STUDENTS' PRONUNCIATION ABILITY
POST-TEST (EXPERIMENTAL CLASS)

| No | The Student's Name | 1st Examiner | 2nd Examiner | Score | Category |
|----------------------|--------------------|--------------|--------------|-------------|----------|
| 1 | ABD | 55 | 65 | 60 | Failed |
| 2 | AGU | 60 | 60 | 60 | Failed |
| 3 | ALF | 90 | 90 | 90 | Passed |
| 4 | ANI | 50 | 50 | 50 | Failed |
| 5 | AYU | 75 | 85 | 80 | Passed |
| 6 | FIT | 30 | 30 | 30 | Failed |
| 7 | HUD | 60 | 60 | 60 | Failed |
| 8 | ICH | 80 | 80 | 80 | Passed |
| 9 | INT | 80 | 90 | 90 | Passed |
| 10 | IRV | 60 | 60 | 60 | Failed |
| 11 | JER | 20 | 20 | 20 | Failed |
| 12 | MIL | 30 | 30 | 30 | Failed |
| 13 | MUH | 85 | 95 | 90 | Passed |
| 14 | NAN | 50 | 50 | 50 | Failed |
| 15 | NIL | 55 | 65 | 60 | Failed |
| 16 | RIS | 50 | 50 | 50 | Failed |
| 17 | RIZ | 80 | 80 | 80 | Passed |
| 18 | SAH | 20 | 20 | 20 | Failed |
| 19 | SEL | 60 | 60 | 60 | Failed |
| 20 | SIN | 75 | 85 | 80 | Passed |
| Total | | | | 1200 | |
| Average | | | | 60 | |
| Highest Score | | | | 90 | |
| Lowest Score | | | | 20 | |

Source: *The result of Pre-test on the students' Pronunciation Ability on 29th, August 2019*

FREQUENCY DISTRIBUTION POST-TEST EXPERIMENTAL CLASS

1. Interval

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 20$$

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

$$K = 1 + 4,29$$

$$K = 5,29$$

$$K = 6$$

R = the highest score – the lowest score

$$R = 90-20$$

$$R = 70$$

$$I = R/K$$

$$I = 70/6$$

$$I = 11,66$$

$$I = 12$$

Note :

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total students

Total of interval class (I) in this research was 12.

| No. | Class Interval | Frequency | Percentage % |
|--------------|----------------|-----------|--------------|
| 1. | 20-31 | 4 | 20% |
| 2. | 32-43 | - | - |
| 3. | 44-55 | 3 | 15% |
| 4. | 56-67 | 6 | 30% |
| 5. | 68-79 | - | - |
| 6. | 80-91 | 7 | 35% |
| Total | | 20 | 100% |

THE DOCUMENTATION OF RESEARCH

1. Pre-Test Activity



The condition of students during pre-test.

2. Treatment Activity



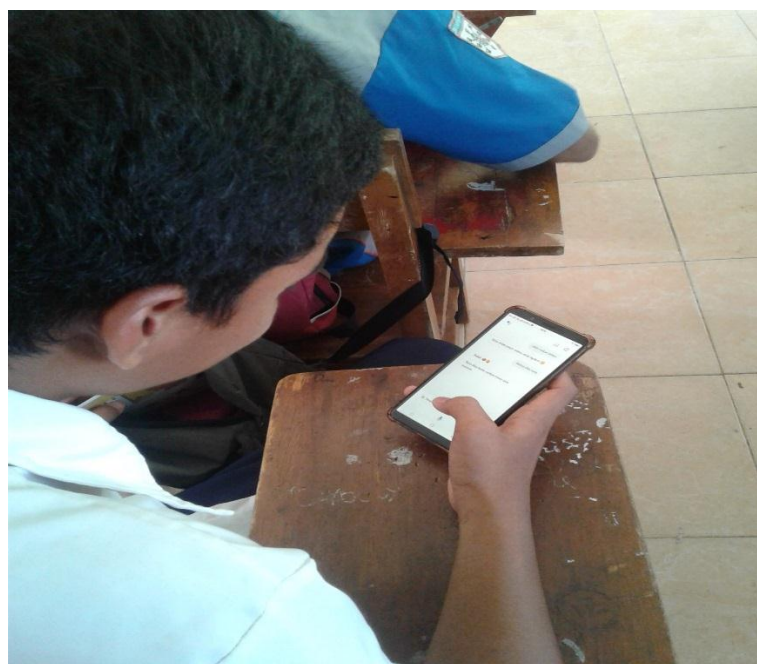
The researcher introduces Google Assistant to the students.



The Teacher explains step by step using Google Assistant.



The students practicing pronunciation using Google Assistant.



The students are doing the tasks given by Google Assistant.

3. Post-test Activity



The condition of the students during post-test.

[illegible]

PREREQUISITE TEST

1. Normality Test

The result of Normality Tests by using SPSS

| Class | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|---------------------|---|---------------------------------|----|------|--------------|----|------|
| | | Statistic | Df | Sig. | Statistic | df | Sig. |
| Pronunciation Score | Pre-Test Experiment (Google Assistant) | .166 | 20 | .149 | .925 | 20 | .122 |
| | Post-Test Experiment (Google Assistant) | .163 | 20 | .170 | .911 | 20 | .067 |
| | Pre-Test Control | .163 | 20 | .170 | .911 | 20 | .065 |
| | Post-Test Control | .166 | 20 | .153 | .916 | 20 | .081 |

2. Homogeneity Test

The result of Homogeneity of Variances by using SPSS

| | | Levene Statistic | df1 | df2 | Sig. |
|---------------------|--------------------------------------|------------------|-----|--------|------|
| Pronunciation Score | Based on Mean | 4.063 | 1 | 38 | .051 |
| | Based on Median | 4.179 | 1 | 38 | .048 |
| | Based on Median and with adjusted df | 4.179 | 1 | 30.554 | .050 |
| | Based on trimmed mean | 4.187 | 1 | 38 | .048 |

3. Hypothesis testing

a. The result of Independent Sample T-test

Group Statistics

| Class | | N | Mean | Std. Deviation | Std. Error Mean |
|---------------------|---------|----|------|----------------|-----------------|
| Pronunciation Score | X TKJ 4 | 20 | 39.5 | 12.76302 | 2.85390 |
| | X TKJ 2 | 20 | 60 | 22.47806 | 5.02625 |

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|----------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Pronunciation Score | Equal variances assumed | 4.063 | .051 | -3.547 | 38 | .001 | -20.50000 | 5.77996 | -32.20091 | -8.79909 |
| | Equal variances not assumed | | | -3.547 | 30.098 | .001 | -20.50000 | 5.77996 | -32.30264 | -8.69736 |

CURRICULUM VITAE



The name of the writer is Diki Anggara, was born in Trimulyo, on August 18th, 1997. He is the second son of the three brothers. Son of the couple, Mr Ikhwanto and Mrs Sunarti.

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