

**THE EFFECT OF APPLYING CALL METHOD BY USING SPEECTRON ON THE
STUDENTS' ACHIEVEMENT IN PRONOUNCING ED ENDING
OF THE REGULAR VERB**

SKRIPSI

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English Educational Program*

By

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7/3 - 18	Chapter I Objective of the research	
10/3 - 18	Chapter III - Technique of Analyzing the data - Review the literature	
13/3 - 15	Chapter IV Data Analysis	
15/3 - 18	Chapter V Conclusion Reference	

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ABSTRACT

Shela Tri Utami. 1402050004 “The Effect of Applying Call Method by Using Speectron on the Students’ Achievement in Pronouncing ed Ending of the Regular Verb”. Skripsi English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara (UMSU). Medan 2018.

This research was carried out to 1) find out the effect of applying Call Method by using Speechtron on the students’ achievement in pronouncing ed Ending of the regular verb. 2) figure out the effect of applying Call Method by using SpeechTRON software as a medium in teaching pronunciation ed Ending of regular verb in the Recount Text in the eight grade of SMP Yp. Bina Satria Medan Marelan. This research has been conducted at SMP Yp.Bina Satria Medan Marelan academic year 2018/2019. There were three classes in this school with total number 120 students and I took random sampling that was 30 of the students were taken as the sample. They were 30 students from class VIII-1, VIII-2, and VIII-3. Each groups of consist 15 as experimental group which taught by applying Call Method by using SpeechTron and as control group which taught by Powerpoint. The Instrument for collecting data in this research was oral test where students were asked to pronounce words of ed ending regular verb which use pre-test and post-test. The material of test was taken from Internet (English Pronunciation) for grade VIII junior high school. The test was divided into sections, the first was pre-test before treatment. The second was post-test after treatment. The result of this research showed that t-observed value was higher than t-table in which $t_{obs} > t_{table}$ ($7.65 > 2.14$). the hypothesis was accepted. It means that there was a significant effect of applying Call Method by using Speechtron on the students’ achievement in pronouncing ed ending of the regular verb.

Keywords : Call Method, Speechtron, Pronouncing Words, Regular Verb

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This research intended to fulfill one of requirements in accomplishing S-1 degree at English Department of Faculty Teacher Training and Education Muhammadiyah University of Sumatera Utara. Furthermore in finishing the research entitle "*The Effect of Applying Call Method by Using Speechtron on the Students' Achievement in Pronouncing ed Ending of the Regular Verb*", the researcher faced a lot of difficulties and problems and without much help from the following people, it was impossible for her to finish it. The rearcher also would like to thanks to :

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The reseacher realized that her study was still far from being perfect. So, the reseacher expected suggestions and comments from all of the readers or other reseacher who want to learn about this study. May Allah SWT the most almighty always bless all of us.

Medan, Maret 2018

The Reseacher

Shela Tri Utami

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CHAPTER I

INTRODUCTION

A. Background of the Study

Pronunciation is an important part of language when someone is transferring knowledge to other people. They do need to pronounce some words clear enough to understand in order to avoid misunderstanding. This refers to an important part of pronunciation. (Diane Jonnes:101).

English pronunciation is included into one of language components besides grammar and vocabulary. This is why it is very important for English learners. Even though, it is still pushed-aside, ignored, and neglected not only for teachers but also students. Nowadays, it can be easily encountered many teachers get difficulties to teach pronunciation of some English words, and admit to lack of their knowledge about the theories pronunciation. As a result, it obviously gives a big effect toward their students at enhancing English pronunciation in the classroom.

Therefore, teachers are expected to improve their practical skills in pronunciation teaching. In addition, some people believed that English pronunciation was difficult for English learner (non-native speakers). They are compulsorily able to pronounce every words clearly and correctly. This has been defined by *Jossie Whitehead* statement that the problem with the English language is "Pronunciation" because what we see in English is not necessarily what we say. It drives that spoken word is not same as written form. Also *Rebecca M. Dauer*

stated that English is especially difficult because the pronunciation of words is not clearly shown by how they are written.

The result of researcher's observation lately shown many problems appear in teaching pronunciation, i. e. most of students do not understand how to pronounce and differ which one they should pronounce among /-id/, /-d/, or /t/ of -ed ending regular verbs. Based on the observation in the school at eight grade of SMP YP. Bina Satria Medan Marelan, it found that many students still have difficulties in Pronunciation, the students are unable to pronounce the -ed ending of regular verbs. When they reading or speaking some English words dealing with -ed ending, they often faced a lot of difficulties of producing the correct sounds, for instance; watched, stopped , waved, waited, etc. while the teacher in the school were obviously using monotonous and classical method to teach the pronunciation. They only used "listen and repeat" method without using media and varying the activity. Indeed, this method is sufficient and simply done. But students are unable to catch and remember the material sharply. Also, the teacher was difficult to transfer the knowledge by using the method. As a result, the students' mastery on pronunciation of -ed ending is inadequate.

In pronunciation teaching, absolutely teachers can deploy many ways to enhance their students' pronunciation. They can try to vary their methods or media in order to make their students' understanding increase. Furthermore, teachers can use some electronic media such as Software which is built-in to computer, as a phenomenon of the globalization era, which is signed by the rapid

development of technology. It definitely give us an alternative and interesting way to teach and learn.

Inspired by the rapid development of technology from the early 1980s, *Computer-Assisted Language Learning* (CALL) has how become an important component of foreign language learning pedagogy. Originally viewed as a supplement to classroom instruction, communicative instruction-based CALL activities are now used to promote learner autonomy and to encourage involvement with the target language both inside and outside of the classroom. Thus, this has been defined as “the search for and study of application on the computer in language learning and teaching”and is now used routinely in a variety of instructional situations. As a result, teachers are required to posses CALL expertise that includes both practical skills and a thorough understanding of information technology (IT) theory. The researcher will try to conduct software named Speechtron and want to know its effect for teaching.

As stated by Harmer (2000: 183) that for all these people, being made aware of pronunciation issues will be of immense benefit not spoken English. The students often find problem with pronunciation when they speak, read, or listen to English words. It might be caused by some factors. Learning English is very complex since there are many factors that determine the success or failure of learners in learning English; internal and external factors come from the learners themselves, such as motivation, interest, aptitude, and intelligence, while external factors come from outside of the learners, such as the situation and condition of

the environment, learning materials, and the teacher's ability in handling the English teaching and learning program.

Based on the description above, the researcher intends to conduct a research entitled "*The Effect of Applying Call Method by Using Speechtron on the Student's Achievement in Pronouncing ed Ending of the Regular Verb*".

B. The Identification of the Problem

Based on what the writer writes in the background of the study about teaching learning listening at the eighth grade SMP YP. Bina Satria, the writer involves the identification of the Problem are:

1. Most of the students are still poor in English words especially ed ending regular verbs in Recount text.
2. Most of the students are looked difficult when they pronounced some words without media in Pronunciation.

C. Scope and Limitation of the Study

The scope of this research focused in pronouncing ed Ending of the Regular Verb. The limitation of the research was How to Pronounced the Words in Recount Text by ed Ending Regular verb text by using Speechtron.

D. The Formulation of Problem

1. Is there any significant effect of Call Method by using speechtron on students' achievement in pronouncing ed Ending Regular Verb?

2. How is the effect of applying Call Method by using SpeechTRON software as a medium in teaching pronunciation ed Ending of regular verbs in the Recount Text in the eight grade of SMP Yp. Bina Satria Medan Marelan?

E. The Objective Of the Study

Based on the problem above, the objectives of the study would be:

1. To find out the effect of applying Call Method by using Speechtron on the students' achievement in pronouncing ed Ending of the regular verb.
2. To figure out the effect of applying Call Method by using SpeechTRON software as a medium in teaching pronunciation ed Ending of regular verbs in the Recount Text in the eighth grade of SMP Yp. Bina Satria Medan Marelan.

F. The Significance of the Study

The findings of this research were expected to be useful theoretically and practically.

1. Theoretically

To add knowledge, experience and insight, as well as the application of Call Method by using Speechtron in teaching Speaking as one of language skills especially Pronouncing the words.

2. Practically

- a. The teacher: to enrich their knowledge about Call Method using Speechtron in teaching Pronouncing the Words.

- b. The students: to get the knowledge of Speaking to increase their pronunciation in pronouncing the words.
- c. The researcher: this research gives contribution to the research in helping out the best method for teaching pronouncing the words and get information from this research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In the theoretical framework, some of important terms used in the study have to be clear in order to avoid misunderstanding. So, the readers and the researcher must have some perception on the concept of this study.

1. Pronunciation

1.1. Definition pronunciation

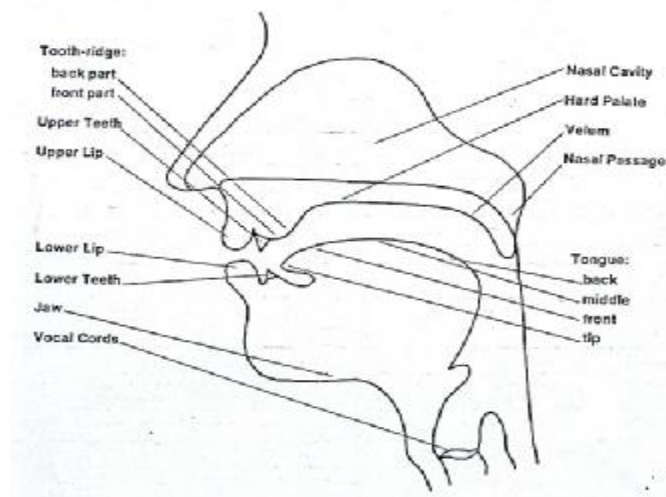
According to concise oxford English dictionary, pronunciation means the way in which a word pronounced. Again, pronunciation is the act of manner of pronouncing syllables, word and phrases with regard to the production of sound and the placing of stress and intonation.

According to Richard (1992), pronunciation is the way a certain sound is produced. Unlike articulation which refers to the actual production of speech sounds are produced by the hearer. Thus, it includes one of the most important language skills. When people are just good in grammar and vocabulary, and then they are not pronouncing and stressing words correctly, the other people will not understand clearly what they are saying. In spite of this, when their accent is pleasant, they will enjoy talking to each other.

In addition, According to Hornby, “pronunciation is the way in which a language or particular word is pronounced. Pronunciation is also defined as the

fact of producing the speeches. Speech sounds are sound produced by the speech organs (articulation). The picture of speech organs is as follows.

The Organs of Speech



Picture 1. The Organs of Speech (teftlersinn.blogspot.com)

The activity of these speech organs will produce the speech sounds. Speech sounds are made by air moving outward from the lungs through the mouth or nose. Speech sounds are produced only when there is some interruption of the out-going air and this interruption is carried out by those part of the speech organs. When we breathe restfully, the air goes in and out but it is uninterruptedly and no speech sound is produced.

1.2. Elements of Pronunciation

Ramelan (2003:17) divides the elements of English pronunciation into two parts. The first one *Segmental Features*, which refer sound units arranged in a

sequential order. This feature can be studied in isolation. It means that every utterance may be cut up or segmental or chopped up into isolated features.

The other one is *Suprasegmental features*, which refer to such features as stress, pitch length intonation, and other features that always accompany the production of segmental. On the other hand, suprasegmental, the other feature cannot be studied in isolation. It cannot describe the supra segmental features, unless it deals with segmental. Furthermore, we have to differentiate whether the stress is one the first, second, or another syllable of the word. Like word *good heavens* [/gud- h€venz/], it can be said that stress, as one features. They are five features in supra segmental; they are stress, intonation, pitch, pause, and rhythm.

Both segmental and supra segmental features, in fact are connected to each other, we cannot pronounce an utterance from just one side of them. Therefore, to have 'good' pronunciation everyone has to master them so there will be good understanding between the speaker and listener.

1.3. The Importance and Difficulties in Pronunciation

Pronunciation includes one of the most important language skills. When people are just good in grammar and vocabulary, and then they are not pronouncing and stressing words correctly, the other people will not understand clearly what they are saying. In spite of this, when their accent is pleasant, they will enjoy talking to each other.

Learning how to pronounce a foreign language like a native speaker is difficult but not impossible. The better the pronunciation, the better people will

understand. That is why pronunciation is always important, not only for beginning students, not only when it interests with intelligibility, but at all times. It is very important that learners are hoped to begin and develop their pronunciation of English from the beginning levels correctly. Because when they have bad pronunciation habits, they will be hard to acquire a communication successfully.

However, pronunciation is not always easy. Students often face difficulties in their pronunciation because of several factors. Ramelan (2003:17) stated some reasons about why students usually do not succeed in pronouncing the foreign sounds. The reasons are as follows:

- 1) The existence of a given sound in the foreign language which is not found in the native language.
- 2) Sounds which have the same phonetic features in both languages but differ in their distribution.
- 3) Similar sounds in two languages, which differ only slightly in their phonetic features.
- 4) Sounds that have the same qualities in both languages may constitute some learning problem if they occur in clusters or sequences of sounds.

Another problem of pronunciation is that there are sounds which do not exist in Indonesian. Also, the movement of their speech organs has been set to produce the speech sounds of their own languages; it will be difficult for them to change the habit of moving their speech organs in such a way to produce the foreign sounds. These all above are likely students' problems during experiencing pronunciation of -ed ending regular verbs.

All in all, pronunciation is always an important part and very crucial, even though it is not always easy. However, the main point refers to someone who does not need to have exact perfect native speaker pronunciation, but someone who does need to speak clearly enough to be understood.

1.4. Pronunciation –ed ending regular verbs

Regular verbs are verbs that form their past tense and past participle by adding *-d* or *-ed* (or in some cases *-t*) to the base form. While simple past is one of the language features used in narrative text.

Rebecca M. Dauer (1999:148) stated that final *-ed* which is added to a regular verb to form the past tense in English is pronounced in different ways depending on how the verbs end. Rebecca separates it into three different pronunciations.

- a. Final *-ed* is pronounced /t/ after voiceless sounds like the sounds of “k”, “p”, “s”, “tʃ”/ch/, “ʃ”/sy/, “θ”/sh/, “f”.

Example:

1. Looked + ed => looked = [lʊk/t/]
2. thank + ed => thanked = [θ ɪŋk/t/]
3. Laugh + ed => laughed = [l ɑ:f/t/]
4. Divorce + ed => divorced = [d ɪv ɔ:s/t/]

- b. Final *-ed* is pronounced /d/ after voiced sounds like the sounds of “b”, “g”, “v”, “n”, “ŋ”, “l”, “ð”, “ ”, “ ” “and all vowels.

Example:

1. Save + ed => saved = [sav/d/]
 2. Robb + ed => robbed = [r b/d/]
 3. Begg + ed => begged = [b g/d/]
 4. Surprise + ed => surprised = [s ʔpraiz/d/]
- c. Final -ed is pronounced / d/ after “t” and “d” sounds. The sound / d/ adds a whole syllable to a word.

Example:

1. Decide + ed => decided = [decide / d/]
2. Visit + ed => visited = [vizit/ d/]

1.5. Pronunciation Teaching

English is second language taught in many schools in Indonesia. As a result, nowadays, we can see many World Class schools in Indonesia. Gerald Kelly (2000:15) states that there are some techniques and activities in teaching pronunciation. They can be divided into some kinds as follow:

a. Drilling

One of the main ways in which pronunciation is practiced in the classroom is through drilling. The drilling simply involves the teacher saying a word or structure, and getting the class or repeat it. Being able to drill properly is a basic and fundamental language teaching skill. Drilling aims to help students achieve better pronunciation of language items, and to help them remember news items. And given the complex relationship between English spelling and pronunciation, drilling is best done before students see the written form the language.

b. Minimal pairs and related activities

The examples *rat/r t/* and *rot /rot/* were used to show the phonemic principle in action; changing just one sound leads to a change in meaning. The same applies to words like the soap /sə p/ and soup /su:p/, and paper /pəipə/ and pepper /pəpə/. These are all examples of minimal pairs- words or utterances which differ by only one phoneme. Teachers can use minimal pairs to good advantage in the classroom as a way of focusing on sounds which have been causing difficulties for students.

c. Pronunciation and spelling activities

Homograph and homophones can provide useful opportunities for such work. Homographs are words which have the same spelling, but with different pronunciations (*why don't you read this book? And I've already read it*; wind /wɪnd/ as in weather, and wind /waɪnd/ as in what you do to a clock). Homophones are words which have the same pronunciation, but have different spelling (*write and right; there, their and they're, fair and fare*).

d. Taping students' English

Taping learners' spoken English from time to time can be effectively conducted. Tapes can be made while students are engaged in language practice activities, and used for all manner of language difficulties, but especially those concerned with pronunciation.

e. Listening activities

Listening comprehension exercises in course books are often designed to sound as realistic as possible, with the participants talking at a normal speed and

using natural language. These can play a key role in helping students to notice the existence of a pronunciation feature. The listening exercise can then require students to listen out for this area of language and listen out how it is used and pronounced in the context of a narrative or, say, a conversation.

f. Reading activities

In reading activities, although the medium is the written word, work on pronunciation can be successfully integrated here too. Like listening, reading is a receptive activity (I. e students receive the language rather than produce it), and so it provides a suitable means of bringing language features to students' attention.

2. Media

2.1. Definition of Media

Azhar Arsyad (2003:3) stated that the word media is derived from the Latin *medius* which means medium (singular form) or agent or intermediary. Gerald and Kelly stated that media is person, material or events that established condition which enable learners to acquire knowledge, skill and attitude.

Based on the definition above, media are kinds of substances which are used by a teacher during teaching and learning process to support the presentation of the lesson. Thus, media have an important role in teaching and learning process. It encourages students' motivation and interest in learning process. Therefore, learners are able to understand better the material presented in a certain way. Media can help students in acquiring lessons that are being taught. Media

give some resourceful teaching aids that help both teacher and students in material.

2.2. Classification of Media

Gerald and Kelly (2000) classify media into six general categories. They are:

1) Still Picture

It consists of photographs of any object or even which may be larger or smaller than the object or even it represent.

2) Audio Recording

Recordings are made magnetic tape, disc, and motion picture sound track. These are reproductions of factual events or sound track.

3) Motion Picture

A motion picture is a moving image in color or black and white produced from live action or from graphic representations.

4) Television

This category includes all types of audio-video electronic distribution system that eventually appear on television monitor.

5) Real Things, Simulation, and Models

This Category includes people, events, objects, and demonstration. Real thing, as contrasted with other media, is not substitutes for the actual object or event. Simulation is the replication of real situations, which has been designed top, and is as near the factual event or process as possible. Many

media, including the computers, tape recordings, and motion pictures can be used for simulation. Model is a replica or representation of reality. It is often in scale and may be miniature, exact size or an enlargement.

6) Programmed and computers-assisted instruction.

Programs are sequences of information (verbal, visual, audio) which are designed to elicit predetermined responses. The most common examples are programmed text-books and instructional programs prepared for computers.

In addition, according to the development of technology, media can be classified into four categories as follow:

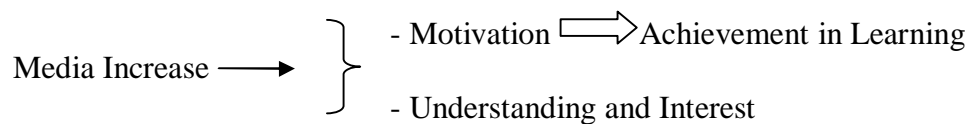
- a. Printed media.
- b. Audio visual media.
- c. Computer-based media.
- d. Combination between printed and computer based media.

From the explanation above, it can be inferred that media are classified into audio, visual, and audio-visual media. Audio media deals with sense of sound such as radio and tape recording. Visual media is related to sense of view, such as picture, chart, image, realia. Audio-visual media deals with both of the senses, such as television, film, and video.

In this study, the writer will apply combination between printed and computer based media named SpeechTRON. By using this, it can help students to learn and pay attention to the material given.

2.3. Function of Media

Azhar Arsyad (2003:29) stated that Media have an important role in teaching and learning process. It motivates students' interest in learning. By using media, learners are able to understand better the message or material taught. Media also encourage various kinds of teaching method, so they will not feel bored with the monotonous teaching and learning process, in order that the achievement of students' learning is significantly increased.



3. Recount text

3.1. Definition of Recount text

According to Knapp (2005:224), Recount text basically it is written out to make a report about an experience of a series of related event. A recount is written out to information an event or to entertain people. Recount text is text function as for telling an incident in the past.

Recount text is to tell “what happened”. A recount text has a social function. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers (Siahaan and Shinoda, 2008:9).

3.2. Generic Structure of Recount Text

A recount text will consists of the following structure:

Orientation : tells who was involved, what happened, where the events took place, and when it happened.

Events : tell what happened and in what sequence.

Reorientation : consist of optional-closure of events / ending.

3.3. Language Features of Recount Text

According to Boardman (2008:287) the language features usually found in a recount:

1. Use of nouns and pronouns to identify people, animals or thing involved.
2. Use of past action verbs to refer the events.
3. Use of past tense to located events in relation to speaker's or reseacher's time.
4. Use of conjunction and time connectives to sequence the event.
5. Use of adverb and adverbial phrases to indicate place and time.
6. Use of adjectives to describe nouns.

4. SpeechTRON as a medium to teach Pronunciation

4.1. The role of SpeechTRON as CALL (Computer-Assisted Language Learning) in teaching and learning process

During the development of technology from the early 1980s, computer-assisted language learning (CALL) has now become a very important learning device. CALL activities are now used to promote learner autonomy and to

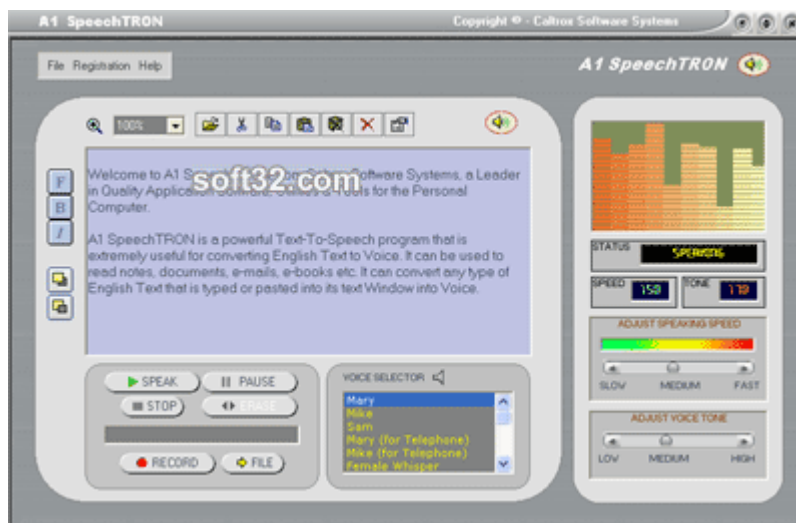
encourage involvement with the target language both inside and outside of the classroom. Thus, this has been defined as “the search for and study of applications on the computer in language learning and teaching” and is now used routinely in a variety of instructional situations. As a result, teachers are required to possess CALL expertise that includes both practical skills and a thorough understanding of information technology (IT) theory.

Jolene Dockstader (1999) stated that technology has many purposes in language learning: it can be used to provide more in-depth information on a specific topic, to access authentic target language materials, to gain experience with electronic literacy. Classroom technology uses facilities higher thinking skills and knowledge construction and helps students learn to find, analyze, and synthesize knowledge or material. Thus, it can encourage students' motivation. Also, they can be more active and have more chance to participate and work independently in order to implement students-centered learning better.

4.2. The procedure and implementation of the application software to teach pronunciation

SpeechTRON is educational application software made by Caltron Software Systems, developers of quality Application software, Utilities & Tools for the Personal Computer. The Program can also be used as an Educational tool to learning English pronunciation and Vocabulary building as well. The Software runs on all Windows Systems and has adjustable Speaking Speeds and Voice Tones, as well as an aesthetically designed user interface. The program comes

with a realistic embedded Speech Engine in that gives a very high quality speech synthesis.



Picture 2. A1 Speechtron Surface

(www.caltroxsoft.com/introduction-to-Speechtron)

This program is a powerful Text-To-Speech program for converting a text file into voice. The file can be typed or pasted into the Text Window and just pressing the speak button converts the text into clear voice of the users choosing by the Synthesizer. The text should not contain any abbreviations or acronyms as the text is converted literally. The program can be used over a wide range of applications that output in text form. The program has as an aesthetically designed user interface. The Speech Engine is embedded in the program which gives a very high quality speech synthesis. The Side Control bar enables setting of the Font and adjusting the Fore-Color and Back-Color of the text display box. The control at the top has all the word processing facilities like cut, copy, paste, opening a file

etc. The software is easy to handle. The text to be read can be imported by the tools in the Top Control bar or the text can be pasted on the Main Text Box.

Once the text is entered in the Main Text Box, pressing the Speak Button will start the speaking. There are additional buttons for Stopping, Erasing and Pausing/Resuming the text. There are sliders for adjusting the speaking speeds and altering the Tone of the voice. There is a dropdown list for selection from multiple voices. The sound output of the Speech synthesizer is displayed via customizable graphical visual display. The current speed and variable voice tones from low to high pitch as well as the status of the synthesizer are displayed. The speech synthesis output can be recorded as wav files to disk by clicking the "RECORD" button. The "STOP" button can be used to stop the recording at any time or else the recording will stop automatically when all the text in the Main Text Box has been recorded to the. wav file. The Speed and Tone settings cannot be adjusted while recording and the default settings will be used. The help file is quite elaborate and the different functions are easily understandable to utilize the utility.

This software is a self-learning program. After knowing the direction, students can play by themselves. Thus, the writer tries to use these steps to run this software:

1. Setting up the classroom teaching in language laboratory.
2. Giving the directions to the students on how to use the software.
3. Teacher gives the material about pronunciation of particular words.
4. Teacher practices using this software on how to pronounce it.

5. Teacher asks them to repeat after him
6. Randomly, teacher asks the students to practice pronouncing the particular words without using the software.
7. Then, at the same students, teacher asks him or her to practice using this software by typing the words and then practice the correct pronunciation by the software's guidance.
8. The next step goes so on until the last students. Teacher also can divide them into several groups and makes it as a competition in order to avoid the boredom.

4.3. Advantages and Disadvantages of the Software

The advantages of using this software can be explained as follow:

1. Menu is compact and has many options for the user.
2. The help file is quite elaborate and the different functions are easily understandable to utilize the utility.
3. The Speaking speed and Tone of the voice can be adjusted by the user.
4. The Speech Engine is embedded in the program which gives a very high quality speech synthesis.

While, the disadvantages of using speechTRON can be explained as follow:

1. It is not a freeware.
2. Importing a file from the Side control bar Top Control bar sometimes cause's error.

4.4. The correlation between Pronunciation and the Software

The software has a very close relationship with pronunciation. As a product of the development of technology, the role of this software such as a computer assisted language learning (CALL) to facilitate ESL has a history dating back to the 1950 s. With advances in technology, CALL based curriculums have become more accessible to educators in the ESL field. CALL based programs are being used to improve reading, comprehension, writing skills and pronunciation skills of students engaged in ESL studies.

There are several implications of CALL designed for the improvement of pronunciation skills. First, CALL can teach pronunciation skills without consuming too much of the SL instructor's time (Masatake, Kawahara & Tsubota, 2004). Second, it allows students in large class situations to receive important feedback immediately (Eskenazi, 1999). Third, and possibly most important, CALL can reduce stress and anxiety often associated with learning and producing more accurate pronunciation skills (Culhane & Ito, 2003). CALL can be interactive thus making the learning experience more enjoyable for both the SL instructor and the ESL student. CALL can be interactive thus making the learning experience more enjoyable for both the SL instructor and the ESL student. Teaching pronunciation through CALL can be beneficial for ESL students especially those who need more attention when acquiring accurate pronunciation skills.

Hence, the software presents the easiest way to learn pronunciation. Just inserting the word and clicking speak button, the native speaker sound will be heard soon. This makes learners easy to learn English pronunciation.

In addition, many of them have lack of their pronunciation mastery because they never practice or just study the theory. By the guidance of the software, they can easily practice their pronunciation by imitating the sound of the software. In conclusion, it is glad to say that the software is an Educational tool to make learning English pronunciation easier.

According to concise oxford English dictionary (2005), pronunciation means the way in which a word pronounced. Again, pronunciation is the act or manner of pronouncing syllables, word and phrases with regard to the production of sound and the placing of stress and intonation. According to Richard (1992), pronunciation is the way a certain sound is produced. Unlike articulation which refers to the actual production which refers to the actual production of speech sound in the mouth. Pronunciation stresses more on the way of sounds are produced by the hearer. Thus it includes one of the most important language skills. When people are just good in grammar and vocabulary, and then they are not pronouncing and stressing words correctly, the other people will not understand clearly what they are saying. In spite of this, when their accent is pleasant, they will enjoy talking to each other. The software is an Educational tool to make learning English pronunciation easier.

B. Relevant Studies

1. Mohammad Noor Zuhri (2011), This study is to examine the effectiveness of using A1 Speechtron as medium to teach pronunciation of –ed ending regular verbs in the narrative texts. The sampling was constituted by 24 students from to different brances of the Semarang Senior High School in the Nurul Islami during the 2nd semester of the 2011-2012 academic year. A1 Speechtron as a medium to teach pronunciation skill achievement pronounce to prepared by the researcher and it was use the data collection tool.
2. Dimas Masduki (2010), This study is to examine the effectiveness of using A1 speechTron as a medium to teach pronunciation. Ability students of 2nd semester. The research study was used action research method the sampling was taken 30 students. The validity of data used speaking abilty to pronounce particular words.

C. Conceptual Framework

In this research, the researcher wanted to focus on the effect of applying Call method by using Speechtron on the students' achievement in pronouncing ed ending of the regular verb. In which the researcher, students grade VIII junior high school as a sample in collecting data. In this research, the researcher must test the students to know the students and difficulties in pronouncing word of ed ending the regular verb. It means knowledge of the pronouncing to produce word is very essential in oral communication. When speakers mispronounce some words or

phrases, people can misunderstand the meaning. To reduce it, the teacher must equip the learners with English.

The researcher had been conducted the effect of applying Call method by using Speechtron on the students' achievement in pronouncing ed ending of the regular verb. The ways of research are firstly, the researcher was given pre-test to the students'. Secondly, the researcher was given the treatment to the students' and the last researcher was given the post test.

5. Research Hypothesis

Based on the formulation of problem, so the reseacher determined this study with the testing hypothesis as follows:

Ha: There is a significantly effect of applying using Call method by using Speechtron on the students' achievement in Pronouncing ed of the Regular Verb

CHAPTER III

METHOD OF RESEARCH

A. Location of the Research

This research was conducted at SMP Yp. Bina Satria on Jalan Marelan Pasar 1 Rel Kec. Medan Marelan. It was conducted in the eighth grade students of the first semester at 2017/2018 academy years. The researcher found the problem in this school that the students still poor in English words especially ed ending the regular verbs in Recount Text and looked difficult when they pronounced some words without media in Pronunciation.

B. Population and Sample

1. Population

The population of this research is the eighth grade students in SMP YP. Bina Satria Medan Marelan in academic years 2017/2018. There were three classes , that was VIII-1, VIII-2, VIII-3. Each class of consist 40 students. So the total of the population were 120 students.

Table 3.1

The Population of SMP Bina Satria Medan Marelan

No.	Class	Population
1.	VIII-1	40
2.	VIII-2	40
3.	VIII-3	40
Total		120

2. Sample

In this research used random Sampling. In this case the researcher used chosen VIII-1, VIII-2, and VIII-3 and took 25 % each class as sample consisted 30 students. Sample is part of a number of characteristics possessed by this population. When large population and researchers may not learn all that was in the population, for example, because of limited funds, manpower and time, and then the researcher used the sample drawn from that population. What is learned from the sample, the conclusion applied to the population. For the sample taken from the population should they actually representative (representing). This statement was taken from Sudijono (2014). So, the researcher was taken from Sudijono.

Table 3.2.

The sample of SMP Bina Satria Medan Marelan

No	Class	Population	Sample
1.	VIII-1	40	10
2.	VIII-2	40	10
3.	VIII-3	40	10
Total			30

C. Research Design

This study was conducted by using experimental design which applies two groups that pre-test and post-test. This means that treatment was follow the concept. This study conducted two groups, namely an experimental and control group. The experimental group received treatment applying Call method by Using Speechtron and the control group received treatment using PowerPoint.

Table 3. 3
Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	ü	Using Speechtron	ü
Control	ü	Using Powerpoint	ü

1. Pre-Test

The experimental group and control group were given pre-test before the treatment. The function of the pre-test to know the mean score of experimental group.

2. Treatment

To find out the effect of applying Call method by using Speechtron in pronouncing ed ending of the regular verb of the recount text.

3. Post-Test

The post-test was given to experimental group and control group after treatment. It was to find out the differences of mean score.

D. Instrument of the Research

The instrument for collecting data in this research was oral tests. The students were asked to pronounced ed ending regular verb of the recount text; the test was conducted in the form of oral test. The material of test was taken from internet (English pronunciation) for grade VIII junior high school. The test is

administrating for the following reason. The test was divided in two sections, the first was pre-test before treatment. The second was post-test after the treatment.

Post-test also was given to the experimental and control class. It is to know students' achievement after they were taught the software (experimental class) and without the software (control class). In this case, students were asked to read aloud the text.

D. The Technique for Collecting Data

To collect the data of the research, the researcher would be used some steps:

1. Giving Pre-test to experimental and the control group same way by giving oral test to the students.
2. Giving treatment experimental group (class VIII): applying Call Method by using Speechtron. And the control Group by using PowerPoint.
3. Giving post-test to experimental group by giving oral test to the students and the control group also given oral test in the same way.
4. Collecting the students' answer sheet.

E. The Techniques for Analyzing Data

After collecting the data from the test, the data was analyzed by following procedure:

1. Giving the score based on the criteria of measurement which involving four indicators of pronunciation ability. According to Brown (2008:124-125). In

scoring the students' pronunciation achievement namely Intelligibility, fluency, accuracy, and native like.

Table 3.4.

The Four Component Evaluate Pronunciation Achievement

Intelligibility (25)	
Level	Explanation
20-25	Very good: rarely has trouble
15-20	Good: sometimes uses inappropriate terms about languages.
10-15	Fair: frequent use wrong words speech limited to simple intelligibility
5-10	Unsatisfactory: very limited intangibility and make the comprehension quite difficult
Fluency (25)	
Level	Explanation
20-25	Very good: understandable
15-20	Good: speech is generally natural
10-15	Fair: dome define stumbling but manage to rephrase and continue
5-10	Unsatisfactory: speed of speech and length of utterances are far below normal long pause utterances. Left unfinished.
Accuracy (25)	
Level	Explanation
20-25	Very good: understandable

15-20	Good: speech is generally natural
10-15	Fair: error of basic pronunciation
5-10	Unsatisfactory: few noticeable errors
Native like (25)	
Level	Explanation
20-25	Very good: in speech generally understandable almost native like speech.
15-20	Good: speech is generally natural
10-15	Fair: few of basic pronunciation
5-10	Unsatisfactory: few noticeable error in pronounce.

2. Scoring pre-test and post-test
3. Listing the scoring of pre-test and post-test into table for the experimental group.
4. Finding the mean score of experimental group

$$M_{D=\frac{\sum D}{N}} \quad (\text{Sudijono, P. 305. 2014})$$

5. Finding the standard deviation of experimental group

$$SSD_D = \sqrt{\frac{\sum D}{N} - \left(\frac{\sum D}{N}\right)^2} \quad (\text{Sudijono, P. 306. 2014})$$

6. Found out standard error of between mean Variable X and Y

$$SE_{MD} = \frac{SDD}{\sqrt{N-1}} \quad (\text{Sudijono, P. 307. 2014})$$

$$t_0 = \frac{MD}{SEMD} \quad (\text{Sudijomo, P. 307. 2014})$$

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

This chapter presents the result of the data collected during the research. First analysis focuses on how was the use of the software as a medium to teach pronunciation of ed ending the regular verb in the Recount text. The second analysis presents the result of pre-test and post-test which were done both in experimental and control group.

A. Data Collection

The Data of this research described that were different result between experimental class which was taught by using Speechtron and control class which was not taught by using Speechtron in pronunciation of ed ending regular verb. The research was conducted in SMP Yp. Bina Satria which is located at Jalan Marelan Pasar 1 Rel on second Semester at the eighth grade students in the academic years of 2017/2018 which only has one class containing 40 students. The class was divided into two classes, that is experimental and control class which each of them consisted 20 students.

The activity of the research started on January 19th, 2018 by giving introduction to the class and choosing the sample of the research using random sampling. To get the representative sample and acquire the experiment procedure, the researcher wrote the names of the students on a piece of paper. And then, randomly, the students were divided into two classes. In conclusion the researcher found 15 students as a control group, and the rest of them as experimental group.

1. Pre Test

The writer gave pre-test on January 20th, 2018 in both classes. The instrument of the test is reading aloud in Recount text which contained more 20 items of ed ending regular verb. The voice of students was recorded. The students were grouped into three groups, and each of groups has one voice recording tools. After they finished the recording, the voice was analyzed. The data of this research, the initial of the students (sample) and the students score in the pre-test of the two groups were shown the table 4.1 below.

Table 4.1

The Scores of Pre-test in Experimental Group

No	Students' Initial	The Indicators				Score Pre-Test (X)
		I	F	A	N	
1.	AF	5	5	10	10	30
2.	ASM	15	15	10	10	50
3.	AG	15	20	5	10	50
4.	AA	15	10	10	10	35
5.	ARD	10	15	20	10	45
6.	ASP	10	23	15	10	58
7.	AKW	10	22	20	10	64
8.	ARS	15	15	10	10	50
9.	AFR	10	20	15	15	60
10.	CRD	15	17	20	10	62
11.	DAR	20	10	15	10	55

12.	DAD	15	10	15	20	60
13.	DPS	10	15	20	10	45
14.	ES	5	10	5	10	30
15.	FAD	10	15	15	10	50
TOTAL						744

Based on the table above we could see that:

1. Higher score of pre-test in experimental group was 64
2. Lower score of pre-test in experimental group was 30

Table 4.2

The Scores of Pre-test in Control Group

No.	Students' Initial	The Indicators				Score Pre-Test (X)
		I	F	A	N	
1.	MFA	10	5	5	5	25
2.	MHI	8	12	5	5	30
3.	MPW	5	5	7	10	27
4.	MS	10	6	5	5	21
5.	MY	7	5	5	10	27
6.	MA	14	6	5	5	30
7.	NUS	10	16	5	10	41
8.	PHD	10	15	5	8	38

9.	PA	13	17	11	10	51
10.	RFA	10	5	5	10	30
11.	RA	6	17	10	10	43
12.	RBS	15	5	10	10	40
13.	RS	13	5	7	5	30
14.	SR	22	8	5	5	40
15.	SA	6	5	10	5	26
TOTAL						499

Based on the table above we could see that:

1. Higher score of pre-test in Control group was 51
2. Lower score of pre-test in Control group was 26

Table 4.3

The score of Post-test in Experimental Group

No	Students' Initial	The Indicators				Score Post-test (Y)
		I	F	A	N	
1.	AF	15	15	20	10	60
2.	ASM	20	20	20	20	80
3.	AG	20	20	18	18	76
4.	AA	15	15	15	20	65
5.	ARD	24	20	20	20	84

6.	ASP	20	20	20	20	80
7.	AKW	20	15	15	10	65
8.	ARS	20	20	20	15	75
9.	AFR	20	15	15	15	65
10.	CRD	20	20	15	15	70
11.	DAR	20	20	15	24	79
12.	DAD	24	20	20	20	84
13.	DPS	20	20	20	15	75
14.	ES	20	20	20	20	80
15.	FAD	20	20	25	25	82
TOTAL						1120

Based on the table above we could see that:

1. Higher score of post-test in experimental group was 84
2. Lower score of post-test in experimental group was 60

Table 4. 4

The Scores of Post-test in Control Group

No	Students' Initial	The Indicators				Score Post-test (Y)
		I	F	A	N	
1.	MFA	10	15	15	5	35
2.	MHI	13	7	10	10	40

3.	MPW	15	5	5	10	35
4.	MS	10	10	15	10	45
5.	MY	15	5	5	10	35
6.	MA	10	10	10	8	38
7.	NUS	5	7	10	20	42
8.	PHD	8	5	10	10	33
9.	PA	5	5	11	10	31
10.	RFA	7	5	5	10	27
11.	RA	16	17	20	10	63
12.	RBS	5	5	8	2	20
13.	RS	10	10	6	10	36
14.	SR	15	8	12	10	45
15.	SA	5	4	6	10	25
Total						550

Based on the table above we could see that:

1. Higher score of post-test in control group was 63
2. Lower score of post-test in control group was 21

B. The Data Analysis

Based on the table 4.1 and 4.3 the following table were the result of pre-test and post-test in experimental group.

Table 4.5**The Result pre-test and post test of Experimental Group**

No	Students' Initial	Pre-test (X)	Post-test (Y)
1.	AF	30	60
2.	ASM	50	80
3.	AG	50	76
4.	AA	35	65
5.	ARD	45	84
6.	ASP	58	80
7.	AKW	64	65
8.	ARS	50	75
9.	AFR	60	65
10.	CRD	62	70
11.	DAR	55	79
12.	DAN	60	84
13.	DPS	45	75
14.	ES	30	80
15.	PAN	50	82
Total		744	1120

Based on the table 4.2 and 4.4 the following table were the result of pre – test and post-test in Control group.

Table 4.6**The Result pre-test and post test of Control Group**

No	Students' Initial	Pre-test (X)	Post-test (Y)
1.	MFA	25	35
2.	MH	30	40
3.	MPW	27	35
4.	MS	21	45
5.	MY	27	35
6.	MA	30	38
7.	NUS	41	42
8.	PHP	38	33
9.	PA	51	31
10.	RFA	30	27
11.	RA	43	63
12.	RBS	40	20
13.	RS	30	36
14.	SR	40	45
15.	SA	26	25
Total		499	550

Table 4.7**The Calculation to find “t”**

No	Students' Initial	X	Y	D=(X – Y)	D² = (X – Y)
1.	AF	30	60	-30	900
2.	ASM	50	80	-30	900
3.	AG	50	76	-26	676
4.	AA	35	65	-30	900
5.	ARD	45	84	-39	1521
6.	ASP	58	80	-22	484
7.	AKW	64	65	-1	1
8.	ARS	50	75	-25	625
9.	AFR	60	65	-5	25
10.	CRD	62	70	-8	64
11.	DAR	55	79	-24	576
12.	DAN	60	84	-24	576
13.	DPS	45	75	-30	900
14.	ES	30	80	-50	2500
15.	PAN	50	82	-32	1024
Total		744	1120	-376	11672

Based on the table 4.7 the mean score of experimental group were calculated as the following:

$$\begin{aligned} M_D &= \frac{\sum D}{N} \\ &= \frac{-376}{15} \\ &= -25.06 \end{aligned}$$

Finding the standard deviation

$$\begin{aligned} SD_D &= \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \\ &= \sqrt{\frac{11672}{15} - \left(\frac{-376}{15}\right)^2} \\ &= \sqrt{778.13 - (-25.06)^2} \\ &= \sqrt{778.13 - 628.00} \\ &= \sqrt{150.13} \\ &= 12.25 \end{aligned}$$

Next the following formula was implemented to find out the error of the standard deviation between X and Y

$$\begin{aligned} SE_{MD} &= \frac{SD_D}{\sqrt{N-1}} \\ &= \frac{12.25}{\sqrt{15-1}} \\ &= \frac{12.25}{\sqrt{14}} \\ &= \frac{12.25}{3.741} = 3.274 \end{aligned}$$

The result above was applied to test the hypothesis:

$$\begin{aligned}
 t_0 &= \frac{MD}{SEMD} \\
 &= \frac{-25.06}{3,274} \\
 &= -7.65 = 7.65
 \end{aligned}$$

After the data above were calculated by using t-test formula. It was found that the result that $t_{observe}$ was 7.65. Then after seeking in the table of distribution of $t_{observe}$ as the basic of counting critical in certain of the degree of freedom (df) the calculation showed that df were:

$$\begin{aligned}
 Df &= N - 1 \\
 &= 15 - 1 \\
 &= 14
 \end{aligned}$$

In the line of 14, showed that t_{table} was 5 % = 2.14

In the line of 14, showed that t_{table} was 1 % = 2.98

From the result above, it showed that final $t_0 = 12.25$ and the number of value of the t_{table} in the line of 5 % was 2.14. So, the researcher found that $t_{observe} > t_{table}$ or $7.65 > 2.14$. So, it means that H_0 was rejected and H_a was accepted.

C. The Testing Hypothesis

In this research statistical hypothesis to decide, whether the hypothesis was accepted or rejected. The statistical hypothesis formula:

$$H_0 : t_{observe} < t_{table}$$

$$H_a : t_{observe} > t_{table}$$

H_0 : there is no significance effect of applying by using Speechtron on the students' achievement in pronouncing ed ending of the regular verb.

H_a : there is significance effect of applying by using Speechtron on the students' achievement in pronouncing ed ending of the regular verb.

D. Findings

Testing the hypothesis should be done in order to know whether the hypothesis was accepted or rejected. In testing hypothesis, it was decided that hypothesis is accepted if $t_{observe} > t_{table}$ and hypothesis is rejected if $t_{observe} < t_{table}$ based on the calculation, the finding showed that of $t_{observe}$ (7.65) and t_{table} (2.14) in the hypothesis testing. It was shown that the alternative hypothesis was accepted because t_{obs} higher than t_{table} . It means that applying Call Method by using Speechtron gave significant effect in pronouncing ed ending of the regular verb. It was prove from the data showing that the score experimental group increased applying Call Method by using Speechtron as media.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis above, the researcher was found that there was a significant effect of applying Call Method by using Speechtron on the students' achievement in pronouncing ed ending of the regular verb, found that $t_{observe} > t_{table}$ or $7.65 > 2.14$. the result of the students' score who were taught by applying Call Method by using Speechtron was higher and taught speaking by applying Call Method become more effective, interactive, enjoyable and easier to students. And using oral test by ed ending regular verb to pronounce it one by one by using Speechtron to record voice.

B. Suggestion

The researcher would like to give some suggestion to people who get benefits from this researcher hopes this research would be useful for anyone in teaching and learning process:

1. The teacher can apply Call Method by using Speechtron as media in pronouncing ed ending of the regular verb in the classroom as a media which helps the students to be more effective, creative, interesting, enjoyable and add vocabulary their speaking the ed ending regular verb.
2. English teacher should invite students' to pronouncing ed ending of the regular verb during teaching learning. So, they can pronounce words of the ed

ending the regular verb correctly and improve their pronunciation when they speak or speak.

3. The teacher should teach pronunciation correctly for the students because they give influence when they speaking.
4. The teacher should be creative in choosing the teaching media for success in teaching a subject.
5. It is suggested to other researcher who is interested and wants to do research that to use these findings as source of information for further related studies.

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APPENDIX 1

LESSON PLAN (Experimental Group)

Name of School	: SMP Yp.Bina Satria Medan Marelan
Subject	: English
Aspect/ Skill	: Speaking
Class	: VIII/II
Time	: 2 x 40 minutes
Material	: Recount Text

A. Standardized Competence

To expressing accurately, fluently, and appropriately the meanings of monologs in the form of recount text within daily life contexts.

B. Standard Competence

To exepressing orally the meanings of simple functional texts and monologs in the form of recount text within daily life contexts

C. Indicator

1. Pronounce –ed ending of regular verbs in the recount texts.
2. Distinguish the pronunciation of –ed ending regular verbs in the recount text.
3. Mention some –ed ending of regular verbs in the recount text.

D. Objective

At the end of the subject the stundent will be able to:

1. Speak loudly pronounce –ed ending of regular verbs in the recount text.

2. Distinguish the pronunciation of –ed ending regular verbs in the recount text.
3. Mention some –ed ending of regular verbs in the recount text.

E. Source / Material

- Source : Speechtron, Student work sheet, accurate English Pronunciation, and English Book.
- Material : Recount text

Example of Recount text

STOMACHACHE

I **loved** spicy foods so much. I ate them for my breakfast, lunch, dinner, and snacks in between them. When I didn't taste a hint of chili in my food, I wouldn't even bother finishing it. Until one week ago, I was almost **hospitalized** for putting too much chili in my meatballs.

I was eating a bowl of my favorite meatball and put way too many spoons of sambal into it. My stomach felt like it was on fire on the next day and I got diare. I thought my stomachache would slowly leave me after I let my food out but it **turned** out that I had more painful stomachache after. I felt like stomach gave up on me and I almost did the same thing. My dad **asked** me to check my condition in the hospital but my mom told me to let my food out one more time. I chosen to did what my mom **suggested**, hoping it would work because if it wouldn't, I would have to follow my dad's suggestion. It took time, but my stomachache felt more be arable than before. Finally, after almost an hour, I was completely stomachache-free.

My parents went strict on what I am eating after that day. They made me **promised** myself not to eat anymore crazy amount of spicy food. Not that I

completely quit on eating them, but I have been reducing my consumption of them. I was still learning not to eat spicy food anytime I **wanted**. It's hard, but for the sake of my health, I was doing it anyway

Rebecca separates it into three different pronunciation.

- a. Final -ed is pronounced /t/ after voiceless sounds like the sounds of “k”, “p”, “s”, “tʃ” /ch/, “ʃ” /sy/, “θ”/sh/, “f”.

Example:

1. Looked + ed => looked = [look/t/]
2. thank + ed => thanked = [θ ŋk/t/]
3. Laugh + ed => laughed = [l f/t/]
4. Divorce + ed => divorced = [d ,v s/t/]

- b. Final -ed is pronounced /d/ after voiced sounds like the sounds of “b”, “g”, “v”, “n”, “ŋ”, “l”, “ð”, “ ”, “ ” and all vowels.

Example:

1. Save + ed => saved = [sav/d/]
2. Robb + ed => robbed = [r b/d/]
3. Begg + ed => begged = [b g/d/]
4. Surprise + ed => surprised = [s ,praiz/d/]

- c. Final -ed is pronounced / d/ after “t” and “d” sounds. The sound / d/ adds a whole syllable to a word.

Example:

- 1) Decide + ed => decided = [decide / d/]
- 2) Visit + ed => visited = [vizit/ d/]

F. Method and Technique

- CALL Method

G. Teaching and Learning Activity

Activities	Teacher	Students
Opening	<ul style="list-style-type: none"> • Teacher guides the students and check the attendance list • Teacher introduces the lesson that will be teach 	<ul style="list-style-type: none"> • Students give responses to the teacher • Students listen carefully to the teacher
Main Activity	<ul style="list-style-type: none"> • Teacher explains about Speechtron and it steps how to use in pronunciation • Teacher gives time for the students to ask something if they don't understand about Speechtron and how to use in pronunciation and then the students divided into three groups and each 	<ul style="list-style-type: none"> • Students pay attention to the teacher explanation • Students give the question and listen carefully to the teacher explanation • Students get the information about Speechtron and how to use in pronunciation • Students pay attention to the teacher when the teacher share the paper material. • Students try to speak

	<p>groups has one tool to record their voice.</p> <ul style="list-style-type: none"> • Teacher gives some paper about material that is Recount text. • Teacher asks the students to pronouncing some English words of ed-ending regular verbs in Recount text and then write it in piece of paper. 	<p>pronounce some English words then the students write it in piece of paper</p>
Closing	<ul style="list-style-type: none"> • Teacher gives the students chances to ask question dealing with the material. • Teacher asks the students to read the material loudly or 	<ul style="list-style-type: none"> • Students ask question dealing with the material. • Students read the material or the students retell their stories in front of the class by own words.

	<p>the students retell their stories in front of the class by own words.</p> <ul style="list-style-type: none"> • Teacher closing the lesson 	
--	---	--

H. Media and Tools

1. Infocus
2. Laptop

I. Evaluation

1. Method

Reading aloud Test

2. The criteria of mean of the students score

The Four Component Evaluate Pronunciation Achievement Intelligibility (25)

Level	Explanation
20 – 25	Very good: rarely has trouble
15 – 20	Good: sometimes uses inappropriate terms about languages.
10 – 15	Fair: frequent use wrong words speech limited to simple intelligibility
5 – 10	Unsatisfactory: very limited intangibility and make the comprehension quite difficult

Fluency (25)

Level	Explanation
20 – 25	Very good: understandable
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10 – 15	Fair: some definite stumbling but manage to rephrase and continue
5 – 10	Unsatisfactory: speed of speech and length of utterances are far below normal long pause utterances. Left unfinished.

Accuracy (25)

Level	Explanation
20 – 25	Very good: understandable
15 – 20	Good: speech is generally natural
10 – 15	Fair: error of basic pronunciation
5 – 10	Unsatisfactory: few noticeable errors

3.

Native like (25)

Level	Explanation
20 – 25	Very good: in speech generally understandable almost native like speech.
15 – 20	Good: speech is generally natural
10 – 15	Fair: few of basic pronunciation
5 – 10	Unsatisfactory: few noticeable error in pronounce.

Medan, 20 January 2018

English Teacher
Researcher

Ike Susana S.Pd

Shela Tri Utami

NPM: 1402050004

Known by
Headmaster of SMP Yp.Bina Satria

Rusdah Lubis S.Pd.MM

APPENDIX 2

LESSON PLAN

(Control Group)

Name of School : SMP Yp.Bina Satria Medan Marelan

Subject : English

Aspect / Skill : Speaking

Class : VIII / II

Time : 2 x 40 minutes

Materials : Recount text

A. Standardized Competence

To expressing accurately, fluently, and appropriately the meanings of monologs in the form of recount text within daily life contexts.

B. Standard Competence

To expressing orally the meanings of simple functional texts and monologs in the form of recount text within daily life contexts

C. Indicator

1. Pronounce –ed ending of regular verbs in the recount texts.
2. Distinguish the pronunciation of –ed ending regular verbs in the recount text.
3. Mention some –ed ending of regular verbs in the recount text.

D. Objective

At the end of the subject the student will be able to:

1. Speak loudly pronounce –ed ending of regular verbs in the recount text.
2. Distinguish the pronunciation of –ed ending regular verbs in the recount text.

3. Mention some –ed ending of regular verbs in the recount text.

E. Source / Material

- Source : Student work sheet, accurate English Pronunciation, and English Book.
- Material : Recount text

Example of Recount text

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Rebecca separates it into three different pronunciation.

- d. Final –ed is pronounced /t/ after voiceless sounds like the sounds of “k”, “p”, “s”, “tʃ” /ch/, “ʃ” /sy/, “θ”/sh/, “f”.

Example:

5. Looked + ed => looked = [look/t/]
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8. Divorce + ed => divorced = [d ,v s/t/]

- e. Final –ed is pronounced /d/ after voiced sounds like the sounds of “b”, “g”, “v”, “n”, “ŋ”, “l”, “ð”, “ ”, “ ” and all vowels.

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- f. Final –ed is pronounced / ɪd/ after “t” and “d” sounds. The sound / ɪd/ adds a whole syllable to a word.

Example:

- 1) Decide + ed => decided = [decide / ɪd/]
- 2) Visit + ed => visited = [vizit/ ɪd/]

F. Method and Technique

- CALL Method

G. Teaching and Learning Activity

Activities	Teacher	Students
Opening	<ul style="list-style-type: none"> • Teacher guides the 	<ul style="list-style-type: none"> • Students give responses

	<p>students and check the attendance list</p> <ul style="list-style-type: none"> • Teacher introduces the lesson that will be teach 	<p>to the teacher</p> <ul style="list-style-type: none"> • Students listen carefully to the teacher
Main Activity	<ul style="list-style-type: none"> • Teacher explains about some ed Ending of the Regular verbs in Power Point and then the students divided into three groups and each groups has one tool to record their voices. • Teacher gives time for the students to ask something if they don't understand about ed Ending of Regular verbs and how to 	<ul style="list-style-type: none"> • Students pay attention to the teacher explanation • Students give the question and listen carefully to the teacher explanation • Students get the information about Speechtron and how to use in pronunciation • Students pay attention to the teacher when the teacher share the paper material. • Students try to speak pronounce some English words and then

	<p>pronounce it.</p> <ul style="list-style-type: none"> • Teacher gives some material about Recount text in PowerPoint. • Teacher asks the students to pronouncing some English words of ed-ending regular verbs in Recount text then write it in piece of paper 	<p>the students write it in piece of paper</p>
Closing	<ul style="list-style-type: none"> • Teacher gives the students chances to ask question dealing with the material. • Teacher asks the students to read the material loudly or the students retell their stories in front 	<ul style="list-style-type: none"> • Students ask question dealing with the material. • Students read the material or the students retell their stories in front of the class by own words.

	of the class by own words. <ul style="list-style-type: none"> • Teacher closing the lesson 	
--	---	--

H. Media and Tools

1. Speaker
2. Laptop and infocus

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1. Method

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Native like (25)

Level	Explanation
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15 – 20	Good: speech is generally natural
10 – 15	Fair: few of basic pronunciation
5 – 10	Unsatisfactory: few noticeable error in pronounce.

English Teacher

Medan, January 2018
Researcher

Ike Susana S.Pd

Shela Tri Utami
NPM: 1402050004

Known by
Headmaster of SMP Yp.Bina Satria

Rusdah Lubis S.Pd .M

APPENDIX 3

TEST ITEM

Name :

Class :

Read Aloud the story in the below and Write Some Regular Verbs by –ed Ending in Recount text.

TEXT I.

MEETING A STAR

On Saturday morning at 9:30, I was walking down Sunda Street, looking for a record store. A man stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I walked with him to the End of Sunda Street. He was very friendly, and his face looked so familiar. Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought it was money. I said 'no' at first, but he really wanted me have it, so I took it.

I found the record store and listened it a few records. D'masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bay for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer in D'masiv!

APPENDIX 4

Answer Key

1. Stopped
2. Asked
3. Walked
4. Looked
5. Remembered
6. Thanked
7. Tired
8. Wanted
9. Decided
10. Surprised
11. Listened

APPENDIX 8

Scores of Pre-test and Post test of Experimental Group

No	Students' Initial	Pre-test (X)	Post-test (Y)
1.	AF	30	60
2.	ASM	50	80
3.	AG	50	76
4.	AA	35	65
5.	ARD	45	84
6.	ASP	58	80
7.	AKW	64	65
8.	ARS	50	75
9.	AFR	60	65
10.	CRD	62	70
11.	DAR	55	79
12.	DAN	60	84
13.	DPS	45	75
14.	ES	30	80
15.	PAN	50	82
Total		744	1120

APPENDIX 9

Scores of Pre-test and Post test of Control Group

No	Students' Initial	Pre-test (X)	Post-test (Y)
1.	MFA	25	35
2.	MH	30	40
3.	MPW	27	35
4.	MS	21	45
5.	MY	27	35
6.	MA	30	38
7.	NUS	41	42
8.	PHP	38	33
9.	PA	51	31
10.	RFA	30	27
11.	RA	43	63
12.	RBS	40	20
13.	RS	30	36
14.	SR	40	45
15.	SA	26	25
Total		499	550

CURRICULUM VITAE

Personal Details

Name : SHELA TRI UTAMI
Sex : Female
Place, Date of Birth : Medan, Maret 22, 1996
Height, Weight : 150 cm, 46 kg
Religions : Moslem
Nationality : Indonesian
Father's Name : Adi Sucipto
Mother's Name : Hariyatik
Address : Jl. Engsel Lk.VI
Mobile : 0812-6982-0885
E-mail : Selatriutami027@gmail.com

Educational Background

- a. 2014 – present : Muhammadiyah University of North
Sumatera
- b. 2011-2014 : Private Senior High School of SMA
Swasta Laksamana Martadinata Medan
- c. 2009-2012 : State Junior High School of SMP Swasta
Bina Satria
- d. 2003-2009 : Elementary School Negeri 067256

DOCUMENTATION



