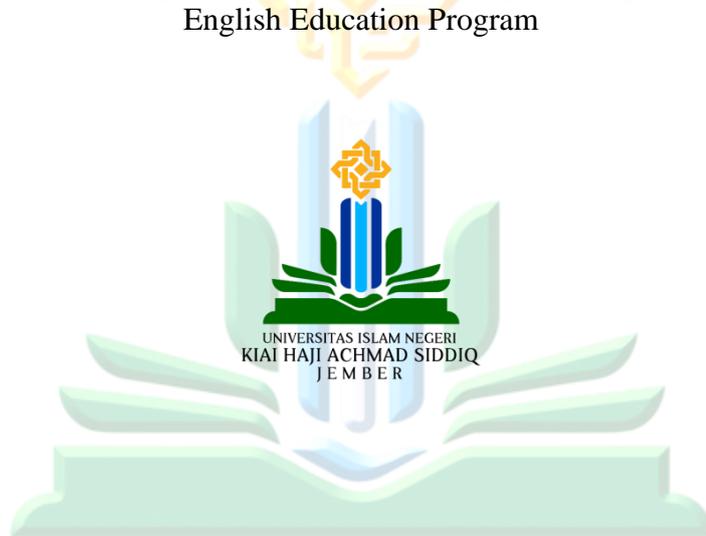


**EXPLORING THE EFFECT
OF GOOGLE ASSISTANT INTERACTIVE STORY FEATURE
ON STUDENTS' PRONUNCIATION
AT THE TENTH GRADE OF SMAN 01 MUNCAR
IN 2022/2023 ACADEMIC YEAR**

UNDERGRADUATE THESIS

Submitted to State Islamic University of Jember to fulfill one of the requirements
to get Bachelor's degree (S. Pd)
Faculty of Tarbiyah and Teaching Training
English Education Program



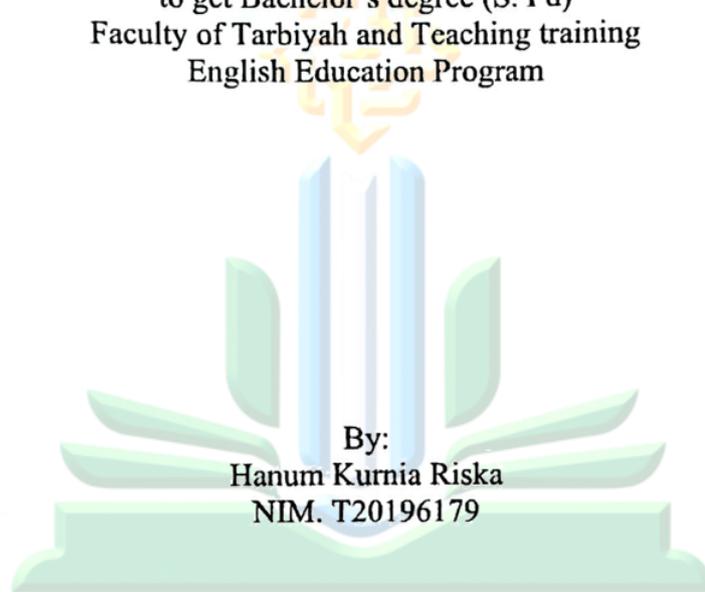
UNIVERSITAS ISLAM NEGERI
By:
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JEMBER

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
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By:
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Has been examined and approved by the board for examiners in partial to
fulfillments of Bachelor degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

Day: Thursday
Date: June 15, 2023

The Board of Examiners

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MOTTO

ذَلِكَ بِأَنَّ اللَّهَ لَمْ يَكُ مُغَيِّرًا نِعْمَةً أَنْعَمَهَا عَلَىٰ قَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ ۗ وَاللَّهُ سَمِيعٌ عَلِيمٌ

“This is because Allah would never change a favour that He has conferred upon a people until they change their own condition, and know that Allah is All-Hearing and All-Knowing.” (Q.S. Al-Anfal, 08:54)*



*Mulawi Sher Ali, *The Holy Qur'an: Arabic Text and English Translation*, 252.

DEDICATION

This Undergraduate Thesis is dedicated to my mother and father who have been giving their effort for me to get Bachelor Degree. Not to be forgotten, to my late grandmother who waits for me in hereafter and my grandfather who is still here with us. Lastly, to my dearest friends who have been accompanying me along the way.



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
J E M B E R

ACKNOWLEDGEMENT

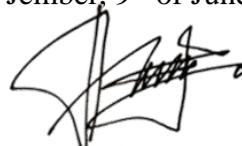
All praise the writer gives to Allah for His blessings, thus the planning, implementation and completion of Undergraduate Thesis as one of the requirements to get Bachelor's degree (S. Pd) had run well.

The success of writer has received because of the support from various parties. Thus, the writer is aware of it and expresses the gratitude to:

1. Prof. Dr. H. Babun Suharto, SE., MM. as the Chancellor of State Islamic University of Jember who has received the writer as a bachelor student of State Islamic University of Jember.
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May all of the good deeds that all the good deeds given to the writer being awarded by Allah.

Jember, 9th of June 2023



The Writer

ABSTRACT

HanumKurniaRiska, 2023: Exploring the Effect of Google Assistant Interactive Story Feature on Students' Pronunciation at the Tenth Grade of SMAN 01 Muncar in 2022/2023 Academic Year.

Keywords: Google Assistant, Interactive Story, Pronunciation.

Google Assistant functions as an Artificial Intelligence has been assisting the society to operate their phones or digging information. Not only functions as mentioned, Google Assistant has several features includes interactive story. It provides animations, audio and voice detector as interactive tools to practice speaking English especially in pronunciation. Previous research primarily relied on the usage of Artificial Intelligence which used voice detector and turned out to have a good impact for society in educational environment. However, those Artificial Intelligences were less interactive to make the students speak. This research came with a an Artificial Intelligence called Google Assistant and one of the features, "*Twisted Hansel and Gretel*" which is more interactive.

This research came with a question: do the students taught by using Google Assistant Interactive Story Feature have better pronunciation than the students taught by non-Google Assistant Interactive Story Feature. It was leading this research to an objective: to measure the effectiveness of teaching media using Google Assistant Interactive Story Feature in students' pronunciation.

This research is a quasi-experimental research included two classes: control class who were taught by using non-Google Assistant Interactive Story Feature and experimental class who were taught by using Google Assistant Interactive Story Feature. This research was using pre-test and post-test as data collection method. The data analysis techniques were test of validity, test of reliability, test of normality, test of homogeneity and T-test.

This research came with result that both of the classes were in the same level of pronunciation skill (homogeneous) before treatment. After treatment, experimental class turned out to have better pronunciation than the control class. It would be way better if the treatment took longer time so it could carry out bigger scale. Emerging a new model in teaching and learning is necessary as to adjust the students' interest which leads to make better improvement in English speaking skill includes pronunciation ability.

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CHAPTER I

INTRODUCTION

A. Background of the Research

Interaction during this technological era is rapidly widened supported by various ways includes via cellphone, computer and internet. The users come from children, teenagers to elders and are connected to each other. However, it is reported by Pew Research Center in August, 2022¹, that teenagers have been using social platforms as their daily routine. It is more than elders or children would have done. For both linguistic and social change, the existence of this modern technology becomes one of the most significant influencers. English language use has rapidly increased after 1960². Moreover, the information technology development participates in being an important role in English teaching³. The urgency to use technology in teaching English has come since 2014 and now the development has been more modern than in 6 years ago, especially for teaching and learning activity in English class.

Technology provides unlimited offers⁴. Both teachers and students seem to take advantage of it. The students unconsciously learn English by reading posts on social media which is captioned using the English language.

¹E.A. Vogles, R. Gelles-Watnick, and N. Massarat, "Teens, Social Media and Technology", Pew Research Center, August 10, 2022, www.pewresearch.org/internet/2022/08/10/teens-social-media-and-technology-2022/.

²Masruddin, "The Importance of Using Technology in English Teaching and Learning", *IDEAS: Journal on English Language Teaching and Learning, Linguistic and Literature* 2, no. 2 (2014): 06, <https://doi.org/10.24256/ideas.v2i2.36>.

³Masruddin, "The Importance of Using Technology in English Teaching and Learning", *IDEAS: Journal on English Language Teaching and Learning, Linguistic and Literature* 2, no. 2 (2014): 06, <https://doi.org/10.24256/ideas.v2i2.36>.

⁴R.A. Prayudi et al, "The Use of Technology in English Teaching & Learning Process", *Jurnal Riset dan Inovasi Pembelajaran* 1, no. 2 (2021): 103, <https://doi.org/10.51574/jrip.v1i2.38>

Students also tend to watch vlogs on YouTube which includes English language. It helps them in reading and listening skill. They practice their writing skill as they commented on a post with native speakers. However, there was not much way to practice speaking English through technology except when students use online meeting to interact with native speakers. Meanwhile, educators initiate to make use of it with a proper lesson plan as explained by a researcher, the students are encouraged to follow several roles; imitative, intensive, responsive, transactional, interpersonal and extensive⁵. As educators, we must keep working on finding out media and procedures which suit the learners' interest and ability, especially in speaking skill.

The urgency to be able to speak English will increase every year since it slowly becomes an additional point in taking a job. It has a big impact for the success of career⁶ in any fields. It also happens to be a provision for society of education⁷. Companies, institutions and industries nowadays are creating relations not only with those in local regions, but also overseas. One of the goals of speaking in English is to be understood by others. In order to be easily understood by others, the speakers should have appropriate pronunciation in conveying the things they want to inform others⁸.

⁵Y.E. Fussalam, Yusrizal, & R. Kurniawan, "Technology in Teaching Speaking Skill: A Review of Current Literature", *Journal of Language Education Development* 2, no. 1 (2019): 242, <https://doi.org/10.52060/jled.v2i1.204>.

⁶S.N. Kadamovna, "The Importance of Speaking Skills for EFL Learners", *International Journal of Innovations in Engineering Research and Technology* 8, no. 1 (2021): 28., <https://repo.ijert.org/index.php/ijert/article/view/9>

⁷P. Howson, "The English Effect", British Council. August, 2013, 14 <https://www.britishcouncil.org/sites/default/files/english-effect-report-v2.pdf>.

⁸P.N. Srakaew, "The Importance of Pronunciation in English Pronunciation", *Journal of Teaching English* 2, no. 2 (2021), 12, <https://so10.tci-thaijo.org/index.php/jote/article/download/491/371>.

In the other hand, somehow pronunciation skill is hard to teach at school since it needs enough practice in order to be used to it⁹. Meanwhile, pronunciation has become one of the factors of students' confidence in speaking English¹⁰. It is a common thing to be noted that when a student makes mistakes, they are afraid of being laughed by others¹¹. Moreover, there is the mother tongue of learners which might be affecting their English speaking performance especially pronunciation¹². This is also a challenge for teachers to face. It has caused the educator and researchers become more innovative. One of the innovative ways is by using Google Assistant to assist teaching and learning activity.

Google Assistant functions as an AI which helps the Smartphone users to operate their phones or digging information. Not only functions as mentioned, Google assistant has several features includes interactive story such as "Twisted Hansel and Gretel". It provides animations and audio as interactive tools to practice speaking English especially in pronunciation. Students were less nervous and getting more motivated to utilize English for meaningful and authentic communication since they enjoyed playing games with Google

⁹S.Aminah, *Pronunciation*, "Pronunciation: A Handbook for English Department Undergraduate Students Faculty of Letters and Humanities", Digital Library UIN Sunan Ampel Surabaya, 2014, 1, <http://digilib.uinsby.ac.id/id/eprint/20075>.

¹⁰ U. Nadila, Hengki&Ratna, "Self Confidence Factors of Students in Speaking English in Banjrmasin", *International Conference on Social Sciences & Humanity, Economics, and Politics* 1, no. 36 (2020): 144, <http://eprints.uniska-bjm.ac.id/5040/1/3997-9690-1-SM.pdf>.

¹¹Y.Januariza& S. Hendriani, "Student' Anxiety in Learning Speaking", *Proceeding of the Fourth International Seminar on English Language and Teaching* 4, no. 2 (May 2016): 470, <http://ejournal.unp.ac.id/index.php/selt/article/view/7010>.

¹²Noviyenty, Leffi&Messi Irene Putri, "Mother Tongue Interference Towards Students' English Pronunciation: A Case Study in IAIN Curup", *Proceedings of the International Conference on Educational Sciences and Teacher Profession*, no. 532 (2021): 283, <https://doi.org/10.2991/assehr.k.210227.049>.

Assistant¹³. Google Assistant is an alternative for educators to be the help for students' English skill especially on their pronunciation as well as take an advantage of provided facility that is able to make students more engaged by using interactive media. As what had been expected, the learners needed to be actively engaged in constructing and clarifying meaning. Students can learn through talk and students can learn through the target language by producing it¹⁴.

The previous researches had been conducted were to examine innovations for teaching and learning activity in English education by taking advantage of Artificial Intelligence. Artificial Intelligences being used were all featuring with voice assistant. However, those Artificial Intelligences were less interactive to make the students speak. Therefore, the researcher is interested to have a research in order to discover whether the Google assistant application can give a significant effect on the improvement of students' pronunciation or not with the interactive story feature. It is expected that this research be able to support teaching and learning process in order to improve the quality of pronunciation and to achieve more comfortable conversation in English language.

¹³Tzu-Yu Tai & H. Hao-Jan Chen, "The Impact of Google Assistant on Adolescent EFL Learners' Willingness to Communicate", *Interactive Learning Environments* 31, no. 3 (2020): 1492, <https://doi.org/10.1080/10494820.2020.1841801>.

¹⁴ M. Boyd & V. M. Maloof, "Classroom Interaction and Second Language Learning", In *Second and Foreign Language Learning Through Classroom Interaction: How Teachers Can Build on Student-Proposed Intertextual Links to Facilitate Student Talk in the ESL Classroom*, edited by J.K. Hall & L.S. Verplaeste, (New York: Routledge, 2000), 165, <https://doi.org/10.4324/9781410605498>.

B. Question of the Research

Do the students' taught by using Google Assistant have better pronunciation than the students' taught by non-Google Assistant?

C. Objective of the Research

The objective of the research is to measure the effectiveness of teaching media using Google Assistant in students' pronunciation.

D. Significance of the Research

The researcher expects that the result of the research can give significance contributions both theoretically and practically for the teachers, students and researchers.

1. Theoretically

The materials of this study can be used in research and educational purposes in teaching using interactive technology. Since this work includes how technology can make the students practice their English speaking, the work can be used by practitioners for practical training in teaching speaking specifically in pronunciation.

2. Practically

a. For Teachers

The research is expected to give several information to facilitate an efficient and effective media for the teacher in teaching pronunciation by using Artificial Intelligence; Google Assistant Interactive Story Feature.

b. For Students

The research is expected to give a new experience for students in learning English activity which can be done everywhere includes home. It is also expected that the students find enjoyable learning style by using Google Assistant Interactive Story Feature to learn English.

c. Further Researchers

Researchers can conduct a further research about teaching and learning pronunciation through AI assistant. The finding of this research is expected to be an information and reference to support the future research. Further researchers can use this finding to enlarge the theories in improving pronunciation skill through the technique of applying Artificial Intelligence as assistant.

E. Scope of the Research

The scopes of this research were limited to investigate the use of Google assistant Interactive Story Feature to improve students' pronunciation skill. Pronunciation skill was the object of this research which focused in the term of several elements of pronunciation; consonant, vowels, word stress and intonation. The pronunciation here includes reading aloud a Narrative text about "Hansel and Gretel", a folk lore from Germany. The participants are the students of two science classes of SMAN 1 Muncar in 2022/2023 Academic year.

1. Independent Variable

The independent variable was learning activity using Google Assistant Interactive Story Feature.

2. Dependent Variable

The dependent variable was the students' pronunciation skill.

3. Indicator

The indicator of the research focused on pronunciation; consonant, vowels, stressed and intonation.

F. Definition of Key Terms

In order to clarify the key terms of this study, some definitions are put forward:

Artificial intelligence: A branch of computer science which involves developing computer programs to complete reading aloud task which would otherwise require the students' capability. Artificial Intelligence in this research performs voice assistant and visualization to support the teachers and students in learning English activity. It also performs speech recognition for the students to train their pronunciation. In this research, Artificial Intelligence is used as the media to assist the students in learning and practicing their pronunciation. The students will be noticed whether they pronounced the words correctly or the opposite by checking if the voice detector accept the pronunciation is appropriate or not.

Google Assistant: Mobile virtual assistant provided on Android. It has several features include interactive stories for students' pronunciation training. It is mostly installed automatically by factory setting. In order to operate it, they need to click Google Assistant application or say "Ok Google" to start giving command to it. The students may use when the researcher instructs them to operate it.

Inside the Google Assistant, there is an interactive story feature named “Twisted Hansel and Gretel”. Students need to command Google Assistant to open this feature by saying “Twisted Hansel and Gretel”. The interactive story includes visualization and voice assistant. It requires the students to choose the plot of the story.

Pronunciation: The way students are uttering words in an accepted manner. Pronunciation in this research includes the students who are required to pronounce English words used in a story. The students pronounce the words in Interactive story “Twisted Hansel and Gretel” on Google assistant for practice by following the commands of the interactive story. The pronunciation task that the students do is reading aloud. It is in form of Narrative text “Hansel and Gretel”, a folklore from Germany. The elements of pronunciation being focused are consonants, vowels, word stress and intonation.

Read Aloud: Read aloud is the opposite of silent reading. It requires the students to read in a tone where the listeners can clearly listen. A Narrative text of a folk lore from Germany called “Hansel and Gretel” is provided to be used in this research. The students are required to read it aloud appropriately in order to be checked by the researcher. The researcher takes the students’ score based on pronunciation elements; consonants, vowels, word stress and intonation.

G. Assumption of Research

This research is relied on several assumptions. Assumption number one is that the instrument is valid. Assumption number two is the assessment

results are reliable. Assumption number three is that the students taught by using Google Assistant Interactive Story Feature have better improvement in pronunciation compared to the students taught by non-Google Assistant Interactive Story Feature.

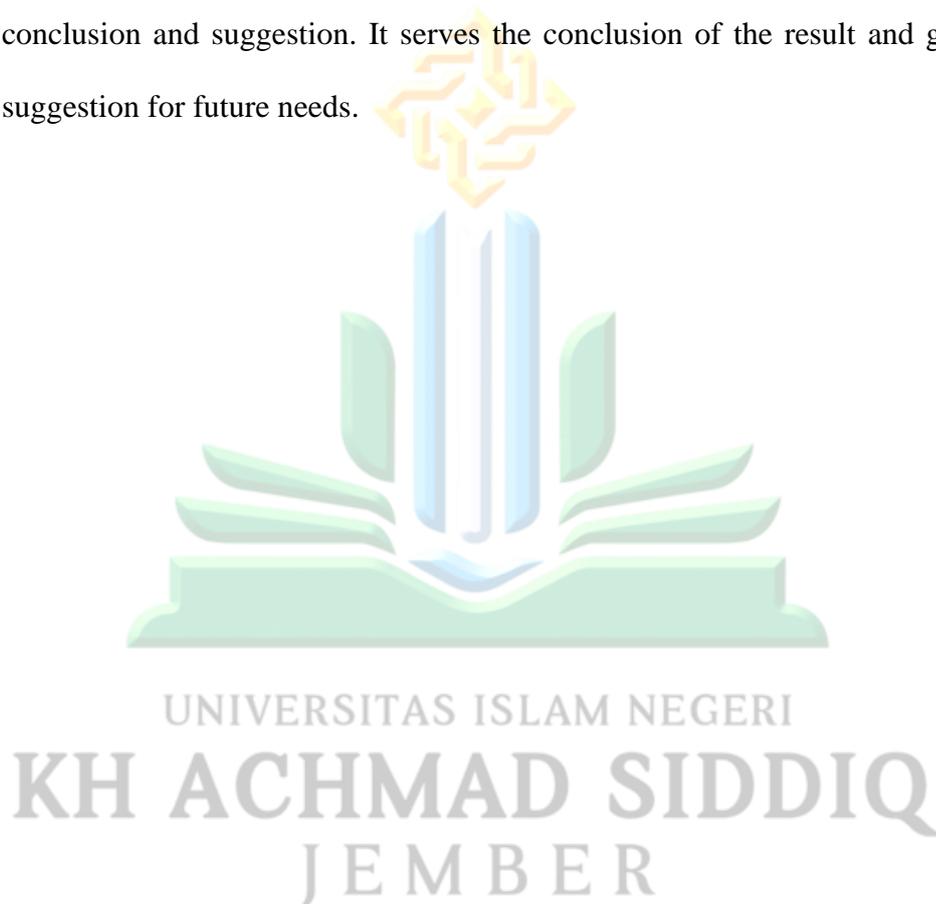
H. Hypothesis of Research

1. Alternative hypothesis (H_a): There is significant improvement of the students' pronunciation skill in speaking English whom being taught by using Google assistant Interactive Story Feature than those who earn non-Google Assistant Interactive Story Feature treatment.
2. Null hypothesis (H_0): There is no significant improvement of the students' pronunciation skill in speaking English whom being taught by using Google assistant Interactive Story Feature than those who earn non-Google Assistant Interactive Story Feature treatment.

I. Systematic of Research

This research is elaborated begin with introduction consists; background of research, question of research, objective of research, significant of research, scope of research, definition of key terms, assumption of research, hypothesis of research and systematic of research. Introduction is purposed to explain why this research was conducted. The next chapter is review of related literature consists; previous research and theoretical framework. This chapter is purposed to compare the previous researches and the current research, and to discuss the theory inside this research. It is continued by the third chapter which is methodology of research consists design of research, instrument of research, population and sample, data

collection technique and technique of data analysis. Methodology of research explains about the method and technique used to conduct the research and calculate the data of research. Next to the findings and discussion consists description of research object, findings of research, hypothesis testing and discussion of research. This chapter explains the result of the research by serving and discussing the data that had been analyzed. The last chapter is conclusion and suggestion. It serves the conclusion of the result and giving suggestion for future needs.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

1. “The Effect of Virtual Assistant Application on Students’ Pronunciation Skill” (2017) written by Rizqi Ahmad Budiman¹⁵.

The researcher learned that the students needed to get treatment to improve their pronunciation since it was not much cared by the teacher. Besides, the teacher seemed could not find an effective and innovative way to improve students’ pronunciation. In technological Era, the researcher used virtual assistant to help the students improve their pronunciation in several elements; consonant, vowels, intonation and rhythm. Those virtual assistants are Siri, Google Now and Microsoft Cortana.

The researcher used quasi-experimental research by taking samples from 2 classes; control class and experimental class. The students in experimental class were taught by using virtual assistant. Meanwhile, the students in control class were taught by using non-virtual assistant. The results explained that the increasing point of the experimental class has more significantly increasing points rather than the control group.

¹⁵R. A. Budiman, “The Effect of Virtual Assitant Application on Students’ Pronunciation Skill”, Institutional Repository UIN SyarifHidayatullah Jakarta, (2017), <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/2/RIZQI%20AHMAD%20BUDIMAN-FTIK.pdf>.

2. “Speaking to Devices: Can We Use Google Assistant to Foster Student’s Speaking Skills?” (2022) written by Hadi and Junor¹⁶.

This research involved how people need to be enhanced with technology as the effect of globalization Era. It also happens to the students includes in English class. The students sometimes did not get the opportunity to practicing their English speaking ability in daily conversation as they were not in English speaking environment. Moreover, reading and writing are the skills which are prioritized by the school involved in this research. The researched do trial to Google Assistant to assist students in improving their speaking skill. The researcher assessed the students with several indicators; pronunciation, fluency, vocabulary, grammar and comprehension.

The researcher used pre-experimental design which focused pre-test and post-test of one group in SMA Dua Mei at the 11th grade. The result showed that the participants have increased on their post test compared to their pre-test. As for conclusion, using Google Assistant is an effective way to improve students’ speaking ability at 11th grade of SMA Dua Mei.

¹⁶M.S. Hadi and R.S. Junor, “Speaking to Devices: Can We Use Google Assistant to Foster Students; Speaking Skills?”, *Journal of Languages and Language Teaching* 10, no. 4 (2022), <https://doi.org/10.33394/jolt.v%vi%i.5808>.

3. “Voice Assistants with Artificial Intelligence for Improving Academic English” (2021) written by Vladimir Tregubov¹⁷.

The researcher learned that there were three main reasons educators intensively embedded AI into educational process. The first reason is the ability of AI in making educational process to be more effective and to make it convenient for both students and teachers. Secondly, AI increased the involvement of students in the educational activity through gamification. Lastly, implementation of AI into the process of education provided automation. As for Android, it has Google Assistant as the virtual assistant which could be used for daily conversation practice.

The researcher offers a comparison of the use of artificial intelligence in educational process in existing examples. The applications for Google assistant being described are Stories, Creative Coach, Dictionary, Fun Facts, Mrvocab, news, Spell Check, Vocal Notes and Trivia game. Each application was created with the intention of enhancing academic speaking ability and self-study activity. The applications give opportunity in learning new words as well as training their pronunciation.

4. “Voice Assistants and Smart Speakers in Everyday Life and in Education” (2020) written by Terzopoulos and Satratzemi¹⁸.

The researcher examined the use of voice assistant and smart speaker towards adults, children, elderly people and people with disabilities and

¹⁷V. Tregubov, “Voice Assistance with Artificial Intelligence for Improving Academic English”, *Computer Science & Information Technology* 11, no. 9 (2021), <https://doi.org/10.5121/csit.2021.110901>.

¹⁸G. Terzopoulos and M. Satratzemi, “Voice Assistants and Smart Speakers in Everyday Life and in Education”, *Informatics in Education* 19, no. 3 (2020), <https://doi.org/10.15388/infedu.2020.21>.

educational purposes based on 37 retrieved papers. The result shows that adults found it enjoyable, the children found it little hard to use, the elderly found it useful and the people with disabilities found it helpful. Meanwhile, in educational purpose, voice assistant and smart speaker have the ability to update the existing education system, provide new learning experience and be used as language partner for pronunciation training.

5. “Artificial Intelligence in EFL Context: Rising Students’ Speaking Performance with *Lyra* Virtual Assistance” (2020) written by Junaidiet all¹⁹.

The researcher has found out that it can help students and teachers in language learning activity if AI was driven to a setting of education. As AI technology had increased affordability and reliability, it has become a practical choice to use AI on teaching EFL. This research measured the AI applications’ effectiveness in learning English on EFL learners. The school as the object of the research gives permission to the students for bringing their phones. The students’ speaking ability in English was being tested by using several components of speaking skill; pronunciation, vocabulary, grammar and fluency.

The researcher used quasi-experimental research by taking samples from 2 classes; experimental class and control class. In the control class, the researcher used drilling method with selected lesson materials. Meanwhile, in experimental class, the researcher used *Lyra* virtual Assistance in teaching the students. The result has discovered that the students from

¹⁹H. Junaidi et al, “Artificial Intelligence in EFL Context: Rising Students’ Speaking Performance with *Lyra* Virtual Assistance”, *International Journal of Advanced Science and Technology* 29, no. 5(2020), Retrieved from <http://serisc.org/journals/index.php/IJAST/article/view/17726>.

experimental class gains more improvement in speaking skill than in control class.

Here the present researcher summarizes the content and comparisons between previous research and present research:

Table 2.1
Similarities and Differences between Previous Researches and Present Research

| No | Author, Year, Title | Similarities | Differences |
|----|---|---|---|
| 1 | Rizqi Ahmad Budiman, (2017), "The Effect of Virtual Assistant Application on Students' Pronunciation Skill" | <ul style="list-style-type: none"> a. Using the same research method: Quasi-experimental research. b. Focus on the same skill: pronunciation. c. Using Artificial Intelligence as the media. | <ul style="list-style-type: none"> a. Level of participants: Junior High School while in the current research the participants are from Senior High School. b. The elements of pronunciation being used as indicators are different: consonant, vowels, intonation and rhythm while in the current research focuses on consonant, vowels, intonation and word stress. c. Using different kind of Artificial Intelligence: Siri, Google Now and Microsoft's Cortana while in current research is using Interactive Story on Google Assistant. |
| 2 | Hadi and Junor, (2022), "Speaking to | <ul style="list-style-type: none"> a. Using Google | <ul style="list-style-type: none"> a. Skill focus of the research: speaking |

| No | Author, Year, Title | Similarities | Differences |
|----|---|--|---|
| | Devices: Can We Use Google Assistant to Foster Student's Speaking Skills?" | Assistant as the media. b. Level of participants is Senior High School. | skill in general while in current research focuses on one speaking element; pronunciation. b. Design of research: Pre-experimental while in current research is using Quasi-experimental. |
| 3 | Vladimir Tregubov, 2021, "Voice Assistants with Artificial Intelligence for Improving Academic English" | a. Using Artificial Intelligence as the media. | a. Method of research: Comparative Analysis while in current research is using Quasi-experimental. b. Focus of the research: Improving Academic English while in this research focuses only on students' pronunciation. |
| 4 | Terzopoulos and Satratzemi, (2020), "Voice Assistants and Smart Speakers in Everyday Life and in Education" | a. Using Artificial Intelligence as the media. | a. Method of research: Snowball technique ²⁰ while in this research is using Quasi-experimental. b. Focus of the research: Examine voice assistants and smart speakers inside or outside the classroom used by children, adults and elderly people while in present |

²⁰ As described by Wohlin, 2014.

| No | Author, Year, Title | Similarities | Differences |
|----|--|---|--|
| | | | research focuses on exploring the effect of Google Assistant feature on students' pronunciation. |
| 5 | Junaidi et al, (2020), "Artificial Intelligence in EFL Context: Rising Students' Speaking Performance with <i>Lyra</i> Virtual Assistance" | <ul style="list-style-type: none"> a. Using Artificial Intelligence as the media. b. Using the same research design: Quasi-experimental . | <ul style="list-style-type: none"> a. The kind of Artificial Intelligence as the media: <i>Lyra</i> Virtual Assistant while in current research is using Google Assistant. b. Skill focus of the research: speaking skill in general while in current research focuses in one speaking element; pronunciation. |

The previous researches were conducted to examine innovations for teaching and learning activity in English education by taking advantage of Artificial Intelligence. Artificial Intelligences being used were all featuring with voice assistant. However, those Artificial Intelligences were less interactive to make the students speak. This research came with a an Artificial Intelligence called Google Assistant and one of the features, "*Twisted Hansel and Gretel*" which is more interactive. It is an interactive story to make the students speak with voice assistant to decide the plot of the story and visualization for students to learn and practice. Thus, compare to the previous

research which did not use AI feature that is interactive story, the current research chosen media is upgrading to use for pronunciation in research.

B. Theoretical Framework

1. Teaching Media

a. Definition of Media

According to Criticos, Media is an instrument which works to transform messages or information to receiver from resource²¹. Media is familiar among workers especially teachers. As for the teacher, media is used for teaching and learning activity. Media is defined as graphic, photographic or electronic tools work on capturing, processing and reconstructing verbal or visual information in educational purpose²².

Using technology as teaching media is now in demand and students are encouraged to use various technologies²³ includes Smartphone. There are several applications that have been used in teaching English includes Duolingo, Quizziz, Kahoot, YouTube and more. However, there is an Artificial Intelligence provided in Smartphone called Google Assistant which provides various features such as trivia game, poems and interactive stories.

²¹As cited in D. Hikmah, "Media for Language Teaching and Learning in Digital Era", *International Journal of English Education and Linguistics* 01, no.02 (2019): 84, <https://doi.org/10.33650/ijoeel.v1i2.963>.

²²Hikmah, "Media for Language Teaching and Learning in Digital Era", *International Journal of English Education and Linguistics* 01, no.02 (2019): 84, <https://doi.org/10.33650/ijoeel.v1i2.963>.

²³Dr. MfrekeUmoh J, I. Sheik, & I.M.Bassey, "Teaching and Learning with Media Technology", *International Journal of Innovations in Engineering Research and Technology* 7, no. 5 (2021): 298, Retrieved from <https://repo.ijert.org/index.php/ijert/article/view/972>.

b. Google Assistant

Based on Webopedia, the intelligent replacement for Google Now, Google Assistant, is a mobile virtual assistant that handles simple scheduling and research activities²⁴. Depending on the user's preferences, Google Assistant offers a variety of voice options and interfaces with other smart devices, such as home speakers and lighting systems. The assistant is activated by saying "Hey, Google," and then does the following action. The assistant may schedule emails, texts, and phone conversations. Additionally, Google Assistant provides precise instructions, locates specified sites, and does general navigation.

c. Interactive Story Feature

There are many features provided in Google assistant; Google translate, Google voice, trivia games until adventure. Google assistant provides interactive story features which are not popular among EFL learners while Interactive Story is actually good for EFL learners where the learners be able to play and learn at the same time without having to install any other application.

The Interactive Story game will lead the users to make a story by choosing the plot they want. It provides many options of scenes that the users will choose to see how the end will go.

²⁴“Google Assistant”, Webopedia, September 9, 2020, <https://www.webopedia.com/definitions/google-assistant/>

d. Procedure of Using Google Assistant

- 1) On your Android phone or tablet, open the Google Assistant app.
- 2) Click the microphone thumbnail on the middle bottom or say “Ok Google”.
- 3) Tell the Google Assistant your commands.

f. Google Assistant for Pronunciation

Google Assistant has the ability to speak as well as listening and it provides various languages including English language. Sanusi and Hadi stated that Google Assistant has natural pronunciation and the utterances are understandable²⁵. Somehow, users are not only able to listen and get information. By using Google Assistant, the users are also able to give commands and get feedback from it.

2. Pronunciation

a. Definition of Pronunciation

Pronunciation is a component of English speaking ability and considered as the important component to ensure that the speakers can make others understand what they intend to state or ask. There are several pronunciation definitions by experts that can be concluded. According to Otlowski, pronunciation refers to how a word is

²⁵M.I. Sanusi & M.S. Hadi, “Google Assistant in Teaching Pronunciation to Junior High School Students Post-Pandemic Era.” *Jurnal Syntax Transformation* 3, no. 8 (2022): 1085, <https://doi.org/10.46799/jst.v3i8.599>.

uttered in a socially acceptable way²⁶. Meanwhile, Richard and Schmidt defined that pronunciation is a method in producing certain sounds²⁷.

b. Features of Pronunciation

Pronunciation has several features which can help to avoid misunderstandings that might happen. Foreign language learners are often being misunderstood for what they are trying to say because of mispronunciation.

Here are two features of pronunciation based on Aminah²⁸:

1) Consonant of English

a) Manner of Articulation

Table 2.2
Manner of Articulation

| | |
|-----------|--|
| Plosive | Sounds that are 'popping' in nature and cannot be sustained. In other words, it happens whenever the vocal tract completely closes off. Behind the closure, air pressure builds up before being 'explosively' released. Plosive sounds are also sometimes referred to a stop e.g. 'p' as in <i>pea</i> and 'b' in <i>boy</i> . |
| Affricate | The tongue tip touching the gum ridge just behind the upper incisors causes a complete obstruction to occur in the beginning of these combination sounds, after which the air is released slowly through friction, e.g. 'ch' as in <i>chop</i> and 'j' as in <i>jam</i> . |
| Fricative | When air leaves the mouth, it must force its way through a small opening, such as when the tongue tip is so close to the gum ridge behind the upper incisors. This causes friction or |

²⁶M. Otlowski, "Pronunciation: What Are the Expectations?", *The Internet TESL Journal* 4, no. 1 (1998): 01, <http://iteslj.org/Articles/Otlowski-Pronunciation.html>.

²⁷J.C. Richards & R. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*. 4th Edition.(Great Britain: Pearson Education Limited, 2010), 469.

²⁸S. Aminah, "Pronunciation: A Handbook for English Department Undergraduate Students Faculty of Letters and Humanities", Digital Library UIN SunanAmpel Surabaya, (2014): 35-50, <http://digilib.uinsby.ac.id/id/eprint/20075>

| | |
|------------|---|
| | turbulence, e.g. 's' as in <i>so</i> and 'f' as in <i>fit</i> . |
| Nasal | Noises made as air escapes via the nasal cavity, e.g. 'm' as in <i>map</i> and 'n' as in <i>nap</i> . |
| Lateral | The tongue's blade resting on the alveolar ridge creates a partial closure. Around the sides of the tongue, air can move, e.g. /l/ |
| Aproximant | It happens when two articulators move in close proximity to one another but not sufficiently near to create friction or halt airflow. A quartet of enduring noises, e.g. 'w' as in <i>we</i> , 'r' as in <i>red</i> , 'l' as in <i>let</i> and 'y' as in <i>you</i> . |

b) Place of Articulation

Table 2.3
Place of Articulation

| | |
|-----------------|---|
| Bilabial | Using both lips to firmly close, e.g. /p/ and /m/ |
| Labio-dental | using the upper teeth and the lower lips, e.g. /f/ and /v/ |
| Dental | The tongue tip is employed either in close proximity to the upper teeth or in between the teeth, e.g. /θ/ and /ð/ |
| Alveolar | Close to the alveolar ridge is where the tongue's blade is employed, e.g. /t/ and /s/ |
| Palato-alveolar | Just behind the alveolar ridge, the tongue's blade (or tip) is employed., e.g. /tʃ/ and /dʒ/ |
| Palatal | The tongue's tip is elevated and perched next to the palate, e.g. /j/ |
| Velar | The soft palate is attacked with the back of the tongue, e.g. /k/ and /ŋ/ |
| Glottal | The voice cords' gap is what causes audible friction, e.g. /h/ |

2) Vowel of English

A vowel is a speaking sound that is produced by opening only the mouth and not the throat or any other portion of the body to let air escape. The English language has 20 vowels, divided into 12 single vowels and 8 diphthongs.

Here are 12 single vowels:

Table 2.4
Single Vowels

| Short | Long |
|-----------|------------|
| ɪ - bin | i: - see |
| e - pen | ɑ: - heart |
| æ - man | ɔ: - four |
| ʌ - fun | u: - blue |
| ɒ - hot | ɜ: - bird |
| ʊ - look | |
| ə - about | |

Here are 8 diphthongs:

Table 2.5
Diphthongs

| Diphthongs |
|------------|
| eɪ - play |
| aɪ - buy |
| ɔɪ - boy |
| əʊ - phone |
| aʊ - loud |
| ɪə - cheer |
| eə - hair |
| ʊə - cure |

As important as consonants and vowels, there are two other elements of pronunciation. The first one is word stressed and the second one is intonation. Those elements were once elaborated by Miryani²⁹. As for the elaboration, the explanation of word stressed and intonations are written based on Miryani's elaboration.

²⁹Miryani, *Elements of Pronunciation*. Repository UT, (2016): 04-28, <http://repository.ut.ac.id/3820/1/PBIS4220-M1.pdf>.

1) Word stressed

When there are more than one syllable in a word, one of them might be considered important. It causes to put a stress in it. It makes the speaker will put different meaning if the speaker stressed in a wrong syllable. It is important for an English speaker to give a stress in the right syllable. For the example of word stress, below the examples are written:

Table 2.6
Word Stressed

| First syllable stressed | Second syllable stressed | Other syllable stressed |
|-------------------------|--------------------------|-------------------------|
| 'beautiful | Im 'portant | accomo 'dation |
| 'Canada | re 'spective | acci 'dental |
| 'diagram | com 'munity | accli 'mation |
| 'syllable | en 'hance | accumu 'lation |

2) Intonation

Intonation here is defined as the ups and downs of pitch over different syllables in utterance. Intonation is sometimes called as the melody of speech. When a speaker put intonation in their speech, it will sound more interesting for the listeners. Intonation will make the conversation livelier and not boring. This is where the importance of intonation lies.

3. Accent

a. Definition of Accent

Levis and Zhou stated that an accent is distinct ways a language pronounced, whether by native or non-native speakers³⁰. Derwing and Munro defined accent as the way people speaking differs from that local variant of English and the impact of that difference on speakers and listeners³¹. Kang has expanded the concept to include speech pace, pitch, stress, and other factors in addition to language sounds³². As in English language, there are many accents depend on each country. However American and British accent are the most known and popular around the world.

Somehow, people find British accent difficult to be spoken and listened especially in country such as Indonesia. The learners find the British accent complicated and hard to be learned. People tend to choose American accent instead of British accent as their guidelines in speaking English.

b. American Accent

Americans don't really move their lips when they speak, which is one of the biggest contrasts between them and the rest of the globe³³.

³⁰J.M. Levis & Zhou, *Accent*, John Wiley & Sons, Inc, (2017): 01.

³¹T.M. Derwing and M.J. Munro, "Putting Accent in Its Place: Rethinking Obstacles to Communication", *Plenary Speeches* 42, no. 4 (2008): 478, <https://doi.org/10.1017/S026144480800551X>.

³²O. Kang, D. Rubin & L. Pickering, "Suprasegmental Measures of Accentedness and Judgements of Language Learner Proficiency in Oral English". *The Modern Language Journal* 94, no. 4 (2010): 555. <https://doi:10.1111/j.1540-4781.2010.01091.x>.

³³A. Cook, *American Accent Training: A Guide to Speaking and Pronouncing American English for Everyone Who Speaks English as a Second Language*. (USA: Matrix Press, 2000), 18.

American English speakers actively use their tongue to produce the majority of their sounds in the throat. People who practice speaking American English will sound much more like native speakers if they clench their jaws or hold their fingers over their lips rather than trying to pronounce every single sound very carefully.

People frequently associate American English with music; yet, jazz is the native music. Listen to their speech music, there will be heard that Americans have a melodic, jazzy way of producing sounds. Imagining the sound of a cello when American English speaker say, Beddybadabidabeaderbudder (Betty bought a bit of better butter) and it'll be close to the native way of saying it. The majority of Americans are immigrants, thus American English incorporates accents from various countries. When a discussion is too far away to be clearly audible but close enough for people to identify the country of the speakers, it can be described as speech music or intonation. The intonation used in America determines pronunciation and liaisons, as well as emotion and meaning. Without intonation, speakers' speech would be flat and mechanical, which would cause listeners great confusion. This accent has pronunciation of alphabet which is closed to Indonesian accent. Thus, this accent is used for teaching and learning activity in this research.

4. Teaching Pronunciation

In teaching Pronunciation, there are several roles that an educator should do³⁴;

a. Helping learners hear

Since students have a strong propensity to compare the sounds of English to those of their native tongue, educators must assist students in perceiving sounds. As the result, the students can find their English tongue and have a proper communication in English.

b. Helping learners make sound

There are some English sounds that are unique to the language. Sometimes learners can mimic the new sound, but if they can't, the teacher needs to provide some tips that can assist the students. As the result, the students will be able to mimic English sounds appropriately.

c. Providing feedback

The educator must assess the students' performance on the aforementioned tasks. Frequently, students are unable to determine whether they answered correctly or not. They should be forced to acknowledge the feedback regarding their performance by the teacher. As the result, students will be able to determine the validity of their answer.

³⁴ J. Kenworthy, *Teaching English Pronunciation*, (New York: Longman, 1988), 1-2.

5. Teaching Speaking through Reading Aloud

Teaching speaking through reading aloud has advantage for teacher and students as there is a link between comprehension and pronunciation³⁵. Through reading aloud the teachers and students are able to focus on improving pronunciation of speaking skill. By focusing in a specific part of skill, the teacher will be able to measure the students' ability in more detail and the students will not be in too much pressure.

Hidayah suggested that in using reading aloud, it is better to use an appropriate text and given appropriate pronunciation examples³⁶. The topic and text must be suitable based on students' level. Moreover, students should be more active in practicing to pronounce the words. The students should be more active than the teacher.

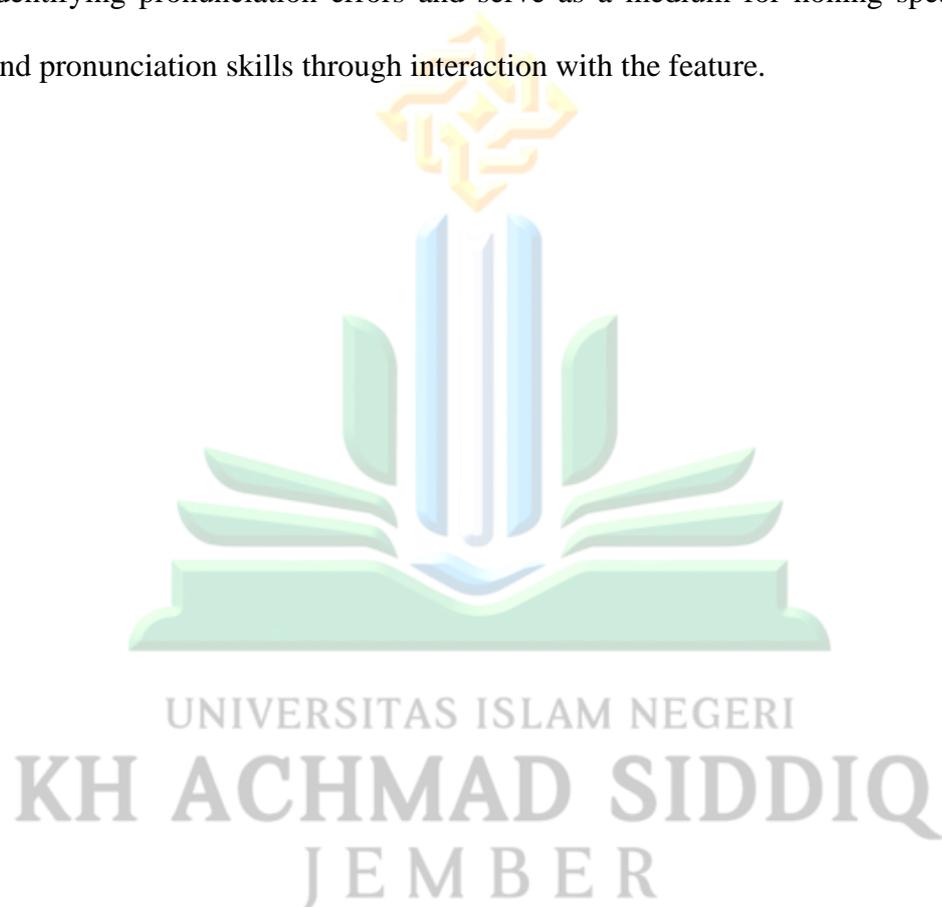
C. Thinking Framework

Students are taught pronunciation through a variety of techniques. The teaching and learning process must therefore be made more successful by English teachers using a compatible and efficient teaching style. On the other hand, if the teacher devised a successful approach to teach pronunciation without causing the students fear, they would enjoy the learning activities in the classroom. Students might become more interested in learning pronunciation by using effective technology to practice their pronunciation

³⁵B. Camille, "Reading Aloud in Foreign Language Teaching", Master Thesis Online, July 19, 2020, 18, <http://hdl.handle.net/2268.2/9430>.

³⁶S.N. Hidayah, "TeachingPronunciation through Reading Aloud Technique at Seventh Grade of SMPN 13 Kota Serang",Eprints Repository UNTIRTA, November 25, 2018, 57, <https://eprints.untirta.ac.id/9097/1/TEACHING%20PRONUNCIATION%20THROUGH%20READING%20ALOUD%20TECHNIQUE%20AT%20SEVENTH%20GRADE%20OF%20SMPN%2013%20KOTA%20SERANG%20%28Research%20and%20Development%29.pdf>.

skills. By using these strategies, teachers might encourage their students to actively participate in class activities and build their self-confidence, which would enhance the learning environment. Therefore, one way to increase the effectiveness of pronunciation teaching and learning is by using engaging media, such as the Google assistant feature, which can aid students in identifying pronunciation errors and serve as a medium for honing speaking and pronunciation skills through interaction with the feature.



CHAPTER III

METHOD OF RESEARCH

A. Design of Research

In this research, the researcher conducted quantitative research through quasi experimental using Non-equivalent Groups design. Quasi experimental in this research was used to measure the improvement of the objects being experimented. It also aimed to compare two groups which were given different treatments. The subjects of this research was divided into two; experimental class which was given treatment with Google Assistant and control class which was using drilling method. The design was presented as follows the figure below:

Table 3.1

Design of the Research

| CLASS | PRE-TEST | TREATMENT | POST-TEST |
|-------|----------------|----------------|----------------|
| E | O ₁ | X ₁ | O ₂ |
| C | O ₁ | X ₂ | O ₂ |

E : Experimental class

C : Control class

O₁ : Reading aloud before treatment

O₂ : Reading aloud after treatment

X₁ : Treatment using Google Assistant Interactive Story

X₂ : Treatment using drilling method

Based on *table 3.1*, the procedure of this research included three steps;

1) pre-test, 2) treatment, 3) post-test. The researcher elaborated those three steps by each point below:

1. Pre-Test

In Pre-Test, students in experimental class and control class were given reading aloud text before treatment to read aloud. The pre-test was used to measure the students' ability in pronunciation skill before the researcher applied the strategy, it aimed to acknowledge the students' previous ability before treatment.

2. Treatment

The treatment using Google Assistant for experimental class and drilling method for control class were applied for the students after finishing the pre-test. Each of the class was taught by using the treatments for teaching and learning activity.

a. Experimental Class

1) Pre-activity

- a) The students learned about Narrative text and its elements; generic structure, social function and language features.
- b) The students were introduced to folklore stories.
- c) The students were introduced to Google Assistant and shown the "Twisted Hansel and Gretel" as an interactive story.
- d) The students were given imagination if the story can be twisted and they have opportunity to choose the plot.

- e) The students were commanded to gather with their partner and open their Smartphone.

2) Whilst Treatment

During the treatment, the researcher applied Google Assistant specifically the feature “Twisted Hansel and Gretel” which was an interactive story of German folklore. Here was the procedure:

- a) The students turned on their phone and say “Ok Google, Twisted Hansel and Gretel”. The Google Assistant would be processing the user’s voice to get the right message. With the right pronunciation, Google Assistant would confirm for the user’s command and told the user that it would bring them to Twisted Hansel and Gretel Page. The page would show the introduction of the interactive story about Hansel and Gretel story. After the introduction of the interactive story, it would bring the user to the menu page.
- b) On the menu page, the user was required to choose between three menus: Play Story/ Achievements/ More Stories by speaking one of them out. To play the story, the user had to say “Play Story” and it would lead the user to “Choose Your Character” page. To see the achievements, the user had to say “Achievements”. If the user said “More Stories”, it would lead the user to a page where there would be various other stories.
- c) On “Choose Your Character” page, the user was required to choose between two characters: Hansel and Gretel/ Witch. If the user said

“Hansel and Gretel”, it would lead to Hansel and Gretel’s point of view. If the user said “Witch”, it would lead the user to the Witch’s point of view.

d) On the story line pages, the user was required to choose between the options provided. For example, in the first options, there were: Home/ Woods³⁷. The user had to decide whether the characters should go back home or go on into the woods.

e) After every choice, the students were required to read aloud their adventure with “Twisted Hansel and Gretel”.

f) The students would be back to the interactive story “Twisted Hansel and Gretel to play and continue playing with the plots in every meeting.

3) Post-activity

a) The researcher commanded the students to read aloud the story.

b) The teams read aloud the story.

b. Control Class

In control class, the students were doing the learning activity as usual with drilling method for learning pronunciation.

1) Pre-activity

a) The students learn about Narrative text and its elements; generic structure, social function and language features.

³⁷ Hansel and Gretel point of view

b) The students are introduced to folklore stories from several countries includes Hansel and Gretel story.

c) The students are divided into several teams.

2) Whilst Treatment

a) The researcher pronounces the words related to Narrative text based on Hansel and Gretel story in every meeting as a series.

b) The students repeat what the researcher has pronounced.

3) Post-activity

a) The researcher commands the students to read aloud the story.

b) The pair read aloud the story.

3. Post-Test

After treatment, the post-test was given for both experimental class and control class in order to discover the students' achievement. The post-test was used to acknowledge the students' pronunciation improvement after the implementation of Google assistant and drilling method in learning activity.

B. Instrument of Research

The instrument of the research used in collecting data was reading aloud and it gave twice (pre-test and post-test). The pre-test and post-test were in form of reading aloud. The students were required to read aloud "Hansel and Gretel" story given.

The pre-test was given to the students before treatment. The students were given a task as the pre-test. The task was reading aloud. The text used for

reading aloud was a Narrative text. The Narrative text was written shortly based on a folklore from German entitled “Hansel and Gretel. Short Hansel and Gretel story was given to the students from experimental class and control class. The researcher instructed the students to read aloud the text given with appropriate pronunciation. The students read aloud the text with appropriate pronunciation in five minutes as the maximum duration. The researcher took the score based on consonant, vowels, stressed and intonation to acknowledge the students ability before treatments.

The post-test was given to the students in the last meeting after treatment. The students were given a task as the post-test. The task was reading aloud. The text used for reading aloud was a Narrative text. The Narrative text was written shortly based on a folklore from German entitled “Hansel and Gretel. Short Hansel and Gretel story was given to the students from experimental class and control class. The researcher instructed the students to read aloud the text given with appropriate pronunciation. The students read aloud the text with appropriate pronunciation in four minutes as the maximum duration. The researcher took the score based on consonant, vowels, stressed and intonation. The function of the research instrument was to acknowledge the ability of students’ pronunciation accuracy dealing with consonant, vowels, stressed and intonation.

C. Population

The population of the research was the tenth grade students of SMAN 1 Muncar. I used this school because based on observation that had been done, speaking skill especially pronunciation was a skill the students lack of and needed to be improved. Moreover, the headmaster suggested the students were taught by using gamification. The students were also getting interest in class when learning using technology.

There were totally seven classes of the tenth of SMAN 1 Muncar which consisted 30 to 36 students in each class.

Table 3.2
Data of 10th Grade in SMAN 1 Muncar

| Class | Number of Students |
|--------------|---------------------------|
| Science 1 | 36 |
| Science 2 | 36 |
| Science 3 | 36 |
| Science 4 | 35 |
| Social 1 | 36 |
| Social 2 | 31 |
| Social 3 | 30 |

D. Sample

Purposive sampling technique was chosen to be applied in this research. This technique was used because it supported the research in certain purposes. In order to choose two out of seven classes as the samples for the experimental and control classes, the purposive sampling was applied. The English teacher recommended class 10th science 1 and 10th science 4 to be chosen as the samples of the research because the both of the class had equal English proficiency level. Then 33 active students from class 10 Science 1 were chosen

as the sample of the experimental class, while 33 active students from class 10 Science 4 were chosen as the sample of the control class.

E. Data Collection Technique

Data collection technique in this research used was students' pre-test and post-test score. Pre-test and post-test used a Narrative text as the tool to collect the students' scores as the data of students from experimental and control class' improvement. The pre-test and post-test score of experimental class was compared to pre-test and post-test score of control class. The score-taking will include four elements of pronunciation; consonants, vowels, word stress and intonation.

Table 3.3
Scoring Rubric

| Consonant | | Vowel | | Word Stress | | Intonation | |
|-----------|--|--------|---|-------------|--|------------|---|
| 83-100 | Recognize s and articulates most to all the English consonants per word appropriately. | 80-100 | Produce most to all English vowels appropriately per word. | 83-100 | Produces most to all the word stress accurately. | 80-100 | Produces the most to all intonation appropriately. |
| 65-82 | Produces consonants appropriately in per word with some occasional mistakes. | 62-79 | Can frequently produce English vowels appropriately per word. | 65-82 | Produces word stress appropriately with occasional mistakes. | 62-79 | Produces intonation appropriately with occasional mistakes. |
| 47-64 | Mispronounce almost | 44-61 | Mispronounce almost | 47-64 | Has often | 44-61 | Has often mistakes |

| Consonant | | Vowel | | Word Stress | | Intonation | |
|-----------|--|-------|--|-------------|---|------------|--|
| | to half consonants per word. | | to half consonants per word. | | mistakes producing the word stress appropriately. | | producing the intonation appropriately. |
| 29-46 | Has frequently mistakes in producing consonants appropriately. | 26-43 | Has frequently mistakes in producing vocals appropriately. | 29-46 | Has frequently mistakes in producing word stress appropriately. | 26-43 | Has frequently mistakes in producing intonation appropriately. |
| 0-28 | Can hardly ever to never produce the consonants appropriately. | 0-25 | Can hardly ever to never produce the vocals appropriately. | 0-28 | Can hardly ever to never produce the word stress appropriately. | 0-25 | Can hardly ever to never produce the intonation appropriately. |

With 30 words on the Narrative being focused, here was the formula:

$$Score = \frac{C + V + W + I}{4}$$

C : consonant score

V : vowel score

W : word stress score

I : Intonation score

Adapted from Walther Molina³⁸.

F. Technique of Data Analysis

1. Validity and Reliability

a. Validity

1) Content Validity

Content validity is the process of establishing the representativeness of items with respect to the domain of skills, task, knowledge and so forth of whatever is being measured. Content validity refers to whether or not the content of manifest variables. Validating the instrument, the researcher consulted the instrument with teachers who were experts in teaching English language. The experts were asked to decide every piece of the test about how appropriate it is based on the knowledge and topic used. If the two experts decided that every piece of the test is appropriate, the test was valid. If only one of the experts decided that the test was appropriate, the test was partially valid. If the two experts decided that the test is not appropriate, the test was not valid.

2) Face Validity

Face validity is the process of establishing the test whether it appears to be appropriate for what it is supposed to measure. It is concerned with whether a measure seems relevant and appropriate for

³⁸W. Molina, "Phonetic Rubrics", SCRIBD, 2014, <https://id.scribd.com/document/217393190/Rubric-Phonetics>.

what it is assessing on the surface. Validating the instrument, the researcher consulted the instrument with teachers who were experts in teaching English language. The experts were asked to decide every piece of the test about how appropriate it is based on to measure pronunciation. If the two experts decided that every piece of the test was appropriate, the test was valid. If only one of the experts decided that the test was appropriate, the test was partially valid. If the two experts decided that the test was not appropriate, the test was not valid.

b. Reliability

This research tested how reliable the assessment result based on intra-rater reliability. Intra-rater in this research aimed to acknowledge the consistency of the data recorded by one rater takes the data over more than one trial. To accomplish the result of reliability test, the researcher did two times scoring. The researcher collected the students' record of reading aloud narrative text about Hansel and Gretel. The students submitted their records through personal message on WhatsApp. It lead the researcher to random scoring. The researcher was taking the data on students' reading aloud and doing it again after certain time-stamp. If the result was consistent, the data was considered reliable.

2. Test of Normality

Data analyzed should be normally distributed data. Normality test was used to analyze post-test of control class and experimental class. The

data was analyzed using SPSS 25. The data of control class and experimental class were considered normally distributed if p-value is same or bigger than 0,05. In the other hand, if the p-value was lower than 0.05, the data of control class and experimental class were not normally distributed.

3. Test of Homogeneity

The researcher used pre-test as the data for homogeneity test. Pre-test used a Narrative text from German's folk lore "Hansel and Gretel" as the tool to collect the students' scores as the data of students from experimental class and control class' homogeneity. The score-taking included four elements of pronunciation; consonants, vowels, word stress and intonation³⁹.

The homogeneity test was used to find out the samples were taken from populations that had significance for each other. The homogeneity test was used to analyze the similarity of variance between the two classes compared; 10 Science 1 and 10 Science 4. The research could be continued if the control class and experimental class were homogeneous or in the same level of pronunciation ability.

Homogeneity test was conducted by using SPSS 25. The variance of control class and experimental class was considered homogeneous if the significance level or the probability score was bigger than 0.05. If the significance level was lower than 0.05, the two classes were not homogeneous or in the same level of pronunciation ability.

³⁹ Table 3.3: Scoring Rubric.

4. T-test

The researcher used t-test to find out the effect of Google Assistant Interactive Story Feature on students' pronunciation skills. It was used to compare two sets of scores to determine whether the mean score of students taught by using Google Assistant Interactive Story Feature from experimental class was significantly higher than the students taught by using non-Google Assistant Interactive Story Feature from control class or the opposite. If the value of mean was more than 0.05, both control and experimental class did not have significant difference. Instead, the difference was significant if the value of mean was same or less than 0.05 which means one of the treatment had greater effect. The data was analyzed using SPSS 25.



CHAPTER IV

FINDING AND DISCUSSIONS

This chapter was divided into four sections: description of the research object, research findings, hypothesis testing, and discussions. The data gathered during the pre-test and post-test were described in the research findings.

A. Description of Research Object

1. General Data

The object of this research is students of SMAN 01 Muncar. It is located at Stratenstreet in Banyuwangi. The school has six academic days in a week exclude Sunday with forty minutes for each lesson time. The lesson starts at seven A.M. and ends at one P.M. For general English class, they only have one meeting in a week.

2. Participants of the Research

Students in grade ten made up the research participants. The classes were 10 science1 as the control class and 10 science 4 as the experimental class. Both of the classes were scheduled to have general English lesson on Saturday in different time. The 10 science 1 was in first and second lesson, while 10 science 4 was in fifth and sixth lesson.

B. Findings of the Research

Table 4.1
Result of Validation Test

| No | Category of validity | Indicator | Score 1 | | | | Score 2 | | | |
|----|----------------------|--|---------|---|---|---|---------|---|---|---|
| | | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 1 | Content validity | 1) The subject matter relates to the second semester tenth grade syllabus. | | | | √ | | | | √ |
| | | 2) The subject matter is connected to the second semester's basic competencies (KD) for students in the tenth grade. | | | | √ | | | | √ |
| | | 3) The topic and substance are suitable for the grade and academic level. | | | | √ | | | | √ |
| | | 4) The media is suitable for the subject. | | | | √ | | | | √ |
| | | 5) The subject matter is pertinent to the students' intended skill. | | | | √ | | | √ | |
| 2 | Face Validity | 1) The components of reading aloud text are relevant to measure students' pronunciation ability. | | | | √ | | | | √ |
| | | 2) The measurement technique appears to be effective for gauging student pronunciation. | | | √ | | | | √ | |
| | | 3) The measure appears to be suitable for recording the students' pronunciation. | | | | √ | | | √ | |

The total point of *score 1* was 31 and the total point of *score 2* was 29. Thus the total points were 60. As the total question was 8 and the highest score was 4, the formula to calculate the result of the instrument's validity is:

$$\text{Score} = \frac{\text{Total Score}}{64} \times 100 = \frac{61}{64} \times 100 = 93.75$$

According to the table above, the result of test validation by using content validity and face validity had scored 93.75 and in quite good category. It was determined that the research's instrument was valid and could be utilized to assess students' pronunciation ability before and after the treatment.

Table 4.2
Reliability Test Result of Pre-Test

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .906 | 2 |

Reliability test was used to test the consistencies of the scoring by using intra-rater reliability. The researcher took the score for two times in different time-stamp. If the Cronbach Alpha > 0.60, the instrument was reliable and if Cronbach Alpha < 0.60 means the instrument was not reliable. According to the table above, the Cronbach Alpha was bigger than 0.60 (0.906), it indicates that the assessment result was reliable for the pre-test. And it has been proven that the pre-test result can be used to analyze the data. It means the students' pre-test result can be used to test the students' homogeneity, whether the students were homogeneous or the opposite before treatment.

Table 4.3
Reliability Test Result of Post-Test

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .926 | 2 |

Meanwhile for the post-test, the Cronbach Alpha was also bigger than 0.60 (0.926) which indicates that the assessment result was reliable. . It means the students' pre-test result can be used to test the significant difference between the students taught by using Google Assistant Interactive Story Feature and the students taught by using non-Google Assistant Interactive Story Feature, whether they had significant difference or the opposite.

1. The Result of Pre-test

The following table shows the mean score of pre-test result from control class and experimental class.

Table 4.4
Result of Pre-test

| Class | Mean Score (Pre-test) | Highest Score | Lowest Score |
|--------------------|-----------------------|---------------|--------------|
| Control class | 70.3 | 91 | 46 |
| Experimental class | 73.1 | 93.25 | 52 |

According to the table above, the control class' pre-test mean score was 70.3 while the experimental class' pre-test mean was 73.1. In the control class, 91 was the highest score and 46 was the lowest. In the experimental class, 93.25 was the highest score and 52 was the lowest. Those demonstrate that the control class and experimental class have different outcome and it can be deduced that the students' mastery of pronunciation in experimental

class is lower than the students' mastery of pronunciation in control class.

Nevertheless, both classes were not significantly different.

2. The Result of Post-test

Table 4.5
Result of Post-test

| Class | Mean Score (Post-test) | Highest Score | Lowest Score |
|--------------------|------------------------|---------------|--------------|
| Control class | 75.3 | 92.5 | 49.75 |
| Experimental class | 81.3 | 96.25 | 58.75 |

According to the *table 4.5*, the control class and experimental class had mean post-test scores of 75.3 and 81.3. The experimental class scored 96.25, while the control class' highest post-test score was 92.5. The experimental class' lowest post-test score was 58.75, compared to the control class' lowest score of 49.75. The outcome indicates that both classes have improved when using Google Assistant Interactive Story Feature for the experimental class and dribbling method for the control class.

3. Normality and Homogeneity Testing

The normality and homogeneity tests were the basis of the preliminary analysis. It was intended to determine whether or not the data was homogeneous and normally distributed. In this study, the normality and homogeneity test was examined using IBM SPSS Statistic 25.

a) Homogeneity of the Pre-test

Using the mean of the pre-test score, the homogeneity test was employed in this study to determine whether the control class and experimental class were equal and share the same variations before the treatment. The value significance (α) = 0.05. The researcher used

Independent Sample T-Test in SPSS 25 to do the homogeneity test on students' pronunciation ability from control class and experimental class before treatment.

Table 4.6
Group Statistic of Pre-Test Result

Group Statistics

| Classes | | N | Mean | Std. Deviation | Std. Error Mean |
|-------------|--------------------|----|---------|----------------|-----------------|
| Test Scores | Control Class | 33 | 70.3182 | 10.27669 | 1.78894 |
| | Experimental Class | 33 | 73.0682 | 11.34393 | 1.97472 |

Based on *table 4.6*, the students from control class and from experimental class did have difference of about 2,7 points. Those difference of score were before treatment using Google Assistant Interactive Story Feature for experimental class and Non-Google Assistant Interactive Story Feature for control class.

Table 4.7
Test of Homogeneity Result

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 | |
| Test Scores | Equal variances assumed | .540 | .465 | -1.032 | 64 | .306 | -2.75000 | 2.66455 | -8.07306 | 2.57306 |
| | Equal variances not assumed | | | -1.032 | 63.385 | .306 | -2.75000 | 2.66455 | -8.07405 | 2.57405 |

Based on the results from the Independent Sample T-Test used above, it was determined that the variances score had a significance value of 0.306, which means that the value is greater than 0.05. It can be concluded that both of the variances did not have significant difference and were homogeneous ($0.306 > 0.05$). Both students from control class and experimental class were in the same level of pronunciation ability. It

also means that both classes fulfilled the requirement and the researcher might continue the research to the next steps.

b) Test of Normality

Table 4.8
Normality Test result

Tests of Normality

| Classes | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-------------|--------------------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Test Scores | Control Class | .102 | 33 | .200* | .963 | 33 | .305 |
| | Experimental Class | .102 | 33 | .200* | .966 | 33 | .387 |

In this research, the test of normality is employed to determine whether the data for both classes were normally distributed in the post-test. If the significant value was greater than 0.05 ($p > 0.05$), the data was considered normal; otherwise, the distributed data was not normal. The significance of the control class was 0.305 while that of the experimental class was 0.387 according to the Shapiro-Wilk critical points used in the aforementioned normality test. The data of control class and experimental class were therefore were distributed normally ($0.305 > 0.05$ and $0.387 > 0.05$). The researcher then could use the data to calculate the significance different between the post-test result of control class and experimental class.

c) Independent T-Test of the Post-Test

Table 4.9
Group Statistic of Post-Test Result
Group Statistics

| Classes | N | Mean | Std. Deviation | Std. Error Mean |
|---------------------------|----|---------|----------------|-----------------|
| Test Scores Control Class | 33 | 75.3182 | 10.62211 | 1.84907 |
| Experimental Class | 33 | 81.2955 | 9.53109 | 1.65915 |

In order to determine how the classes were doing after the treatment, the researcher used the Independent T-Test to analyze the post-test. However, the result of both classes were increasing. The experimental class' mean score increased from 73.1 to 81.3, whereas the control class improved from 70.3 to 75.3.

Table 4.10
Independent T-Test Result

| | | 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 |
| Test Scores | Equal variances assumed | 233 | .831 | -2.406 | 64 | .019 | -5.97727 | 2.48432 | -10.94027 | -1.01427 |
| | Equal variances not assumed | | | -2.406 | 63.263 | .019 | -5.97727 | 2.48432 | -10.94139 | -1.01316 |

The table above, which displays the post-test score results for the experimental and control class, demonstrates that there was significant difference between the experimental and control classes in the post-test and that the significant value for the 2-tailed test was less than 0.05 ($0.019 < 0.05$). As a result, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. In other words, there are notable differences between pupils who were taught using Google Assistant Interactive Story and those who were not.

C. Hypothesis Testing

This study aimed to find out how well students in SMA Negeri 1 Muncar's tenth grade in 2022/2023 Academic year could pronounce words using a Google Assistant Interactive Story. The researcher used hypothesis testing to determine the outcome of this study. The steps for testing hypothesis can be described as follows:

1. Alternative hypothesis (H_a): There is significant improvement of the students' pronunciation skill in speaking English whom being taught by using Google assistant Interactive Story than those who earn non-Google assistant Interactive Story Feature.
2. Null hypothesis (H_0): There is no significant improvement of the students' pronunciation skill in speaking English whom being taught by using Google assistant Interactive Story than those who earn non-Google assistant Interactive Story Feature.

To prove the hypothesis, the result of t-test calculation was tested with these situations:

1. The null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected if Sig. (2-tailed) $>$ 0.05 in a significant degree of 5%. This suggests that there was no significant development of the students' pronunciation competence in speaking English whom were taught by utilizing Google assistant Interactive Story Feature than those whom were taught by utilizing non-Google assistant Interactive Story Feature

2. The null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted if $0.05 > \text{Sig. (2-tailed)}$ in a significant degree of 5%. This suggests that there was significant improvement of the students' pronunciation competence in speaking English whom were taught by utilizing Google assistant Interactive Story Feature than those whom were taught by utilizing non-Google assistant Interactive Story Feature

The experimental class and control class are significantly different according to the t-test results. According to the result by using SPSS 25 showed that the $\text{Sig. (2-tailed)} < 0.05$ ($0.019 < 0.05$). It demonstrates the significant difference between the experimental class and the control class. The alternative hypothesis (H_a) is accepted while the null hypothesis (H_0) is rejected. As a result, using Google Assistant Interactive Story Feature to help tenth grade students with their pronunciation was effective.

D. Discussion of the Research

This study ought to explore the effectiveness of Google Assistant Interactive Story Feature on the pronunciation ability of first year students in SMAN 01 Muncar. The results included two classes; control class and experimental class. Students were taught using Google Assistant Interactive Story Feature in experimental class. While in control class, the students were taught using non-Google Assistant Interactive Story Feature. Results showed that after five meetings of intervening treatments, the students taught by Google Assistant Interactive Story Feature performed better than the students taught by non-Google Assistant Interactive Story Feature.

According to the T-test explanation, the statistical analysis's output served as the data for testing the hypothesis and determining the outcome. The data analysis revealed that the significant (2-tailed) in the pre-test was greater than the coefficient significant 0.05 ($0.306 > 0.05$). There was no significant difference in the experimental and control class' pronunciation ability before treatment, which means that H_0 was accepted and H_a was rejected. Then, the outcome of post-test statistical analysis showed that the significant (2-tailed) was lower than the coefficient significant 0.05 ($0.05 > 0.019$) in pre-test. It showed that after receiving treatment, there was a substantial difference between the experimental and control class students' pronunciation ability. It concluded that the H_0 was rejected and H_a was accepted with the post-test scores of experimental class were higher than post-test scores of control class. It corroborated with findings of previous research.

To begin with, students in current research, in Budiman⁴⁰ and in Junaidi et al⁴¹ three of them gained better scores after the treatment with the experimental class had higher scores than control class. In addition to the part of speaking ability, the result showed that Google Assistant increased the students' score after treatment on pronunciation, partially echoing with

⁴⁰R. A. Budiman, "The Effect of Virtual Assitant Application on Students' Pronunciation Skill", Institutional Repository UIN SyarifHidayatullah Jakarta, (2017), <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/2/RIZQI%20AHMAD%20BUDIMAN-FTIK.pdf>.

⁴¹H. Junaidi et al, "Artificial Intelligence in EFL Context: Rising Students' Speaking Performance with Lyra Virtual Assistance", *International Journal of Advanced Science and Technology* 29, no. 5(2020), Retrieved from <http://sersec.org/journals/index.php/IJAST/article/view/17726>.

Hadiand Junor's⁴² findings that using Google Assistant was an effective way to improve students' speaking ability; pronunciation, fluency, vocabulary, grammar and comprehension. To the students, using Google Assistant Interactive Story Feature allowed the students to learn the correct pronunciation of several vocabulary consistent with Tregubov's⁴³, Terzopoulos and Satratzemi's⁴⁴ findings. The findings of Tregubov discovered that Stories, Creative Coach, Dictionary, Fun Facts, Mr Vocab, News, Spell Check, Vocal Notes and Trivia Game allowed the students to train their pronunciation. The finding of Terzopoulos and Satratzemi discovered that voice assistant and smart speakers in educational purpose could be used as a language partner for pronunciation training.



⁴²M.S. Hadi and R.S. Junor, "Speaking to Devices: Can We Use Google Assistant to Foster Students; Speaking Skills?", *Journal of Languages and Language Teaching* 10, no. 4 (2022), <https://doi.org/10.33394/jolt.v%vi%i.5808>.

⁴³V. Tregubov, "Voice Assistance with Artificial Intelligence for Improving Academic English", *Computer Science & Information Technology* 11, no. 9 (2021), <https://doi.org/10.5121/csit.2021.110901>.

⁴⁴G. Terzopoulos and M. Satratzemi, "Voice Assistants and Smart Speakers in Everyday Life and in Education", *Informatics in Education* 19, no. 3 (2020), <https://doi.org/10.15388/infedu.2020.21>.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The current research showed that the p-value before treatment was 0.306, bigger than 0.05 with control class earned 70.3 as the mean score and experimental class earned 73.1 as the mean score. It indicates that the control class and experimental performed no significant difference and in the same level of pronunciation ability before treatment. In other word, both were homogeneous. While in the post-test, both had increased their results and showed better performance in pronunciation with the same text as pre-test. However, the result of control class and experimental class were significantly different with p-value 0.019, lower than 0.05. The students from experimental class increased more significantly from 73.1 to 81.3 than the students from control class from 70.3 to 75.3. In that case, the students taught using Google Assistant Interactive Story Feature performed pronunciation better than the students taught using non-Google Assistant Interactive Story Feature. It indicated that H_0 was rejected and H_a was accepted.

A fresh approach to teaching and learning is required in order to help students improving their English speaking ability, including their ability to pronounce words. In other word, it will assist them to be prepared for real time event. Google Assistant Interactive Story Feature could also be used as an innovative media for teachers.

B. Suggestion

The researcher would like to make a few suggestions based on the research findings, especially for the benefit of the teachers, students, and other researchers. According to the findings of the present research, employing Google Assistant Interactive Story Feature can significantly affect students' pronunciation ability. Here are a few suggestions:

1. For teachers

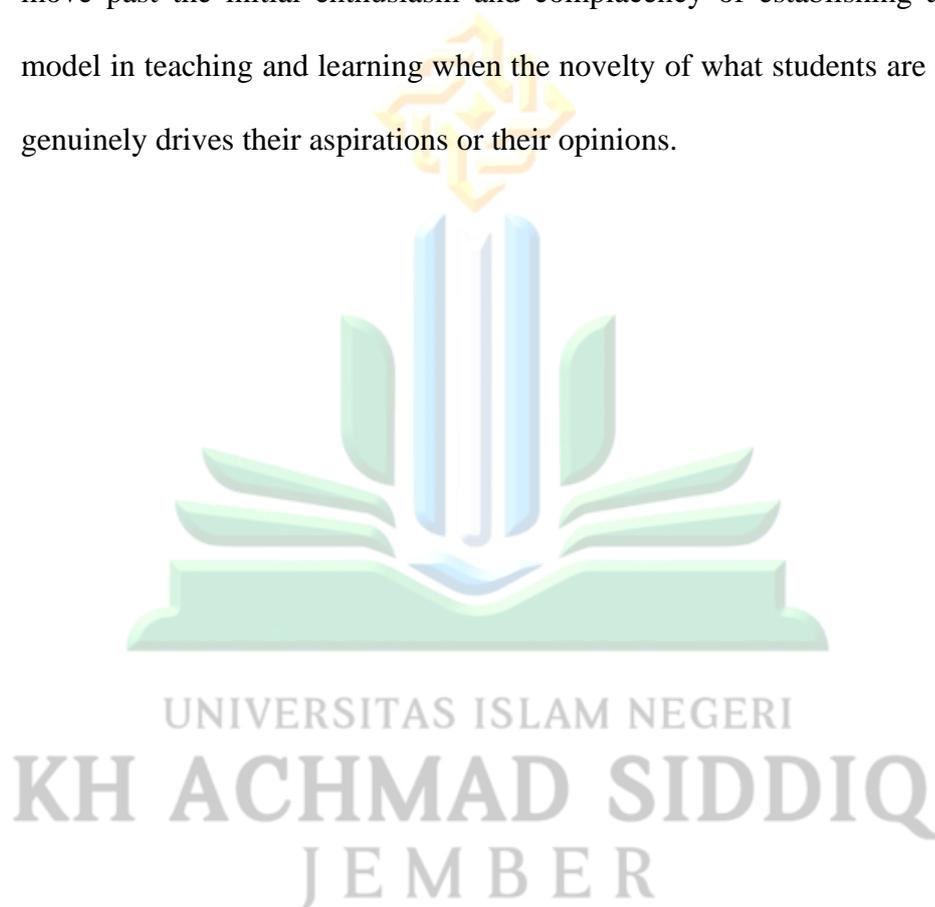
Due to difficulties that the teachers typically encounter in the classroom, the use of strategies by teachers to inspire students to learn correct word pronunciation needs to be more creative and interactive. Thus, the students can converse comfortably as a result. An alternate method of instructing students is through the use of artificial intelligence (virtual assistants), such as Google Assistant Interactive Story. The teacher should give the instruction clearly of how to use it. It intends to assist the students and prepare them to have a conversation that is understandable for the speakers, not to attached the students to micro-robot.

2. For students

They ought to remain engaged in the learning process and shed the notion that learning English is boring and difficult. As well as the teacher, the students should be active in class. The students should follow the instruction from the teacher carefully and neatly so that they can get the great result. As the result, the learning experience at school becomes more enjoyable and engaging.

3. For other researchers

Only a tiny size of the research was carried out because the researcher only had a few weeks to complete it. Therefore, additional research on a long-term timetable and on a large scale should be done in order to produce more representative results. Researchers should be able to move past the initial enthusiasm and complacency of establishing a new model in teaching and learning when the novelty of what students are doing genuinely drives their aspirations or their opinions.



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KH ACHMAD SIDDIQ
JEMBER

STATEMENT OF AUTHENTICITY

The undersigned below:

Name : Hanum Kurnia Riska
NIM : T20196179
Major : English Education
Faculty : Faculty of Tarbiyah and Teaching Training
Institution : State Islamic University of Jember

stated that indeed, there were no plagiarism of previous researches in this research except for the mentioned statements in form of citation and references.

In the future, if the result of this research is proven as a plagiarism work and claimed by other parties, I am willing to be processed according to the applicable law.

That is all this letter is sincerely made for and without any pressure.

Jember, 15th of June 2023

As the person in charge

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Appendices

Appendix 1: Matrix of Research

| Title | Problems | Variables | Indicators | Data Resources | Research Method | Research Hypothesis |
|--|--|---|--|---|---|---|
| <p>Exploring The Effect Of Google Assistant Interactive Story Feature On Students' Pronunciation At The Tenth Grade Of Sman 01 Muncar In 2022/2023 Academic Year</p> | <p>Does Google Assistant have good effect in training students' pronunciation?</p> | <p>Dependent variable: Pronunciation Skill. Independent variable: Learning activity using Google Assistant.</p> | <ol style="list-style-type: none"> 1. Consonants, vowels, word stress and intonation. 2. Interactive Story | <p>Instrument: Reading Aloud. Data: Students' scores.</p> | <ol style="list-style-type: none"> 1. Research design: quasi experimental (Non-equivalent) 2. Method of data collection: Pre-test and Post-test. 3. Data analysis: <ul style="list-style-type: none"> — Test of Normality — Test of homogeneity — T-test | <ol style="list-style-type: none"> 1. Null Hypothesis (H_0): There is no significant improvement of the students' pronunciation skill in speaking English whom being taught by using Google assistant than those who earn non-Google Assistant. 2. Alternative Hypothesis (H_a): There is significant improvement of the students' pronunciation skill in speaking English whom being taught by using Google assistant and those who earn no treatment. |

Appendix 2: Lesson Plans (Experimental Class)

**LESSON PLAN
(Experimental Class)**

Institution : SMAN 1 Muncar
 Subjects : English
 Class/Semester : X/ 2
 Topic : Narrative Text
 Meeting : 1
 Time : 2 x 40Minutes

A. Instructional Objectives

At the end of this study:

- Students are able to recognize and articulates all the English consonants appropriately.
- Students are able to produce appropriate English vowels with most consistencies are found.
- Students are able to follow the stress pattern accurately.
- Students are able to produce the right intonation with unnoticeable mistakes and less problem in pitch.

B. Media/ Tool/ Source

Media : Manila Paper, Google Assistant, Power Point.

Tools : Markers, LCD, White Board.

Sources : English Handbook for 10th grade, internet.

C. Learning Steps

| Opening (10 Minutes) | |
|---|--|
| Begin the learning activity with greetings kindly to students when entering the classroom. | |
| Checking the students' attendance. | |
| Giving apperception to the students. | |
| Conveying motivation about what the students are able to get (objective and beneficial) by learning the material. | |
| Main Activity(60Minutes) | |
| Exploration | — Provide stimulus in the form of giving material about Narrative text includes definition and social function. — Discuss materials with students. — Lead the students to operate their Google Assistant and play the Interactive Story “Twisted Hansel and Gretel” in groups. — Instruct the students to write the story they have played. |
| Elaboration | — Instruct the students to read aloud the story they have written in groups — Guide students to comprehend the Narrative text. |

| | |
|---|--|
| Confirmation | <ul style="list-style-type: none"> — Provide feedback to students by giving reinforcement in oral form to students who have been able to complete their tasks. — Provide reflection to gain the learning experience that has been done. — Provide motivation to students who lack and have not been able to follow in the material. |
| Closing (10Minutes) | |
| Q&A about the material that has been learned. | |
| Students are asked to make conclusions about the material that has been conveyed. | |
| Greetings to the students when they are about to leave the classroom. | |

D. Assessment

I. Indicators, Techniques, Forms, Examples

| No. | Indicator | Technique | Form | Example |
|-----|---|---------------|------------------------------|---|
| 1. | Pronounce the words provided in first scene of the Twisted Hansel and Gretel. | Reading aloud | Read aloud a Narrative Text. | Read the text aloud with appropriate pronunciation! |

II. Assessment Instrument

Read the first scene of Twisted Hansel and Gretel with appropriate pronunciation!



English Teacher of SMAN 01 Muncar:

Sukarman, M. Pd.

LESSON PLAN (Experimental Class)

Institution : SMAN 1 Muncar
 Subjects : English
 Class/Semester : X/ 2
 Topic : Narrative Text
 Meeting : 2
 Time : 2 x 40Minutes

A. Instructional Objectives

At the end of this study:

- Students are able to recognize and articulates all the English consonants appropriately.
- Students are able to produce appropriate English vowels with most consistencies are found.
- Students are able to follow the stress pattern accurately.
- Students are able to produce the right intonation with unnoticeable mistakes and less problem in pitch.

B. Media/ Tool/ Source

Media : Manila Paper, Google Assistant, Power Point.

Tools : Markers, LCD, White Board.

Sources : English Handbook for 10th grade, internet.

C. Learning Steps

| Opening (10 Minutes) | |
|--|--|
| Begin the learning activity with greetings kindly to students when entering the classroom. | |
| Checking the students' attendance. | |
| Linking the material or theme that will be learned with previous material or theme along with asking questions to the students for strengthening and link it with the next material. | |
| Conveying motivation about what the students are able to get (objective and beneficial) by learning the material. | |
| Main Activity(60Minutes) | |
| Exploration | — Provide stimulus in the form of giving material about Narrative text elements; direct and indirect speech. — Discuss materials with students. — Lead the students to operate their Google Assistant and continue play the Interactive Story “Twisted Hansel and Gretel” in groups. — Instruct the students to write the story they have played. |
| Elaboration | — Instruct the students to read aloud the story they have written in groups — Guide students to comprehend the Narrative text. — Guide the students to |

| | |
|---|--|
| Confirmation | <ul style="list-style-type: none"> — Provide feedback to students by giving reinforcement in oral form to students who have been able to complete their tasks. — Provide reflection to gain the learning experience that has been done. — Provide motivation to students who lack and have not been able to follow in the material. |
| Closing (10Minutes) | |
| Q&A about the material that has been learned. | |
| Students are asked to make conclusions about the material that has been conveyed. | |
| Greetings to the students when they are about to leave the classroom. | |

D. Assessment

I. Indicators, Techniques, Forms, Examples

| No. | Indicator | Technique | Form | Example |
|-----|--|---------------|------------------------------|---|
| 1. | Pronounce the words provided in second scene of the Twisted Hansel and Gretel. | Reading aloud | Read aloud a Narrative Text. | Read the text aloud with appropriate pronunciation! |

II. Assessment Instrument

Read aloud the second scene of Twisted Hansel and Gretel with appropriate pronunciation!



English Teacher of SMAN 01 Muncar:

Sukarman, M. Pd.

LESSON PLAN (Experimental Class)

Institution : SMAN 1 Muncar
 Subjects : English
 Class/Semester : X/ 2
 Topic : Narrative Text
 Meeting : 3
 Time : 2 x 40Minutes

A. Instructional Objectives

At the end of this study:

- Students are able to recognize and articulates all the English consonants appropriately.
- Students are able to produce appropriate English vowels with most consistencies are found.
- Students are able to follow the stress pattern accurately.
- Students are able to produce the right intonation with unnoticeable mistakes and less problem in pitch.

B. Media/ Tool/ Source

Media : Manila Paper, Google Assistant, Power Point.

Tools : Markers, LCD, White Board.

Sources : English Handbook for 10th grade, internet.

C. Learning Steps

| Opening (10 Minutes) | |
|--|--|
| Begin the learning activity with greetings kindly to students when entering the classroom. | |
| Checking the students' attendance. | |
| Linking the material or theme that will be learned with previous material or theme along with asking questions to the students for strengthening and link it with the next material. | |
| Conveying motivation about what the students are able to get (objective and beneficial) by learning the material. | |
| Main Activity(60Minutes) | |
| Exploration | — Provide stimulus in the form of giving material about Narrative text elements; past tense and adverb of time. — Discuss materials with students. — Lead the students to operate their Google Assistant and play the Interactive Story “Twisted Hansel and Gretel” in groups. — Instruct the students to write the story they have played. |
| Elaboration | — Instruct the students to read aloud the story they have written in groups — Guide students to comprehend the Narrative text. — Guide the students to |

| | |
|---|--|
| Confirmation | <ul style="list-style-type: none"> — Provide feedback to students by giving reinforcement in oral form to students who have been able to complete their tasks. — Provide reflection to gain the learning experience that has been done. — Provide motivation to students who lack and have not been able to follow in the material. |
| Closing (10Minutes) | |
| Q&A about the material that has been learned. | |
| Students are asked to make conclusions about the material that has been conveyed. | |
| Greetings to the students when they are about to leave the classroom. | |

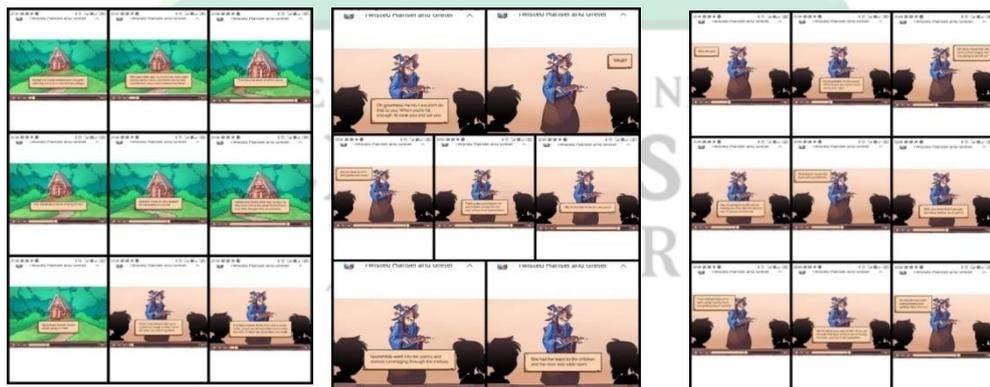
D. Assessment

I. Indicators, Techniques, Forms, Examples

| No. | Indicator | Technique | Form | Example |
|-----|---|---------------|------------------------------|---|
| 1. | Pronounce the words provided in third scene of the Twisted Hansel and Gretel. | Reading aloud | Read aloud a Narrative Text. | Read the text aloud with appropriate pronunciation! |

II. Assessment Instrument

Read aloud the third scene of Twisted Hansel and Gretel with appropriate pronunciation!



English Teacher of SMAN 01 Muncar:

Sukarman, M. Pd.

LESSON PLAN (Experimental Class)

Institution : SMAN 1 Muncar
 Subjects : English
 Class/Semester : X/ 2
 Topic : Narrative Text
 Meeting : 4
 Time : 2 x 25Minutes

A. Instructional Objectives

At the end of this study:

- Students are able to recognize and articulates all the English consonants appropriately.
- Students are able to produce appropriate English vowels with most consistencies are found.
- Students are able to follow the stress pattern accurately.
- Students are able to produce the right intonation with unnoticeable mistakes and less problem in pitch.

B. Media/ Tool/ Source

Media : Manila Paper, Google Assistant, Power Point.

Tools : Markers, LCD, White Board.

Sources : English Handbook for 10th grade, internet.

C. Learning Steps

| Opening (10 Minutes) | |
|--|---|
| Begin the learning activity with greetings kindly to students when entering the classroom. | |
| Checking the students' attendance. | |
| Linking the material or theme that will be learned with previous material or theme along with asking questions to the students for strengthening and link it with the next material. | |
| Conveying motivation about what the students are able to get (objective and beneficial) by learning the material. | |
| Main Activity(60Minutes) | |
| Exploration | <ul style="list-style-type: none"> — Provide stimulus in the form of giving material about Narrative text elements; generic structure of Narrative Text. — Discuss materials with students. — Lead the students to operate their Google Assistant and continue play the Interactive Story “Twisted Hansel and Gretel” in groups. — Instruct the students to write the story they have played. |
| Elaboration | <ul style="list-style-type: none"> — Instruct the students to read aloud the story they have written in groups — Guide students to comprehend the Narrative text. — Guide the students to |

| | |
|---|--|
| Confirmation | <ul style="list-style-type: none"> — Provide feedback to students by giving reinforcement in oral form to students who have been able to complete their tasks. — Provide reflection to gain the learning experience that has been done. — Provide motivation to students who lack and have not been able to follow in the material. |
| Closing (10Minutes) | |
| Q&A about the material that has been learned. | |
| Students are asked to make conclusions about the material that has been conveyed. | |
| Greetings to the students when they are about to leave the classroom. | |

D. Assessment

I. Indicators, Techniques, Forms, Examples

| No. | Indicator | Technique | Form | Example |
|-----|--|---------------|------------------------------|---|
| 1. | Pronounce the words provided in fourth scene of the Twisted Hansel and Gretel. | Reading aloud | Read aloud a Narrative Text. | Read the text aloud with appropriate pronunciation! |

II. Assessment Instrument

Read aloud the fourth scene of the Twisted Hansel and Gretel with appropriate pronunciation!

The image displays a mobile application interface for a reading assessment. It features a grid of comic panels. The left side shows a 3x3 grid of panels with illustrations of a witch and gingerbread house. The right side shows a 3x3 grid of panels with illustrations of a witch and a gingerbread house. The text in the panels is in Indonesian. Below the grid, there are two rows of panels showing a witch character speaking. The text in the panels is in Indonesian.

English Teacher of SMAN 01 Muncar:

Sukarman, M. Pd.

LESSON PLAN (Experimental Class)

Institution : SMAN 1 Muncar
 Subjects : English
 Class/Semester : X/ 2
 Topic : Narrative Text
 Meeting : 5
 Time : 2 x 25Minutes

A. Instructional Objectives

At the end of this study:

- Students are able to recognize and articulates all the English consonants appropriately.
- Students are able to produce appropriate English vowels with most consistencies are found.
- Students are able to follow the stress pattern accurately.
- Students are able to produce the right intonation with unnoticeable mistakes and less problem in pitch.

B. Media/ Tool/ Source

Media : Manila Paper, Google Assistant, Power Point.

Tools : Markers, LCD, White Board.

Sources : English Handbook for 10th grade, internet.

C. Learning Steps

| Opening (10 Minutes) | |
|--|--|
| Begin the learning activity with greetings kindly to students when entering the classroom. | |
| Checking the students' attendance. | |
| Linking the material or theme that will be learned with previous material or theme along with asking questions to the students for strengthening and link it with the next material. | |
| Conveying motivation about what the students are able to get (objective and beneficial) by learning the material. | |
| Main Activity(60Minutes) | |
| Exploration | <ul style="list-style-type: none"> — Provide stimulus in the form of giving material about Narrative text element: passive voice. — Discuss materials with students. — Lead the students to operate their Google Assistant and continue play the Interactive Story “Twisted Hansel and Gretel” in groups. — Instruct the students to write the story they have played. |
| Elaboration | <ul style="list-style-type: none"> — Instruct the students to read aloud the story they have written in groups — Guide students to comprehend the Narrative text. — Guide the students to |
| Confirmation | <ul style="list-style-type: none"> — Provide feedback to students by giving reinforcement in oral form to students who have been able to complete their tasks. |

| | |
|---|---|
| | <ul style="list-style-type: none"> — Provide reflection to gain the learning experience that has been done. — Provide motivation to students who lack and have not been able to follow in the material. |
| Closing (10Minutes) | |
| Q&A about the material that has been learned. | |
| Students are asked to make conclusions about the material that has been conveyed. | |
| Greetings to the students when they are about to leave the classroom. | |

D. Assessment

I. Indicators, Techniques, Forms, Examples

| No. | Indicator | Technique | Form | Example |
|-----|--|---------------|------------------------------|---|
| 1. | Pronounce the words provided in whole scenes of the Twisted Hansel and Gretel. | Reading aloud | Read aloud a Narrative Text. | Read the text aloud with appropriate pronunciation! |

II. Assessment Instrument

Read aloud the whole scene of the Twisted Hansel and Gretel with appropriate pronunciation!

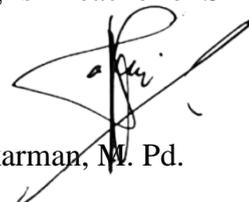
Once upon a time, there were two children, and their names were Hansel and Gretel. They live in a cottage on the edge of the woods with their mother and their father. The father's name was Rolf and he was a wood-cutter. The mother's name was Margaret and she was a cook and home-maker.

One day, Hansel and Gretel went into the woods and were farther from home that they'd ever been before. They came to a fork in the path. Hansel and Gretel walked down the path until they came to a very strange cottage made of ginger bread. Since they were very hungry, they ate the ginger bread house until they were full. Then they lay down and fell asleep.

When they were awake, they were tucked up snugly in bed. An old lady was watching them. She was a witch. The witch spelled a cast for whoever left the house, they would turn into a pumpkin. The witch made Hansel and Gretel to eat candies until they were fat enough to be cooked. However, Gretel attempted to save herself and her brother. By making the witch unconscious, Gretel completed the task. Hansel and Gretel were about to punish the witch with the wand they found. Sadly, the witch was suddenly awake and ran out of the house. Surprisingly, she turned into a pumpkin because of her own spell.

Hansel and Gretel then undid the magic spell at the gingerbread house. They found their way back home. They lived happily ever after.

English Teacher of SMAN 01 Muncar:



Sukarman, M. Pd.

Appendix 3: Lesson Plan (Control Class)

**LESSON PLAN
(Control Class)**

Institution : SMAN 1 Muncar
 Subjects : English
 Class/Semester : X/ 2
 Topic : Narrative Text
 Meeting : 1
 Time : 2 x 40Minutes

A. Instructional Objectives

At the end of this study:

- Students are able to recognize and articulates all the English consonants appropriately.
- Students are able to produce appropriate English vowels with most consistencies are found.
- Students are able to follow the stress pattern accurately.
- Students are able to produce the right intonation with unnoticeable mistakes and less problem in pitch.

B. Media/ Tool/ Source

Media : Manila Paper, Power Point.
Tools : Markers, LCD, White Board.
Sources : English Handbook for 10th grade, internet.

C. Learning Steps

| Opening (10 Minutes) | |
|--|--|
| Begin the learning activity with greetings kindly to students when entering the classroom. | |
| Checking the students' attendance. | |
| Linking the material or theme that will be learned with previous material or theme along with asking questions to the students for strengthening and link it with the next material. | |
| Conveying motivation about what the students are able to get (objective and beneficial) by learning the material. | |
| Main Activity(60Minutes) | |
| Exploration | — Provide stimulus in the form of giving material about Narrative text element includes definition and social function. — Discuss materials with students. — Students are given the first scene of Hansel and Gretel story. — Lead the students to pronounce the words in the first scene of Hansel and Gretel story (drilling method). |
| Elaboration | — Instruct the students to read aloud the first scene of Hansel and Gretel story. — Guide students to comprehend the text. |
| Confirmation | — Provide feedback to students by giving reinforcement in oral form to students who have been able to complete their tasks. |

| | |
|---|---|
| | <ul style="list-style-type: none"> — Provide reflection to gain the learning experience that has been done. — Provide motivation to students who lack and have not been able to follow in the material. |
| Closing (10Minutes) | |
| Q&A about the material that has been learned. | |
| Students are asked to make conclusions about the material that has been conveyed. | |
| Greetings to the students when they are about to leave the classroom. | |

D. Assessment

I. Indicators, Techniques, Forms, Examples

| No. | Indicator | Technique | Form | Example |
|-----|---|--------------|------------------------------|---|
| 1. | Pronounce the words provided in first scene of the Hansel and Gretel story. | Readingaloud | Read aloud a Narrative Text. | Read the text aloud with appropriate pronunciation! |

II. Assessment Instrument

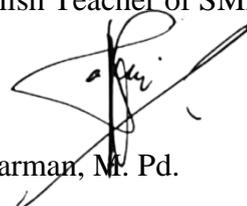
Read the first scene of Twisted Hansel and Gretel with appropriate pronunciation!

Scene 1

Once upon a time, there were two children, and their names were Hansel and Gretel. They lived in a cottage on the edge of the woods with their mother and father. The father's name was Rolf, and he was a wood-cutter. The mother's name was Margaret and she was a cook and home-maker.

Hansel and Gretel were looking for black berries. They had picked all the ones near their house so they had to go farther out. But their parents had warned them not to go too deep into the woods, because there were dangerous creatures in there. They were farther from home than they'd been before. It was getting gloomy, but they had an hour before full dark. They were nervous, but they really wanted to find some berries to take home. They thought they could see some bushes a little farther down the trail, but it got dark as the trees grew thicker, and they couldn't be sure what was in there.

English Teacher of SMAN 01 Muncar:



Sukarman, M. Pd.

LESSON PLAN (Control Class)

Institution : SMAN 1 Muncar
 Subjects : English
 Class/Semester : X/ 2
 Topic : Narrative Text
 Meeting : 2
 Time : 2 x 40Minutes

A. Instructional Objectives

At the end of this study:

- Students are able to recognize and articulates all the English consonants appropriately.
- Students are able to produce appropriate English vowels with most consistencies are found.
- Students are able to follow the stress pattern accurately.
- Students are able to produce the right intonation with unnoticeable mistakes and less problem in pitch.

B. Media/ Tool/ Source

Media : Manila Paper, Power Point.
Tools : Markers, LCD, White Board.
Sources : English Handbook for 10th grade, internet.

C. Learning Steps

| Opening (10 Minutes) | |
|--|--|
| Begin the learning activity with greetings kindly to students when entering the classroom. | |
| Checking the students' attendance. | |
| Linking the material or theme that will be learned with previous material or theme along with asking questions to the students for strengthening and link it with the next material. | |
| Conveying motivation about what the students are able to get (objective and beneficial) by learning the material. | |
| Main Activity(60Minutes) | |
| Exploration | — Provide stimulus in the form of giving material about Narrative text element includes direct and indirect speech. — Discuss materials with students. — Students are given the second scene of Hansel and Gretel story. — Lead the students to pronounce the words in the second scene of Hansel and Gretel story (drilling method). |
| Elaboration | — Instruct the students to read aloud the second scene of Hansel and Gretel story. — Guide students to comprehend the text. |
| Confirmation | — Provide feedback to students by giving reinforcement in oral form to students who have been able to complete their tasks. — Provide reflection to gain the learning experience that has been |

| | |
|---|--|
| | done. — Provide motivation to students who lack and have not been able to follow in the material. |
| Closing (10Minutes) | |
| Q&A about the material that has been learned. | |
| Students are asked to make conclusions about the material that has been conveyed. | |
| Greetings to the students when they are about to leave the classroom. | |

D. Assessment

I. Indicators, Techniques, Forms, Examples

| No. | Indicator | Technique | Form | Example |
|-----|--|--------------|------------------------------|---|
| 1. | Pronounce the words provided in second scene of the Hansel and Gretel story. | Readingaloud | Read aloud a Narrative Text. | Read the text aloud with appropriate pronunciation! |

II. Assessment Instrument

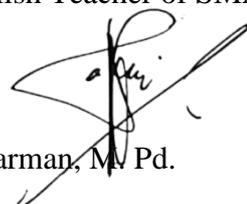
Read aloud the second scene of Twisted Hansel and Gretel with appropriate pronunciation!

Scene 2

The trail led into the woods. The bush they saw had lots of thorns, but not fruit. They thought they could see another bush so they kept walking. They came to fork in the path, and there was a signpost at it. One sign said “To a house made of the most delicious gingerbread you have ever tasted”. And the other said “To the house of the incredibly big, ugly, evil ogre who eats children.

UNIVERSITAS ISLAM NEGERI
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JEMBER

English Teacher of SMAN 01 Muncar:



Sukarman, M. Pd.

LESSON PLAN (Control Class)

Institution : SMAN 1 Muncar
 Subjects : English
 Class/Semester : X/ 2
 Topic : Narrative Text
 Meeting : 3
 Time : 2 x 40Minutes

A. Instructional Objectives

At the end of this study:

- Students are able to recognize and articulates all the English consonants appropriately.
- Students are able to produce appropriate English vowels with most consistencies are found.
- Students are able to follow the stress pattern accurately.
- Students are able to produce the right intonation with unnoticeable mistakes and less problem in pitch.

B. Media/ Tool/ Source

Media : Manila Paper, Power Point.
Tools : Markers, LCD, White Board.
Sources : English Handbook for 10th grade, internet.

C. Learning Steps

| Opening (10 Minutes) | |
|--|---|
| Begin the learning activity with greetings kindly to students when entering the classroom. | |
| Checking the students' attendance. | |
| Linking the material or theme that will be learned with previous material or theme along with asking questions to the students for strengthening and link it with the next material. | |
| Conveying motivation about what the students are able to get (objective and beneficial) by learning the material. | |
| Main Activity(60Minutes) | |
| Exploration | — Provide stimulus in the form of giving material about Narrative text element includes past tense and adverb of time. — Discuss materials with students. — Students are given the third scene of Hansel and Gretel story. — Lead the students to pronounce the words in the third scene of Hansel and Gretel story (drilling method). |
| Elaboration | — Instruct the students to read aloud the third scene of Hansel and Gretel story. — Guide students to comprehend the text. |

| | |
|---|--|
| Confirmation | <ul style="list-style-type: none"> — Provide feedback to students by giving reinforcement in oral form to students who have been able to complete their tasks. — Provide reflection to gain the learning experience that has been done. — Provide motivation to students who lack and have not been able to follow in the material. |
| Closing (10Minutes) | |
| Q&A about the material that has been learned. | |
| Students are asked to make conclusions about the material that has been conveyed. | |
| Greetings to the students when they are about to leave the classroom. | |

D. Assessment

I. Indicators, Techniques, Forms, Examples

| No. | Indicator | Technique | Form | Example |
|-----|---|---------------|------------------------------|---|
| 1. | Pronounce the words provided in third scene of the Hansel and Gretel story. | Reading aloud | Read aloud a Narrative Text. | Read the text aloud with appropriate pronunciation! |

II. Assessment Instrument

Read aloud the third scene of Twisted Hansel and Gretel with appropriate pronunciation!

Scene 3

Hansel and Gretel walked down the path until they came to a very strange cottage. The walls were very round looking, and a light orange-brown color, and there was an odd, sweetish but spicy smell coming from them.

“Stand back Hansel, I know what’s going on here,” said Gretel. Hansel replied, “Yep, the house is made of gingerbread. Besides, it was on the signpost. It’s not exactly a surprise.” Hansel and Gretel were very hungry, so they kept eating the gingerbread house until they thought they would burst. Then they lay down and fell asleep. When they awoke, they were tucked up snugly in bed. A little old lady was watching them.

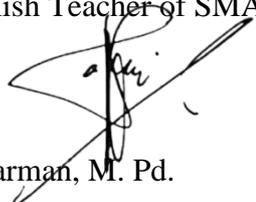
Hansel: “Who are you?”

The old lady: “I am a witch, the owner of the house you have eaten.”

Gretel: “Oh, sorry about that. We were just so hungry. Are you going to punish us?”

The witch told them that she would make them eat candies until they were fat enough to be cooked. The witch went into her pantry and started rummaging through the shelves.

English Teacher of SMAN 01 Muncar:


Sukarman, M. Pd.

LESSON PLAN (Control Class)

Institution : SMAN 1 Muncar
 Subjects : English
 Class/Semester : X/ 2
 Topic : Narrative Text
 Meeting : 4
 Time : 2 x 25Minutes

A. Instructional Objectives

At the end of this study:

- Students are able to recognize and articulates all the English consonants appropriately.
- Students are able to produce appropriate English vowels with most consistencies are found.
- Students are able to follow the stress pattern accurately.
- Students are able to produce the right intonation with unnoticeable mistakes and less problem in pitch.

B. Media/ Tool/ Source

Media : Manila Paper, Power Point.
Tools : Markers, LCD, White Board.
Sources : English Handbook for 10th grade, internet.

C. Learning Steps

| Opening (10 Minutes) | |
|--|---|
| Begin the learning activity with greetings kindly to students when entering the classroom. | |
| Checking the students' attendance. | |
| Linking the material or theme that will be learned with previous material or theme along with asking questions to the students for strengthening and link it with the next material. | |
| Conveying motivation about what the students are able to get (objective and beneficial) by learning the material. | |
| Main Activity(60Minutes) | |
| Exploration | — Provide stimulus in the form of giving material about Narrative text element includes generic structure of Narrative Text. — Discuss materials with students. — Students are given the fourth scene of Hansel and Gretel story. — Lead the students to pronounce the words in the fourth scene of Hansel and Gretel story (drilling method). |
| Elaboration | — Instruct the students to read aloud the fourth scene of Hansel and Gretel story. — Guide students to comprehend the text. |
| Confirmation | — Provide feedback to students by giving reinforcement in oral form to students who have been able to complete their tasks. — Provide reflection to gain the learning experience that has been |

| | |
|---|--|
| | done. — Provide motivation to students who lack and have not been able to follow in the material. |
| Closing (10Minutes) | |
| Q&A about the material that has been learned. | |
| Students are asked to make conclusions about the material that has been conveyed. | |
| Greetings to the students when they are about to leave the classroom. | |

D. Assessment

I. Indicators, Techniques, Forms, Examples

| No. | Indicator | Technique | Form | Example |
|-----|--|--------------|------------------------------|---|
| 1. | Pronounce the words provided in fourth scene of the Hansel and Gretel story. | Readingaloud | Read aloud a Narrative Text. | Read the text aloud with appropriate pronunciation! |

II. Assessment Instrument

Read aloud the fourth scene of the Twisted Hansel and Gretel with appropriate pronunciation!

Scene 4

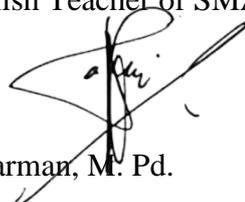
Hansel and Gretel ate candy and slept for the next week. Then, when they were alone for a moment. Hansel suddenly spoke, "Gretel, I have a plan."

Gretel replied, "You mean a plan other than to keep on eating candies until we are fat enough to be eaten?"

Hansel nodded. He told his sister about a leaf of spinach in the bottom of his pocket. Hansel thought maybe eating something healthy would make something magic happened. However, he was not sure about it.

Hansel ate the spinach. It worked! He felt himself getting stronger, his muscles swelling till he was stronger than the strongest man alive. He saw how he could get out! The spell would turn them into pumpkins if they went through the door. However, he was so strong enough to knock a hole in the wall. Hansel punched the wall, and with one blow he opened a hole big enough for them to get through. But before they could escape, the witch turned Hansel into a stone. But Gretel to the rescue! Gretel had kept eating candy until she couldn't take anymore. At that very moment, she spewed up all over the floor. The witch was running and she slipped in the mess and fell over and banged her head. With her unconscious, the spell was broken and Hansel came back to life.

English Teacher of SMAN 01 Muncar:



Sukarman, M. Pd.

LESSON PLAN (Control Class)

Institution : SMAN 1 Muncar
 Subjects : English
 Class/Semester : X/ 2
 Topic : Narrative Text
 Meeting : 5
 Time : 2 x 25Minutes

A. Instructional Objectives

At the end of this study:

- Students are able to recognize and articulates all the English consonants appropriately.
- Students are able to produce appropriate English vowels with most consistencies are found.
- Students are able to follow the stress pattern accurately.
- Students are able to produce the right intonation with unnoticeable mistakes and less problem in pitch.

B. Media/ Tool/ Source

Media : Manila Paper, Power Point.
Tools : Markers, LCD, White Board.
Sources : English Handbook for 10th grade, internet.

C. Learning Steps

| Opening (10 Minutes) | |
|--|---|
| Begin the learning activity with greetings kindly to students when entering the classroom. | |
| Checking the students' attendance. | |
| Linking the material or theme that will be learned with previous material or theme along with asking questions to the students for strengthening and link it with the next material. | |
| Conveying motivation about what the students are able to get (objective and beneficial) by learning the material. | |
| Main Activity(60Minutes) | |
| Exploration | — Provide stimulus in the form of giving material about Narrative text element includes passive voice. — Discuss materials with students. — Students are given the fifth scene of Hansel and Gretel story. — Lead the students to pronounce the words in the fifth scene of Hansel and Gretel story (drilling method). |
| Elaboration | — Instruct the students to read aloud the fifth scene of Hansel and Gretel story. — Guide students to comprehend the text. |

| | |
|---|--|
| Confirmation | <ul style="list-style-type: none"> — Provide feedback to students by giving reinforcement in oral form to students who have been able to complete their tasks. — Provide reflection to gain the learning experience that has been done. — Provide motivation to students who lack and have not been able to follow in the material. |
| Closing (10Minutes) | |
| Q&A about the material that has been learned. | |
| Students are asked to make conclusions about the material that has been conveyed. | |
| Greetings to the students when they are about to leave the classroom. | |

D. Assessment

I. Indicators, Techniques, Forms, Examples

| No. | Indicator | Technique | Form | Example |
|-----|--|---------------|------------------------------|---|
| 1. | Pronounce the words provided in whole scenes of the Hansel and Gretel story. | Reading aloud | Read aloud a Narrative Text. | Read the text aloud with appropriate pronunciation! |

II. Assessment Instrument

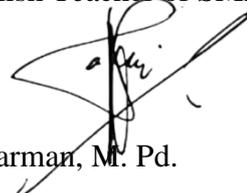
Read aloud the whole scene of the Twisted Hansel and Gretel with appropriate pronunciation!

Once upon a time, there were two children, and their names were Hansel and Gretel. They live in a cottage on the edge of the woods with their mother and their father. The father's name was Rolf and he was a wood-cutter. The mother's name was Margaret and she was a cook and home-maker.

One day, Hansel and Gretel went into the woods and were farther from home that they'd ever been before. They came to a fork in the path. Hansel and Gretel walked down the path until they came to a very strange cottage made of ginger bread. Since they were very hungry, they ate the ginger bread house until they were full. Then they lay down and fell asleep.

When they were awake, they were tucked up snugly in bed. An old lady was watching them. She was a witch. The witch spelled a cast for whoever left the house, they would turn into a pumpkin. The witch made Hansel and Gretel to eat candies until they were fat enough to be cooked. However, Gretel attempted to save herself and her brother. By making the witch unconscious, Gretel completed the task. Hansel and Gretel were about to punish the witch with the wand they found. Sadly, the witch was suddenly awake and ran out of the house. Surprisingly, she turned into a pumpkin because of her own spell. Hansel and Gretel then undid the magic spell at the gingerbread house. They found their way back home. They lived happily ever after.

English Teacher of SMAN 01 Muncar:



Sukarman, M. Pd.

Appendix 4: Narrative text for pre-test and post test

Read aloud the text with appropriate pronunciation!

“Hansel and Gretel”

Once upon a time, there were two children, and their names were Hansel and Gretel. They live in a cottage on the edge of the woods with their mother and their father. The father’s name was Rolf and he was a wood-cutter. The mother’s name was Margaret and she was a cook and home-maker.

One day, Hansel and Gretel went into the woods and were farther from home than they’d ever been before. They came to a fork in the path. Hansel and Gretel walked down the path until they came to a very strange cottage made of ginger bread. Since they were very hungry, they ate the ginger bread house until they were full. Then they lay down and fell asleep.

When they were awake, they were tucked up snugly in bed. An old lady was watching them. She was a witch. The witch spelled a cast for whoever left the house, they would turn into a pumpkin. The witch made Hansel and Gretel to eat candies until they were fat enough to be cooked. However, Gretel attempted to save herself and her brother. By making the witch unconscious, Gretel completed the task. Hansel and Gretel were about to punish the witch with the wand they found. Sadly, the witch was suddenly awake and ran out of the house.

Surprisingly, she turned into a pumpkin because of her own spell. Hansel and Gretel then undid the magic spell at the gingerbread house. They found their way back home. They lived happily ever after.

Words focus of test

| | | |
|---------|---------|---------|
| Once | Into | Would |
| Upon | Strange | Pumpkin |
| A | Know | Plan |
| Time | Here | Spinach |
| Lived | Ginger | Magic |
| Hansel | Bread | Work |
| Gretel | House | Now |
| Boring | Tucked | Stand |
| Cottage | Eyes | Witch |
| Woods | Punish | Need |

Appendix 5: Phonetic Transcription

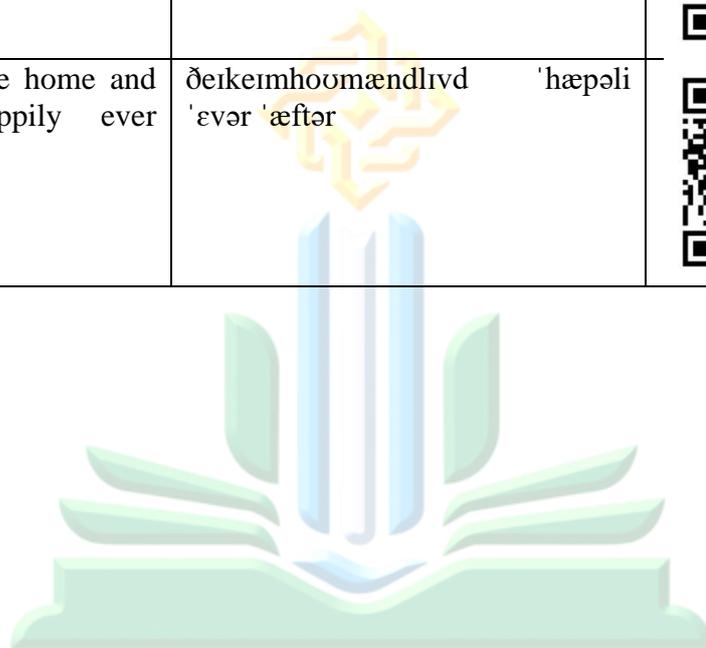
Phonetic Transcription

| English Text | Phonetic (IPA) | The Example of Concrete Pronunciation |
|--|---|---|
| Once upon a time, there lived two children named Hansel and Gretel. | wʌnsə'pɑn ə taɪm, ðeɪlɪvdtu 'ʃɪldrənneɪmɪd 'hænsəlænd 'ɡretəl |  |
| Gretel once said that Hansel was, "Boring!". | ɡretəlwʌnssɛdðæt 'hænsəlwəz, "'bɔ:ɪŋ!" |  |
| Yes, they were siblings. | jɛs, ðeɪwɜ: 'sɪblɪŋz |  |
| They lived in a cottage on the edge of the woods with their mother and father. | ðeɪlɪvdɪn ə 'kɑtədʒɒndɪɛdʒʌndəwɒdzwɪððeɪ 'mʌðərænd 'fɑðər |  |
| One day, Hansel and Gretel went deep into the woods. | wʌndeɪ, 'hænsəlænd 'ɡretəlwent dɪp 'ɪntuðəwɒdz |  |
| They kept walking and came to a very strange cottage. | ðeɪkeɪpt 'wɒkɪŋændkeɪmtu ə 'vɛrɪstreɪndʒ 'kɑtədʒ |  |

| | | |
|--|---|---|
| <p>Gretel said, "Stand back Hansel, I know what's going on here! The house is made of ginger bread!"</p> | <p>'gretələsəd, "stændbæk 'hænsəl, amouwəts 'gouŋənɦir! ðəhaʊsɪzmeɪdəv 'dʒɪndʒər,bred!"</p> |  |
| <p>They ate the ginger bread house and fell asleep.</p> | <p>ðeɪeɪtðə 'dʒɪndʒərbredhaʊsændfələ'slɪp</p> |  |
| <p>Morning came, a witch had tucked them up in bed.</p> | <p>'mɔːnɪŋkeɪm, wɪtʃhædtʌktðemʌpɪnbəd</p> |  |
| <p>Hansel and Gretel opened their eyes, "Who are you? Are you going to punish us?".</p> | <p>'hænsəlænd 'gretəl 'oupeɪndðeɪəɪz, "ɦuɑːrju? ɑːrju 'gouŋtu 'pʌnɪʃəs?"</p> |  |
| <p>The witch spelled a cast for whoever left the house, they would turn into a pumpkin.</p> | <p>ðəwɪtʃspeld kæstfərhu'evərleɪftðəhaʊs, ðeɪwɔːdtɜːn 'ɪntu ə 'pʌmpkɪn</p> |  |
| <p>The witch made Hansel and Gretel ate candies until they were fat enough to be cooked.</p> | <p>ðəwɪtʃmeɪd 'hænsəlænd 'gretələɪt 'kændɪzən'tɪlðeɪwɜːrfæɪtɪ'nʌftu bi kʊkt</p> |  |
| <p>Hansel whispered, "I have a plan!". Gretel listened.</p> | <p>'hænsəl 'wɪspərd, "aɪhæv ə plæn!". 'gretəl 'lɪsənd</p> |  |

| | | |
|---|--|---|
| <p>"How about I eat spinach mother gave me? Maybe magic will happen,".</p> | <p>"haʊə'baʊtaɪ it 'spɪnəʃ 'mʌðərgeɪv mi? 'meɪbi 'mædʒɪkwɪl 'hæpən,"</p> |  |
| <p>Magic was happening but the witch noticed.</p> | <p>'mædʒɪkwʌz 'hæpənɪŋbʌtðəwɪʃ 'nɒʊtəst</p> |  |
| <p>Gretel tried to save them and she did it by making the witch passed out.</p> | <p>'grɛtəltraɪdtuseɪvðəmændʃɪdɪdɪtbaɪ 'meɪkɪŋðəwɪʃpæstəʊt</p> |  |
| <p>"Thanks sis, good work!" said Hansel.</p> | <p>θæŋkssɪs, ɡʊdwɜːk!" sed 'hænsəl</p> |  |
| <p>"What do we do now?", Hansel asked.</p> | <p>"wʌt du wi du naʊ?", 'hænsəlæskt</p> |  |
| <p>Gretel replied, "We need to punish this witch!".</p> | <p>'grɛtəlɪ'plɑɪd, "wɪnɪdʊ 'pʌnɪʃðɪswɪʃ!"</p> |  |
| <p>Sadly, the witch suddenly got up and ran out of the house.</p> | <p>'sædli, ðəwɪʃ 'sʌdnɪlɪɡətʌpændrænaʊtʌvðəhaʊs</p> |  |

| | | |
|---|---|---|
| <p>Boom! She turned into a pumpkin because of her own spell.</p> | <p>bum! ʃɪtɜrnd 'ɪntu ə 'pʌmpkɪnbɪ 'kəzʌvhɜroʊnspeɪl</p> |  |
| <p>Hansel and Gretel undid the magic spell at the ginger bread house.</p> | <p>'hænsəlænd 'grɛtələn 'dɪdðə 'mædʒɪkspeɪlətðə 'dʒɪndʒərbredhaʊs</p> |  |
| <p>They came home and lived happily ever after.</p> | <p>ðeɪkeɪmhoʊməndlɪvd 'hæpəli 'ɛvər 'æftər</p> |  |



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

Appendix 6: Picture of Research Activity



Appendix 7: Schedule of Research

Schedule of the Research

| No | Activity | Control Class | Experimental class |
|----|--|--|--|
| 1 | Test validation | Monday/ March 06, 2023 | Monday/ March 06, 2023 |
| 2 | Pre-test | Friday/ March 10, 2023 | Friday/ March 10, 2023 |
| 3 | Treatment using Google Assistant Interactive Story Feature | | Saturday/ March 11, 2023 Saturday/ March 18, 2023 Saturday/ April 01, 2023 Saturday/ April 08, 2023 Saturday/ April 15, 2023 |
| 4 | Treatment using Dribbling method | Saturday/ March 11, 2023 Saturday/ March 18, 2023 Saturday/ April 01, 2023 Saturday/ April 08, 2023 Saturday/ April 15, 2023 | |
| 5 | Post-test | Saturday/ April 15, 2023 | Saturday/ April 15, 2023 |

Appendix 8: Validation of Instrument (two experts)

Validation of Instrument

| No | Category of validity | Indicator | Score 1 | | | |
|----|----------------------|---|---------|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 1 | Content validity | 1) The material is related to Syllabus of tenth grade students in second semester. | | | | ✓ |
| | | 2) The material is related to basic competencies (KD) of tenth grade students in second semester. | | | | ✓ |
| | | 3) The content of the material and topic are appropriate with grade and school level. | | | | ✓ |
| | | 4) The media is appropriate with the material. | | | | ✓ |
| | | 5) The material is appropriate with the students' target skill. | | | | ✓ |

| | | | | | | |
|---|---------------|--|--|--|--|---|
| 2 | Face Validity | 1) The components of reading aloud text are relevant to measure students' pronunciation skill. | | | | ✓ |
| | | 2) The measurement method seem useful for measuring students' pronunciation. | | | | ✓ |
| | | 3) The measure is seemingly appropriate for capturing the students' pronunciation. | | | | ✓ |

Head Master of SMAN 01 Muncar
(Former English Teacher at SMAN 01 Glenmore):


Heriyanto Nur Cahyo, S. Pd., M. Li.

Validation of Instrument

| No | Category of validity | Indicator | Score 1 | | | |
|----|----------------------|---|---------|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 1 | Content validity | 1) The material is related to Syllabus of tenth grade students in second semester. | | | | ✓ |
| | | 2) The material is related to basic competencies (KD) of tenth grade students in second semester. | | | | ✓ |
| | | 3) The content of the material and topic are appropriate with grade and school level. | | | | ✓ |
| | | 4) The media is appropriate with the material. | | | | ✓ |
| | | 5) The material is appropriate with the students' target skill. | | | | ✓ |

| | | | | | | |
|---|---------------|--|--|--|--|---|
| 2 | Face Validity | 1) The components of reading aloud text are relevant to measure students' pronunciation skill. | | | | ✓ |
| | | 2) The measurement method seem useful for measuring students' pronunciation. | | | | ✓ |
| | | 3) The measure is seemingly appropriate for capturing the students' pronunciation. | | | | ✓ |

English Teacher of SMAN 01 Muncar:


Sukarman, M. Pd.

Appendix 9: Pre-test Score of Control Class and Experimental Class

| No | Control Class | | Experimental Class | |
|----|---------------|---------|--------------------|---------|
| | Code | Score | Code | Score |
| 1 | C-1 | 66.25 | E-1 | 65.5 |
| 2 | C-2 | 69.25 | E-2 | 64 |
| 3 | C-3 | 61.75 | E-3 | 70.75 |
| 4 | C-4 | 68.5 | E-4 | 60.25 |
| 5 | C-5 | 73.75 | E-5 | 79 |
| 6 | C-6 | 67 | E-6 | 67 |
| 7 | C-7 | 65.5 | E-7 | 89.5 |
| 8 | C-8 | 81.25 | E-8 | 77.5 |
| 9 | C-9 | 63.25 | E-9 | 68.5 |
| 10 | C-10 | 46 | E-10 | 73.75 |
| 11 | C-11 | 58.75 | E-11 | 79 |
| 12 | C-12 | 77.5 | E-12 | 83.5 |
| 13 | C-13 | 62.5 | E-13 | 79.75 |
| 14 | C-14 | 91 | E-14 | 49.75 |
| 15 | C-15 | 65.5 | E-15 | 90.25 |
| 16 | C-16 | 65.5 | E-16 | 81.25 |
| 17 | C-17 | 67.75 | E-17 | 76.75 |
| 18 | C-18 | 73 | E-18 | 66.25 |
| 19 | C-19 | 84.25 | E-19 | 76.75 |
| 20 | C-20 | 68.5 | E-20 | 84.25 |
| 21 | C-21 | 67.75 | E-21 | 86.5 |
| 22 | C-22 | 70.75 | E-22 | 51.25 |
| 23 | C-23 | 70 | E-23 | 55.75 |
| 24 | C-24 | 73.75 | E-24 | 76 |
| 25 | C-25 | 73 | E-25 | 83.5 |
| 26 | C-26 | 66.25 | E-26 | 72.25 |
| 27 | C-27 | 78.25 | E-27 | 73 |
| 28 | C-28 | 85 | E-28 | 70.75 |
| 29 | C-29 | 52.75 | E-29 | 60.25 |
| 30 | C-30 | 88.75 | E-30 | 93.25 |
| 31 | C-31 | 87.25 | E-31 | 79 |
| 32 | C-32 | 54.25 | E-32 | 74.5 |
| 33 | C-33 | 76 | E-33 | 52 |
| | Σ | 2320.5 | Σ | 2411.25 |
| | Mean | 70.3182 | Mean | 73.0682 |

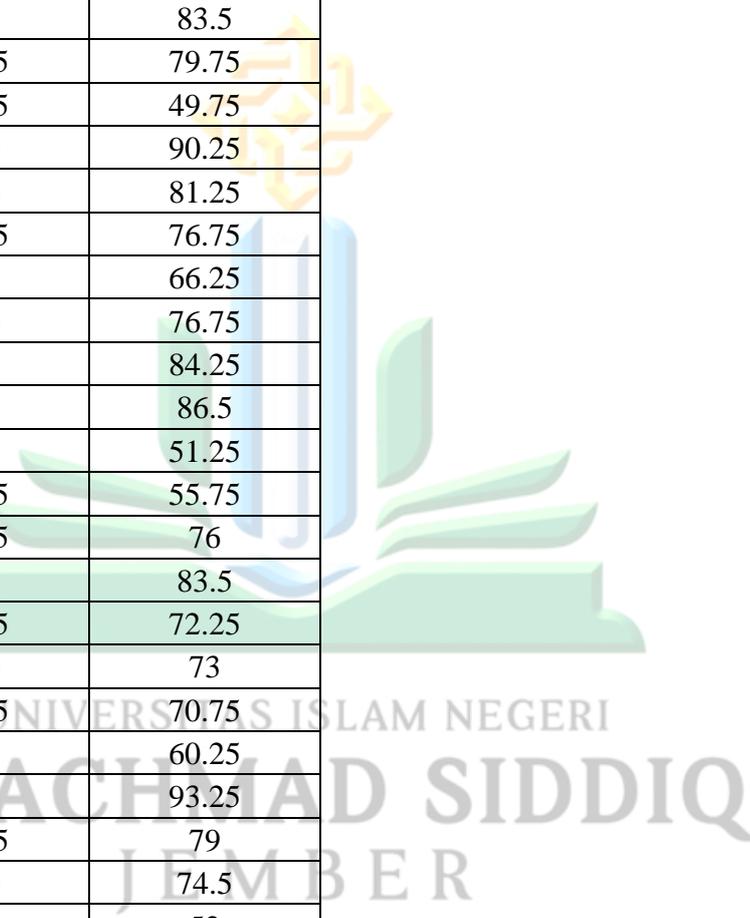
Appendix 10: Post-test Score of Control Class and Experimental Class

| No | Control Class | | Experimental Class | |
|----|---------------|---------|--------------------|---------|
| | Code | Score | Code | Score |
| 1 | C-1 | 66.25 | E-1 | 79 |
| 2 | C-2 | 72.25 | E-2 | 73.75 |
| 3 | C-3 | 63.25 | E-3 | 72.25 |
| 4 | C-4 | 73 | E-4 | 70 |
| 5 | C-5 | 76.75 | E-5 | 83.5 |
| 6 | C-6 | 70.75 | E-6 | 70 |
| 7 | C-7 | 67 | E-7 | 91.75 |
| 8 | C-8 | 85.75 | E-8 | 84.25 |
| 9 | C-9 | 67.75 | E-9 | 79.75 |
| 10 | C-10 | 49.75 | E-10 | 79.75 |
| 11 | C-11 | 73 | E-11 | 81.25 |
| 12 | C-12 | 80.5 | E-12 | 90.25 |
| 13 | C-13 | 73 | E-13 | 90.25 |
| 14 | C-14 | 91.75 | E-14 | 64.75 |
| 15 | C-15 | 77.5 | E-15 | 95.5 |
| 16 | C-16 | 71.5 | E-16 | 88.75 |
| 17 | C-17 | 73 | E-17 | 91 |
| 18 | C-18 | 79 | E-18 | 76 |
| 19 | C-19 | 91 | E-19 | 87.25 |
| 20 | C-20 | 69.25 | E-20 | 89.5 |
| 21 | C-21 | 70 | E-21 | 94.75 |
| 22 | C-22 | 74.5 | E-22 | 64 |
| 23 | C-23 | 78.25 | E-23 | 79 |
| 24 | C-24 | 86.5 | E-24 | 82 |
| 25 | C-25 | 86.5 | E-25 | 88.75 |
| 26 | C-26 | 68.5 | E-26 | 82.75 |
| 27 | C-27 | 80.5 | E-27 | 77.5 |
| 28 | C-28 | 91.75 | E-28 | 79 |
| 29 | C-29 | 58 | E-29 | 70 |
| 30 | C-30 | 92.5 | E-30 | 96.25 |
| 31 | C-31 | 91.75 | E-31 | 86.5 |
| 32 | C-32 | 57.25 | E-32 | 85 |
| 33 | C-33 | 77.5 | E-33 | 58.75 |
| | Σ | 2485.5 | Σ | 2682.75 |
| | Mean | 75.3182 | Mean | 81.2955 |

Appendix 11: Score Data for Reliability of Pre-Test

| Class | 1st Score Taking | 2nd Score Taking |
|-------|------------------|------------------|
| C-1 | 70 | 66.25 |
| C-2 | 74.5 | 69.25 |
| C-3 | 70 | 61.75 |
| C-4 | 74.5 | 68.5 |
| C-5 | 79 | 73.75 |
| C-6 | 68.5 | 67 |
| C-7 | 73 | 65.5 |
| C-8 | 82.5 | 81.25 |
| C-9 | 68.5 | 63.25 |
| C-10 | 71.5 | 46 |
| C-11 | 67.75 | 58.75 |
| C-12 | 91 | 77.5 |
| C-13 | 65.5 | 62.5 |
| C-14 | 93.25 | 91 |
| C-15 | 73 | 65.5 |
| C-16 | 76 | 65.5 |
| C-17 | 64 | 67.75 |
| C-18 | 85.75 | 73 |
| C-19 | 76 | 84.25 |
| C-20 | 79 | 68.5 |
| C-21 | 77.5 | 67.75 |
| C-22 | 81.25 | 70.75 |
| C-23 | 65.5 | 70 |
| C-24 | 81.25 | 73.75 |
| C-25 | 81.25 | 73 |
| C-26 | 79.75 | 66.25 |
| C-27 | 84.25 | 78.25 |
| C-28 | 85.75 | 85 |
| C-29 | 61 | 52.75 |
| C-30 | 89.5 | 88.75 |
| C-31 | 88.75 | 87.25 |
| C-32 | 58.75 | 54.25 |
| C-33 | 73 | 76 |
| E-1 | 75.25 | 65.5 |
| E-2 | 67.75 | 64 |

| | | |
|------|-------|-------|
| E-3 | 71.5 | 70.75 |
| E-4 | 61.75 | 60.25 |
| E-5 | 82 | 79 |
| E-6 | 67 | 67 |
| E-7 | 88.75 | 89.5 |
| E-8 | 86.5 | 77.5 |
| E-9 | 67.75 | 68.5 |
| E-10 | 68.5 | 73.75 |
| E-11 | 82.75 | 79 |
| E-12 | 76 | 83.5 |
| E-13 | 73.75 | 79.75 |
| E-14 | 51.25 | 49.75 |
| E-15 | 92.5 | 90.25 |
| E-16 | 86.5 | 81.25 |
| E-17 | 76.75 | 76.75 |
| E-18 | 64 | 66.25 |
| E-19 | 74.5 | 76.75 |
| E-20 | 82 | 84.25 |
| E-21 | 85 | 86.5 |
| E-22 | 58 | 51.25 |
| E-23 | 70.75 | 55.75 |
| E-24 | 81.25 | 76 |
| E-25 | 82 | 83.5 |
| E-26 | 72.25 | 72.25 |
| E-27 | 71.5 | 73 |
| E-28 | 72.25 | 70.75 |
| E-29 | 61 | 60.25 |
| E-30 | 89.5 | 93.25 |
| E-31 | 81.25 | 79 |
| E-32 | 80.5 | 74.5 |
| E-33 | 58 | 52 |



Appendix 12: Score Data for Reliability of Post-Test

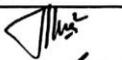
| Class | 1st Score Taking | 2nd Score Taking |
|-------|------------------|------------------|
| C-1 | 71.5 | 66.25 |
| C-2 | 79 | 72.25 |
| C-3 | 62.5 | 63.25 |
| C-4 | 79.75 | 73 |
| C-5 | 82.75 | 76.75 |
| C-6 | 73.75 | 70.75 |
| C-7 | 73 | 67 |
| C-8 | 91 | 85.75 |
| C-9 | 66.25 | 67.75 |
| C-10 | 57.25 | 49.75 |
| C-11 | 79.75 | 73 |
| C-12 | 91.75 | 80.5 |
| C-13 | 73.75 | 73 |
| C-14 | 90.25 | 91.75 |
| C-15 | 71.5 | 77.5 |
| C-16 | 79 | 71.5 |
| C-17 | 70 | 73 |
| C-18 | 82 | 79 |
| C-19 | 92.5 | 91 |
| C-20 | 69.25 | 69.25 |
| C-21 | 73 | 70 |
| C-22 | 75.25 | 74.5 |
| C-23 | 69.25 | 78.25 |
| C-24 | 90.25 | 86.5 |
| C-25 | 88.75 | 86.5 |
| C-26 | 72.25 | 68.5 |
| C-27 | 87.25 | 80.5 |
| C-28 | 91 | 91.75 |
| C-29 | 61 | 58 |
| C-30 | 83.5 | 92.5 |
| C-31 | 83.5 | 91.75 |
| C-32 | 64.75 | 57.25 |
| C-33 | 79.75 | 77.5 |
| E-1 | 78.25 | 79 |
| E-2 | 73.75 | 73.75 |

| | | |
|------|-------|-------|
| E-3 | 71.5 | 72.25 |
| E-4 | 82 | 70 |
| E-5 | 88.75 | 83.5 |
| E-6 | 85 | 70 |
| E-7 | 79.75 | 91.75 |
| E-8 | 91.75 | 84.25 |
| E-9 | 91 | 79.75 |
| E-10 | 90.25 | 79.75 |
| E-11 | 87.25 | 81.25 |
| E-12 | 91.75 | 90.25 |
| E-13 | 90.25 | 90.25 |
| E-14 | 79 | 64.75 |
| E-15 | 98.5 | 95.5 |
| E-16 | 94.75 | 88.75 |
| E-17 | 94.75 | 91 |
| E-18 | 82 | 76 |
| E-19 | 85.75 | 87.25 |
| E-20 | 93.25 | 89.5 |
| E-21 | 94.75 | 94.75 |
| E-22 | 75.25 | 64 |
| E-23 | 79 | 79 |
| E-24 | 82 | 82 |
| E-25 | 87.25 | 88.75 |
| E-26 | 84.25 | 82.75 |
| E-27 | 77.5 | 77.5 |
| E-28 | 85 | 79 |
| E-29 | 70 | 70 |
| E-30 | 97.75 | 96.25 |
| E-31 | 90.25 | 86.5 |
| E-32 | 84.25 | 85 |
| E-33 | 64.75 | 58.75 |

UNIVERSITA' ISLAM NEGERI
KHACHMAD SIDDIQ
JEMBER

Appendix 13: Research Journal

RESEARCH JOURNAL
Exploring the Effect of Google Assistant Interactive Story Feature on EFL
Learners' Pronunciation

| No | Date | Activity | Signature |
|----|--|--|---|
| 1 | 9th of January 2023 | The researcher did an observation. |  |
| 2 | 3rd of March 2023 | The researcher confirmed the research permission |  |
| 3 | 10 th of March 2023 | The researcher conduct pre-test for control class and experimental class. |  |
| 4 | 11 th of March 2023 18 th of March 2023 1 st of April 2023 8 th of April 2023 15 th of April 2023 | The researcher conducted treatment using dribbling method for control class and Google Assistant Interactive Story Feature for Experimental class. |  |
| 5 | 15th of April 2023 | The researcher conduct post-test for control class and experimental class. |  |
| 6 | 17 TH of April 2023 | Complete the research data and document review. |  |
| 7 | 10th of May 2023 | The researcher asked for a letter of research finishing. |  |

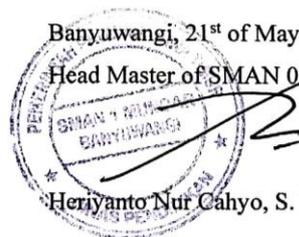
Researcher



Hanum Kurnia Riska

Banyuwangi, 21st of May 2023

Head Master of SMAN 01 Muncar



Heriyanto Nur Cahyo, S. Pd., M. Li.

Revision of title: "EFL Learners Pronunciation" to "Students' Pronunciation at the Tenth Grade of SMAN 01 Muncarin2022/2023 Academic Year".

Appendix 13: Letter of Finishing Research



**PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI 1 MUNCAR**

Jl. Tapanrejo ☎ (0333) 592548 Muncar – Bwi E-mail : smanmuncar@yahoo.co.id

SURAT IJIN MELAKUKAN PENELITIAN
Nomor : 421.3/225/101.6.7.8/2023

Yang bertanda tangan dibawah ini :

Nama : **Heriyanto Nurcahyo, S.Pd**
NIP : 19760505 200701 1 002
Pangkat/Golongan : Penata Tk.1, III/d
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 1 Muncar
Alamat Sekolah : Jl. Tapanrejo Muncar - Bwi
NPSN : 20525858

Menerangkan bahwa :

Nama : **HANUM KURNIA RISKHA**
NIM : T20196179
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Yang tersebut di atas sudah melakukan penelitian di SMAN 1 Muncar mengenai “The Effect of Google Assistant Interactive Story Feature on EFL Learners “ selama 5 Minggu.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Muncar, 10 Mei 2023



Revision of title: “EFL Learners Pronunciation” to “Students’ Pronunciation at the Tenth Grade of SMAN 01 Muncarin2022/2023 Academic Year”.

Appendix 14: Biographical Data

BOGRAPHICAL DATA OF WRITER



Name : HanumKurniaRiska
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Address : Banyuwangi, East Java.
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SMP, graduated in 2016
SMAN, graduated in 2019
Organizational Experience : Staff of Human Resource Department of Youth
Ranger Indonesia (Part 10, 2020-2021)
Buddy (Tutor) of SPEAK Social London (2020-
2021)
Scientific Division of HMPS, English Education
Department (2021-2022)
Copywriter of ToCo Ranger Indonesia (2022-
present)