

**THE USE OF GOOGLE VOICE ASSISTANT ON THE
ELEVENTH GRADE IN TEACHING STUDENTS'
PRONUNCIATION AT SMA NEGERI 6 PALOPO**

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**FACULTY OF TEACHER TRAINING AND EDUCATION
COKROAMINOTO PALOPO UNIVERSITY
2026**

**THE USE OF GOOGLE VOICE ASSISTANT ON THE ELEVENTH
GRADE IN TEACHING STUDENTS' PRONUNCIATION
AT SMA NEGERI 6 PALOPO**

A THESIS

Submitted to the English Language Education Study Program Faculty of Teacher
Training and Education Cokroaminoto Palopo University as a Partial Fulfilment
of the Requirements for the Degree of Sarjana Pendidikan

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2026**

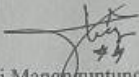
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ABSTRACT

Syamsinarwati. 2026. The Use of Google Voice Assistant on the Eleventh Grade in Teaching Students' Pronunciation at SMA Negeri 6 Palopo (Supervisor I: Resky Yusrini Islamiyah Yunus. Supervisor II: Andi Mangnguntungi S).

This study aimed to investigate the use of Google Voice Assistant in teaching students' pronunciation at the eleventh grade of SMA Negeri 6 Palopo and to explore students' perceptions of its use in learning pronunciation. An Explanatory Sequential mixed-method design was employed involving 19 students of class XI Adamsmith selected through Cluster Random Sampling. Quantitative data were collected through pre-tests and post-tests, whereas qualitative data were obtained through open-ended written questions. The quantitative data were analyzed using descriptive statistics, the Shapiro–Wilk normality test, and the Paired Sample t-Test, while the qualitative data were analyzed through thematic analysis. The results indicated that the mean score increased from 50.74 in the pre-test to 73.47 in the post-test. In addition, the significance value of the Paired Sample t-Test was 0.000, which was lower than 0.05. Consequently, H_1 was accepted and H_0 was rejected, indicating that the use of Google Voice Assistant in teaching students' pronunciation had a significant effect on students' pronunciation achievement. Furthermore, the written responses revealed that students perceived the application positively because it was easy to use, increased their motivation, supported pronunciation practice, and enhanced their confidence in speaking English. Therefore, Google Voice Assistant can be considered an effective tool for teaching students' pronunciation.

Keywords; Google Voice Assistant, Pronunciation, Students' Perceptions, Mixed-Method Research.

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Finally, the researcher acknowledges that this proposal still has limitations and requires improvement. Therefore, constructive suggestions and feedback are warmly welcomed for the refinement of this proposal and future research. It is hoped that this study will contribute positively to the field of English language teaching, especially in enhancing students' pronunciation skills through the integration of technology.

Palopo, 21th July 2026

Syamsinarwati

CURRICULUM VITAE



Syamsinarwati. was born in Maliwowo on June 23th, 2003. She is the first of four children born to Bahri and Hasra. She began her formal education at SD Negeri Satu Atap Loka in 2009 and graduated in 2014. In the same year, she continued her studies at SMP Negeri Satu Atap Loka and completed her education in 2017. She then enrolled at SMA Negeri 1 Tolala and graduated in 2020. In 2022, she continued her higher education at Cokroaminoto University of Palopo (UNCP), Faculty of Teacher Training and Education (FKIP), majoring in the English Education Study Program. During her university years, she actively developed her knowledge, skills, and academic experience to prepare herself for future challenges in the field of education. As one of the requirements for obtaining the degree of Sarjana Pendidikan (S.Pd.), she completed her undergraduate thesis entitled *“The Use of Google Voice Assistant on the Eleventh Grade in Teaching Students’ Pronunciation at SMA Negeri 6 Palopo.”*

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CHAPTER I

INTRODUCTION

1.1 Background

Learning English as a foreign language requires students to develop several essential language skills. One of the important aspects of speaking is pronunciation because it influences how clearly speakers communicate their ideas. Pronunciation involves the accurate production of vowel and consonant sounds, appropriate word stress, rhythm, and intonation. When students pronounce words correctly, communication becomes clearer and more effective. Conversely, inaccurate pronunciation may cause misunderstandings and reduce students' confidence in speaking English Rahmawati and Rasyid (2023). Therefore, pronunciation is an essential component that should be emphasized in English language teaching.

In today's digital era, technology has become an important part of education, including English language teaching and learning. The integration of technology into language classrooms provides students with opportunities to access authentic pronunciation models, receive immediate feedback, and practice independently both inside and outside the classroom. Several studies have highlighted the benefits of technology in teaching students' pronunciation. Hidayat and Sari (2021) explain that mobile-assisted pronunciation applications enable students to practice repeatedly while receiving instant feedback. Rahmawati (2022) also found that voice-recognition applications help students identify pronunciation errors more effectively than traditional drilling techniques. Likewise, Lestari (2023) states that technology can increase students' motivation and reduce speaking anxiety because learners can practice pronunciation in a more comfortable and interactive learning environment.

Despite the availability of technological tools, many senior high school students still experience difficulties in learning English pronunciation. Based on initial observations and interviews conducted with an English teacher and several eleventh-grade students at SMA Negeri 6 Palopo on 6 November 2025, students were found to have difficulties in producing correct vowel and consonant sounds, applying appropriate word stress, and using natural intonation. The English teacher

explained that limited classroom time and the lack of consistent pronunciation models make it difficult for students to improve their pronunciation skills. In addition, several students admitted that they often felt unsure, afraid of making mistakes, and lacked confidence when speaking English, even when expressing simple daily conversations such as greetings, introductions, and giving opinions.

To overcome these challenges, English teachers need learning media that provide flexible, consistent, and accessible pronunciation practice. One of the technologies that can support pronunciation teaching is Google Voice Assistant. This application uses speech recognition technology to recognize students' speech and provides immediate feedback based on their pronunciation. Through this feature, students can compare their pronunciation with the correct pronunciation model and repeat the practice until they produce more accurate pronunciation. According to Sulastris and Widodo (2022), Google Voice Assistant assists students in practicing vowel and consonant sounds more accurately. Ningrum (2024) also reported that the application supports independent learning because students can practice English pronunciation anytime and anywhere using their smartphones. Therefore, integrating Google Voice Assistant into pronunciation teaching is expected to provide more opportunities for students to actively practice pronunciation while supporting student-centered learning.

Several previous studies have explored the use of technology in pronunciation learning. Hidayat and Sari (2021) found that mobile pronunciation applications provide immediate feedback, while Sulastris and Widodo (2022) reported that Google Voice Assistant can support learners in practicing pronunciation. However, their studies did not specifically investigate the use of Google Voice Assistant as a teaching tool for senior high school students. Therefore, there is still limited research on its implementation in teaching pronunciation at the senior high school level. This study aims to fill this gap by investigating the use of Google Voice Assistant in teaching pronunciation to eleventh-grade students at SMA Negeri 6 Palopo, focusing on pronunciation accuracy, word stress, and intonation during classroom learning.

Besides investigating the use of Google Voice Assistant in teaching students' pronunciation, it is also important to explore students' perceptions of

using this application during the learning process. Students' perceptions provide valuable information about their learning experiences, motivation, confidence, and challenges while learning pronunciation through Google Voice Assistant. Understanding these perceptions is important because quantitative findings alone cannot fully explain students' responses toward the implementation of technology-assisted pronunciation teaching. Therefore, this study not only investigates the use of Google Voice Assistant in teaching students' pronunciation but also explores students' perceptions toward its implementation in the classroom.

Based on the explanation above, technology-assisted learning is expected to support the teaching of English pronunciation more effectively. Google Voice Assistant is one of the digital tools that provides pronunciation models and immediate feedback, enabling students to practice pronunciation actively and independently. In addition, understanding students' perceptions toward the use of Google Voice Assistant is important to gain deeper insights into their learning experiences, motivation, confidence, and challenges during pronunciation learning. Therefore, the researcher is interested in conducting a study entitled "The Use of Google Voice Assistant on the Eleventh Grade in Teaching Students' Pronunciation at SMA Negeri 6 Palopo."

1.2 Problem Statement

Based on the above statement, the researcher was able to identify the problem statement in this study:

1. How is Google Voice Assistant used in teaching students' pronunciation at the eleventh grade of SMA Negeri 6 Palopo?
2. How are the students' perception toward the use of Google Voice Assistant in learning pronunciation at SMA Negeri 6 Palopo?

1.3 Research Objectives

In line the problem statements above, the objectives of the research are:

1. To describe the use of Google Voice Assistant in teaching students' pronunciation at the eleventh grade of SMA Negeri 6 Palopo.
2. To describe the students' perceptins toward the use of Google Voice Asisstant in learning pronouncation at SMA Negeri 6 Palopo

1.4 Significance of the Research

This research are expected to provide the following benefits:

1. Teachers

This research provides an alternative learning tool that teachers can use to improve students' pronunciation through digital-based practice.

2. Students

This research helps students learn correct pronunciation more easily by using Google Voice Assistant, with instant feedback that supports independent learning.

3. Future Researchers

This research becomes a reference for other researchers who wish to explore technology-based pronunciation learning methods.

1.5 Scope of Research

This research focuses on teaching the pronunciation of eleventh-grade students at SMA Negeri 6 Palopo through the use of Google Voice Assistant. The aspects of pronunciation assessed in this study include pronunciation accuracy, word stress, intonation, and fluency. The learning materials are limited to daily expressions used in everyday communication.

1.6 Operational Definitions

1. Pronunciation

Pronunciation refers to how well students say English sounds: Accuracy fluency, Word Stress, Intonation, Fluency. In this study, improvement is seen through clearer and more accurate speech.

2. Daily Expressions

Daily expressions are simple phrases used in everyday communication, such as greetings or giving opinions. In this study, these expressions are used as practice materials.

3. Google Voice Assistant

oogle Voice Assistant is a voice-based application developed by Google that responds to spoken commands. In this study, it is used as a teaching medium to support pronunciation practice and provide immediate feedback during pronunciation learning.

CAPTHER II

REVIEW OF RELATED LITERATURE

2.1 Theoritical Review

1. Pronunciation

a. Definition of pronouncation

In recent years, interest in teaching pronunciation has increased significantly, particularly in the context of English as a Foreign Language (EFL). Pronunciation is widely recognized as a fundamental component of speaking skills because it directly affects the clarity and intelligibility of spoken communication. Learners who possess adequate vocabulary and grammatical knowledge may still experience communication breakdowns if their pronunciation is inaccurate. Therefore, pronunciation plays a crucial role in enabling effective oral interaction in English.

Sari and Pratama (2021) define pronunciation as the way speech sounds, stress patterns, and intonation are produced in spoken language to convey meaning clearly. They emphasize that accurate pronunciation helps learners avoid misunderstandings in daily communication. Similarly, Abdul-Abbas (2021) state that pronunciation consists of both segmental features, such as vowel and consonant sounds, and suprasegmental features, including word stress, rhythm, and intonation. These features work together to ensure that spoken messages are comprehensible to listeners.

Widodo and Astuti (2022) describe pronunciation as the ability to articulate speech sounds correctly so that utterances can be understood by others. They argue that inaccurate pronunciation may lead to communication failure even when learners use appropriate grammar and vocabulary. In line with this view, Lestari (2023) explains that pronunciation involves producing speech sounds in accordance with the phonological rules of a language. She adds that mastering pronunciation enables learners to speak more naturally and to be understood by both native and non-native speakers.

From an EFL perspective, pronunciation is often considered one of the most difficult aspects of language learning. This difficulty arises from differences between the sound system of English and that of learners' first language, which may cause persistent pronunciation errors. Yusuf (2024) note that limited exposure to authentic English input and insufficient pronunciation practice in the classroom contribute to learners' low pronunciation accuracy. As a result, learners may feel less confident and reluctant to participate in oral communication activities.

Based on the theoretical perspectives above, it can be concluded that pronunciation is a vital element of speaking skills because it determines how clearly spoken messages are received and understood by listeners. Pronunciation encompasses the accurate production of vowel and consonant sounds as well as appropriate control of stress, rhythm, and intonation in accordance with the phonological rules of English. Weaknesses in pronunciation can hinder communication even when learners have good mastery of vocabulary and grammar. Therefore, mastering pronunciation is essential for achieving effective communication, particularly for EFL learners.

b. Components of pronunciation

Pronunciation is a complex aspect of speaking that consists of several interrelated components. These components work together to ensure that spoken language is intelligible and meaningful to listeners. According to Abdul-Abbas, (2021), pronunciation components are generally classified into segmental and suprasegmental features, both of which play a crucial role in effective oral communication, particularly in the EFL context.

1. Segmental Features

Segmental features refer to individual speech sounds that can be identified and analyzed separately. These features include vowels and consonants, which form the basic phonological system of a language Widodo & Astuti, (2022). Mastery of segmental features is essential because inaccurate production of these sounds may change word meaning and cause misunderstanding.

a. Vowels

Vowels are speech sounds produced without significant obstruction of airflow in the vocal tract. Sari and Pratama (2021) state that English vowels consist

of short vowels, long vowels, and diphthongs, which often pose difficulties for EFL learners due to differences between spelling and pronunciation. Incorrect vowel pronunciation may result in misinterpretation of meaning, especially in minimal pairs such as *ship* and *sheep*. Therefore, accurate vowel production is vital for achieving intelligible speech.

b. Consonants

Consonants are sounds produced with partial or complete obstruction of airflow. Abdul-Abbas et al. (2021) explain that English consonants include various categories such as stops, fricatives, affricates, nasals, liquids, and glides. Many EFL learners experience difficulty pronouncing consonant sounds that do not exist in their first language, such as /θ/ and /ð/, which may lead to communication breakdowns. Hence, correct articulation of consonant sounds is an important component of pronunciation.

2. Suprasegmental Features

Suprasegmental features refer to aspects of pronunciation that extend beyond individual sounds and contribute to the rhythm and melody of speech. According to Lestari (2023), suprasegmental features are essential because they influence how meaning, attitude, and emotion are conveyed in spoken language.

a. Stress

Stress refers to the emphasis placed on certain syllables within a word or on certain words within a sentence. Widodo and Astuti (2022) note that incorrect stress placement can alter word meaning or make speech difficult to understand, for example in word pairs such as *record* (noun) and *record* (verb). Therefore, appropriate stress usage is necessary for effective communication.

b. Rhythm

Rhythm in English is generally stress-timed, meaning that stressed syllables occur at regular intervals, while unstressed syllables are reduced. Rahman and Yusuf (2024) explain that EFL learners often struggle with English rhythm because it differs from the syllable-timed rhythm of their first language. Inaccurate rhythm may affect speech fluency and comprehensibility.

c. Intonation

Intonation refers to the rise and fall of pitch in speech. According to Lestari

(2023), intonation plays a significant role in expressing grammatical meaning and speaker attitude, such as distinguishing between statements and questions. Incorrect intonation may lead to misunderstanding or inappropriate interpretation by listeners.

d. Linkin and Connected Speech

Connected speech involves the way words are linked together in natural spoken English, including processes such as linking, assimilation, elision, and reduction. Abdul-Abbas et al. (2021) argue that lack of awareness of connected speech often causes EFL learners' speech to sound unnatural and less fluent. Understanding these features helps learners improve overall pronunciation accuracy and spoken fluency

Based on the explanation above, it can be concluded that pronunciation is an important aspect of speaking skills that involves not only the accurate production of speech sounds but also the overall pattern and flow of speech. Mastery of segmental features such as vowels and consonants is essential because incorrect pronunciation may change word meaning and cause misunderstanding in communication. In addition, suprasegmental features, including stress, rhythm, intonation, and connected speech, play a significant role in making speech sound natural, fluent, and easy to understand. Proper use of these features helps speakers convey meaning, attitude, and emotion more effectively. Therefore, pronunciation instruction should address both segmental and suprasegmental aspects in order to improve learners' speaking ability, especially in the EFL context.

2. Daily Expressions

a. Definition of Daily Expressions

Daily expressions are commonly used phrases that function as practical language tools to help students, particularly beginner learners, communicate in everyday English situations. According to Khoiriyah and Mujiyanto (2022), daily expressions consist of familiar and frequently repeated language patterns such as greetings, requests, apologies, and responses that naturally occur in daily interaction. These expressions are widely understood and easily remembered because they are often heard and used in both classroom activities and real-life communication. Sari and Pratama (2021) further explain that the use of fixed

expressions helps learners deliver messages more clearly and efficiently without having to focus excessively on grammatical structure. In addition, Sa'adah et al. (2024) state that daily expressions are effective instructional materials because they can be directly applied in authentic communicative contexts, allowing learners to practice language in a more meaningful way.

Daily expressions also have considerable educational value in improving students' speaking ability, especially in the context of English as a Foreign Language. Widodo and Astuti (2022) argue that the use of daily expressions enables learners to speak more fluently because they do not need to construct sentences word by word during communication. Lestari (2023) adds that mastering daily expressions helps students internalize common language patterns and use English more naturally and appropriately. More over Sa'adah et al (2024) practicing daily expressions through technology such as Google Voice Assistant provides opportunities for real-time interaction, which supports pronunciation practice, responsiveness, and speaking confidence.

Based on the definition above, daily expressions can be seen as a key element in helping students develop their speaking skills and communicative competence in an EFL setting. These expressions offer learners simple and ready to use language that allows them to speak more smoothly, reduce pauses, and gain confidence during conversations. Through repeated use, including practice with tools such as Google Voice Assistant, students become more familiar with common language patterns and are able to focus more on conveying meaning rather than worrying too much about grammatical form. As a result, daily expressions support learners in using English more naturally, appropriately, and effectively in everyday communication.

b. General Structure of Daily Expressions

Daily expressions are widely discussed in EFL studies as language forms that combine simple linguistic structure with strong communicative function in everyday interaction Mujiyanto (2022) In the context of this study, which focuses on improving students' pronunciation through daily expressions practiced using Google Voice Assistant, understanding the general structure of daily expressions is

essential. Their structure determines how easily learners can pronounce, remember, and use these expressions accurately in spoken communication.

1. Linguistic Form of Daily Expressions

According to Mujiyanto (2022) Scholars emphasize that daily expressions are linguistically designed to be simple and easily produced in spoken interaction, particularly for EFL learners.

a. Simplicity and Brevity

Daily expressions are typically realized in short and uncomplicated forms. They are commonly expressed as brief phrases or simple clauses that do not involve complex grammatical arrangements. This linguistic simplicity enables EFL learners to comprehend and use the expressions more easily in real communication. Widodo and Astuti (2022) argue that simple language forms reduce learners' cognitive burden, allowing them to focus more on speaking and pronunciation practice rather than grammatical construction. In relation to this study, such simplicity supports students in practicing pronunciation through daily expressions without feeling overwhelmed by linguistic complexity.

b. Fixed and Formulaic Patterns

Besides being simple, daily expressions frequently occur in fixed or formulaic patterns. These expressions are repeatedly used in the same form and are generally learned as complete units, such as greetings, polite requests, or common responses. Khoiriyah and Mujiyanto (2022) explain that formulaic expressions are stored as chunks in learners' memory, enabling faster retrieval during speaking. This characteristic is particularly relevant to pronunciation practice using Google Voice Assistant, as students can repeatedly pronounce the same expressions and receive feedback, leading to smoother and more fluent speech production.

2. Grammatical and Functional Orientation

Daily expressions are characterized by the use of simple grammatical structures and their close connection to communicative purposes in everyday social interaction. These expressions help learners perform common functions such as greeting, requesting, apologizing, and responding effectively in daily conversations Lestari (2023).

a. Use of Basic Grammatical Structures

In terms of grammar, daily expressions generally employ basic sentence patterns, such as simple subject verb constructions, imperative forms, or short responses. According to Sari and Pratama (2021), the use of basic grammatical structures allows learners to concentrate more on pronunciation features, including vowel and consonant sounds, stress placement, and intonation patterns. This aspect directly supports the focus of this study, as students practicing daily expressions through Google Voice Assistant can pay greater attention to pronunciation accuracy rather than grammatical correctness.

b. Function-Based Communication

The structure of daily expressions is closely linked to their communicative function. Each expression serves a particular social purpose, such as greeting, requesting, thanking, apologizing, or responding politely. Lestari (2023) highlights that understanding the communicative function of expressions helps learners use language appropriately according to context. In this study, daily expressions are selected based on their functional relevance to everyday communication, making them suitable materials for pronunciation practice in authentic and meaningful contexts.

3. Interactional Structure in Daily Communication

Daily expressions play an important role in interactional communication because they are commonly used in predictable conversational patterns such as greetings, responses, and requests in everyday spoken English. Rahman and Yusuf (2024) explain that understanding these patterns helps EFL learners manage turn-taking and maintain smooth interaction during conversation. In addition, daily expressions reflect the natural characteristics of spoken language, including contractions and reduced forms, which support more fluent speech production. Widodo and Astuti (2022) state that exposure to spoken-oriented expressions enables learners to speak more naturally and confidently. Sa'adah et al (2024) In this study, practicing daily expressions through Google Voice Assistant provides opportunities for real-time interaction and immediate feedback, which enhances learners' pronunciation accuracy and speaking fluency.

4. Pedagogical Relevance for EFL Learning

According to Lestari (2023) Several studies highlight that daily expressions have strong pedagogical value in developing learners' speaking and pronunciation skills, especially when integrated with technology.

a. Support for Pronunciation Practice

The simple, repetitive, and fixed structure of daily expressions makes them high suitable for pronunciation practice. Learners can repeatedly practice vowel sounds, consonant articulation, stress, rhythm, and intonation in meaningful communicative contexts. Sa'adah et al (2024) state that practicing daily expressions through interactive tools such as Google Voice Assistant provides immediate feedback, which helps learners identify and correct pronunciation errors effectively.

b. Development of Fluency and Confidence

Because daily expressions are easy to remember and frequently used, they help learners speak more fluently and confidently. Repeated practice reduces hesitation and speaking anxiety. Lestari (2023) explains that increased fluency and confidence encourage learners to participate more actively in oral communication. In this study, the integration of daily expressions and Google Voice Assistant is expected to foster students' confidence and willingness to practice pronunciation more intensively.

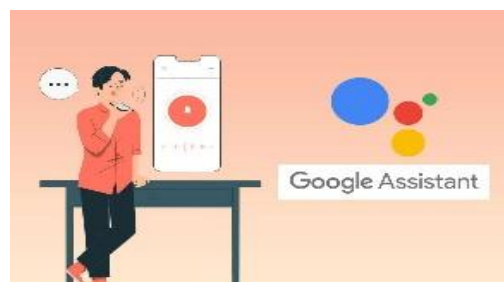
Based on the explanation above, daily expressions are very important for helping students improve their speaking and communication skills in English. These expressions are simple and ready to use, so students can speak more smoothly, pause less, and feel more confident when talking. By practicing them repeatedly, especially with tools like Google Voice Assistant, students become familiar with common language patterns and can focus more on expressing meaning rather than worrying about grammar. The simple, repetitive, and fixed structure of daily expressions also makes them great for practicing pronunciation, including vowel and consonant sounds, stress, rhythm, and intonation. Overall, using daily expressions with voice-based tools not only helps students pronounce words correctly but also encourages them to speak more naturally, confidently, and effectively in everyday conversations.

3. Google Voice Assistant

a. Definition of Google Voice Assistant

According to Junor (2022), Google Voice Assistant is an AI-based application designed to help students practice English speaking skills through verbal interaction. The tool allows learners to interact naturally using voice commands, making it suitable for practicing daily expressions, such as greetings, requests, and responses used in everyday communication. Saputri (2024) adds that the Assistant is accessible on smartphones, tablets, and computers, allowing students to practice anytime and anywhere. This flexibility supports autonomous learning, enabling learners to repeat phrases, ask questions, and practice pronunciation in a controlled and interactive environment. Moreover, Dewi (2024) emphasize that the tool reduces social anxiety, providing a non-judgmental space for students to build confidence while practicing speaking.

Students also perceive Google Voice Assistant as engaging and motivating. According to Yuliana (2023), interacting with the Assistant encourages learners to explore new vocabulary, improve pronunciation, and internalize sentence structures naturally. Repeated use helps students develop fluency, intonation, and problem-solving skills in forming accurate sentences Mahartana and Dewi (2024). Although the Assistant cannot fully replace a teacher or provide comprehensive grammatical feedback, it serves as an effective supplementary tool for speaking practice. Overall, Google Voice Assistant supports enjoyable, interactive, and consistent language learning while complementing traditional classroom instruction.



2.1 Picture Google Voice Assistant

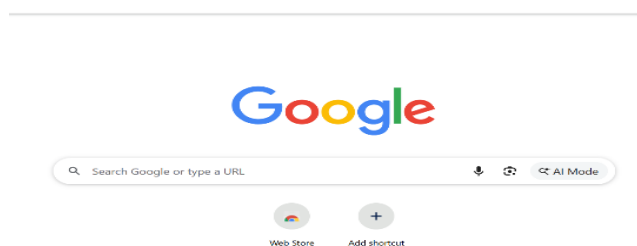
Based on the definition, Google Voice Assistant is an AI tool designed to help students practice English speaking through talking. It lets learners speak

naturally to practice common expressions like greetings, requests, and replies. The Assistant works on smartphones, tablets, and computers, so students can practice anytime, which supports independent learning. It also helps reduce nervousness by giving a safe, pressure-free space to build confidence. Many students find it enjoyable and motivating because it helps them learn new words, teach pronunciation, and become more fluent. Even though it cannot replace a teacher completely, Google Voice Assistant is a useful extra tool that makes learning English more interactive and fun.

b. Digital of Google Voice Assistant

According to Darmawan (2024) show that AI-based voice assistants, such as Google Voice Assistant, can effectively support students in practicing English speaking skills. Research on both high school and university learners indicates that using the Assistant helps improve pronunciation, fluency, and sentence construction, while also boosting learners' confidence and motivation to communicate in English. Likewise, investigations into AI-powered speaking tools like Speak.Google demonstrate that these assistants provide interactive and customizable opportunities for students to practice independently in realistic digital settings Nurmayasari, (2024). Overall, the evidence suggests that Google Voice Assistant serves as a valuable supplementary tool for language learning, enhancing learner engagement and facilitating consistent practice, even though it cannot completely replace teacher guidance.

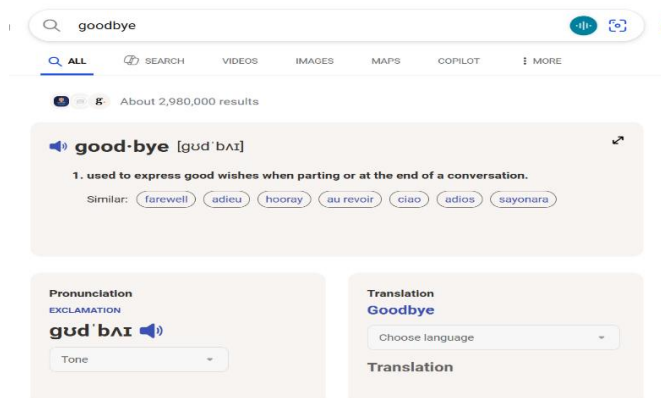
Before explaining the steps of using Google Voice Assistant, the following pictures show how the application helps students practice English pronunciation in a simple way:



2.2 picture Starting Google Voice Assistant

In this image, we begin learning English pronunciation by using Google Voice Assistant. Google Voice Assistant becomes a helpful digital tool that allows

us to hear how English words are pronounced correctly. Instead of only reading words from textbooks, we can listen directly to the correct pronunciation through voice. This makes pronunciation practice easier and more interesting because we can learn anytime and anywhere. Using Google Voice Assistant also helps us become more independent learners, since we do not always need the teacher to model the pronunciation first.



2.3 picture Pronouncing Words with GVA

In this step, we interact directly with Google Voice Assistant by saying the word “goodbye.” Google Voice Assistant listens to our voice and then gives the correct pronunciation. This activity is very useful because it encourages us to speak, not just read or type. When we say the word out loud, we can practice how to move our mouth and produce the right sounds. This kind of practice helps us improve our pronunciation gradually and makes us more confident when speaking English.



2.4 Listening to Correct Pronunciation

Here, Google Voice Assistant plays the correct pronunciation of the word. We listen carefully to how the word sounds, including the vowel and consonant sounds. By listening closely, we can notice the differences between our

pronunciation and the correct one. This helps us understand English sounds better, especially sounds that do not exist in our first language. As a result, we become more aware of how English words should be pronounced.



2.5 Picture Repeating the Pronunciation

In this image, we repeat the word after listening to Google Voice Assistant. We try to imitate the pronunciation as clearly as possible. We can repeat the word several times until we feel more comfortable with the sound. Repetition is very important in learning pronunciation because it helps us improve accuracy and clarity. By practicing regularly, our pronunciation becomes more natural, and we feel less afraid of making mistakes when speaking English.



2.6 picture Checking Pronunciation Accuracy

At this stage, we use Google Voice Assistant to check our pronunciation. We compare our own pronunciation with the voice provided by Google Voice Assistant. If our pronunciation is not clear or correct, we can try again and improve it. This process helps us learn from our mistakes and correct them by ourselves. Google Voice Assistant acts like a practice partner that supports us in improving our pronunciation step by step.

Based on the definition above, Google Voice Assistant can be understood as a digital tool that helps students practice English speaking, especially pronunciation, through voice interaction. This application allows students to say words or sentences and then listen to the correct pronunciation provided by the Assistant. Because it can be accessed on smartphones, tablets, or computers, students can practice pronunciation anytime and anywhere. Google Voice Assistant also provides a comfortable and pressure-free learning environment, so students feel more confident and less afraid of making mistakes. Through repeated practice, students can improve their pronunciation accuracy, become more fluent, and develop better confidence in speaking English. Therefore, Google Voice Assistant is considered a useful supporting tool for learning pronunciation in the EFL classroom.

c. Advantages and Disadvantages of Google Voice Assistant

According to Santosa (2024), pronunciation has both advantages and disadvantages. While it provides benefits for learners, it also presents some challenges that need to be addressed.

1. Advantages of Google Voice Assistant

1. Engaging speaking practice partner

Students reported that Google Voice Assistant is interesting and enjoyable speaking practice partner, especially when they feel shy or nervous speaking with peers or teachers.

2. Reduce social anxiety

Because Google Voice Assistant is a digital assistant, students can practice speaking without feeling judged by others, creating a more comfortable learning environment.

3. Potential as a digital pedagogical tool

Although the statistical impact on speaking scores was not significant, Google Voice Assistant has potential to be developed as a digital learning assistant that supports students speaking practice.

2. Disadvantages of Google Voice Assistant

1. Lack of familiarity

Many students are not yet accustomed to using Google Voice Assistant for speaking practice, which can limit its effectiveness.

2. Limited instructional support

Google Voice Assistant cannot fully provide all aspects of speaking practice, such as grammar guidance, vocabulary expansion, or comprehensive pronunciation exercises.

3. Cannot detailed provide feedback

Unlike a human teacher, Google Voice Assistant cannot accurately evaluate mistakes in grammar or pronunciation or give corrective feedback.

4. Statistical impact is limited

Quantitative analysis showed that the use of Google Voice Assistant did not lead to a statistically significant improvement in students' speaking scores.

From the explanation above, researchers conclude Google Voice Assistant has both advantages and disadvantages for students learning English. On the positive side, students find it fun and engaging as a speaking practice partner, especially when they feel shy or nervous talking to peers or teachers. It also helps reduce social anxiety because students can practice without feeling judged, and it has potential as a digital learning tool to support speaking practice even if it doesn't always improve scores significantly. On the other hand, many students are not yet familiar with using the Assistant, which can limit its effectiveness. It also has limited instructional support, cannot provide detailed feedback on grammar or pronunciation, and studies show it does not always lead to significant improvements in speaking scores.

2.2 Previous Studies

1. Novianti and Saputri (2024), in their study titled "*The Use of Google Voice Assistant to Enhance Students' Speaking Fluency in Senior High School*," used a quasi-experimental method with pre-tests and post-tests to measure students' fluency development after four weeks of using Google Voice Assistant. The findings show that students became more confident, less nervous when speaking, and more organized in their pronunciation because the app gave

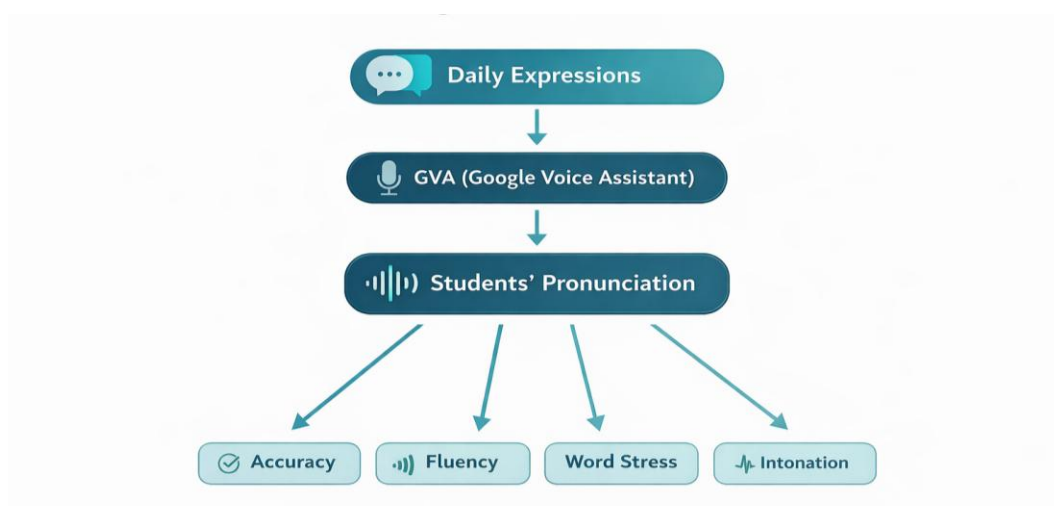
instant feedback every time they practiced. That study is similar to the research because we both use Google Voice Assistant as a speaking practice tool, but the difference lies in the research focus they focus on fluency, while my study focuses on pronunciation, and their context is a general high school, not SMA Negeri 6 Palopo. Overall, their research proves that regular use of Google Voice Assistant can improve students' speaking performance, and this supports my decision to use the same tool to help eleventh graders improve their pronunciation.

2. Dewi (2024), in their study titled *"Digital Assistant Technology to Improve Students' speaking skill at vocational high school,"* used a quantitative descriptive method involving pronunciation tests and feedback analysis from the digital assistant application. The results show that the voice recognition feature provided automatic corrections that helped students identify and fix pronunciation errors immediately. This study is similar to mine because both focus on improving pronunciation using voicebased technology, but their research does not specifically use Google Voice Assistant and was not conducted with eleventh-grade students in SMA, like mine. In short, their findings show that digital assistants are effective in improving pronunciation accuracy, and this further supports the use of Google Voice Assistant in my research to enhance the pronunciation of students at SMA Negeri 6 Palopo.
3. Yuliana (2023), through her study titled *"Students' Perception Toward Using Google Assistant for Speaking Practice,"* used a survey method with questionnaires and interviews to find out how students perceived the use of Google Assistant for speaking practice. Her findings show that most students felt more comfortable, less shy, and more confident when practicing speaking with the app, and they believed their pronunciation and fluency gradually improved. This study is similar to mine because it also discusses the use of Google Assistant for speaking practice, but it differs because her research only focuses on students' perceptions, not on measuring pronunciation improvement quantitatively like my study does. Overall, her study shows that Google Assistant is enjoyable and easy to use, and this supports the relevance of using

Google Voice Assistant in my research to help eleventh graders at SMA Negeri 6 Palopo improve their pronunciation skills.

Based on the previous studies, Google Voice Assistant and other digital assistants have been proven to be effective tools for teaching speaking and pronunciation. Saputri (2024) found that the tool helped teachers facilitate speaking practice, which also increased students' fluency and confidence. Dewi (2024) showed that digital voice technology supported pronunciation teaching by providing automatic corrections, enabling students to practice more accurately. In addition, Yuliana (2023) reported that students felt more comfortable and motivated when learning speaking through Google Assistant. Therefore, these studies support the use of Google Voice Assistant as a teaching tool in this research to teach pronunciation to eleventh-grade students at SMA Negeri 6 Palopo.

2.3 Conceptual Framework



At the start of this study, the researcher will use a framework to show how Google Voice Assistant can help students pronounce English better. The students will learn using daily expressions, which are simple sentences or phrases people use in daily life. They will practice these expressions by speaking directly to Google Voice Assistant. During the treatment, students will keep practicing the same expressions and talking with the assistant, so they will get used to speaking English more clearly. In the end, their pronunciation will be seen from four parts: how correct they say the words (accuracy), how smooth they speak (fluency), how they stress the words (word stress), and how they use rising and falling tones

(intonation). So, daily expressions will be the material, Google Voice Assistant will be the tool for practice, and the result will be students' better pronunciation based on those four aspects.

2.4 Hypothesis

Hypotheses are temporary statements or conjectures made based on the formulation of problems or initial observations related to the problem to be studied and need to be tested through research. Related to the previous explanation, the researcher formulated the hypothesis as follows:

H_0 : There is no significant effect of using Google Voice Assistant on the pronunciation improvement of eleventh-grade students at SMA Negeri 6 Palopo.

H_1 : There is a significant effect of using Google Voice Assistant on the pronunciation improvement of eleventh-grade students at SMA Negeri 6 Palopo.

Hypothesis Testing:

- If $\text{sig} < \alpha \rightarrow H_0$ is rejected and H_1 is accepted.
- If $\text{sig} > \alpha \rightarrow H_1$ is rejected and H_0 is accepted.

Based on the criteria above, if the significance value is lower than α ($\alpha = 0.05$), it indicates that H_1 is accepted. This means there is a significant difference between the pre-test and post-test results of students after being given pronunciation practice using Google Voice Assistant. Meanwhile, if the significant value is higher than α ($\alpha = 0.05$), it indicates that H_0 is accepted, it means that no significant difference between the students' pre-test and post-test results after using Google Voice Assistant for pronunciation practice.

CHAPTER III RESEARCH METHOD

3.1 Research Method

This study employed an Explanatory Sequential mixed-method approach based on the framework proposed by Creswell (2023). In this approach, quantitative and qualitative methods were conducted in two consecutive phases. The research began with the collection and analysis of quantitative data using a One-Group Pre-test Post-test Design to investigate the use of Google Voice Assistant in teaching students' pronunciation. Subsequently, qualitative data were collected through written questions to gain a deeper understanding of students' perceptions regarding the use of Google Voice Assistant in pronunciation learning.

The researcher selected this approach because the use of Google Voice Assistant in teaching students' pronunciation could not be fully understood through quantitative results alone. While the pre-test and post-test scores provided information about students' pronunciation achievement after the implementation of Google Voice Assistant, a more comprehensive understanding required the exploration of students' learning experiences, opinions, and perceptions through their written responses. Therefore, the integration of quantitative and qualitative data enabled the researcher to obtain a more complete understanding of the use of Google Voice Assistant in teaching students' pronunciation as well as students' perceptions of its implementation in pronunciation learning.

The design of this research was as follows:

Tabel 3.1. Research Design

O1	X	O2
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Source: Cohen et al., 2020

Information:

o1: Pre-test

x: Treatment (Google Voice Assistant)

o2: Post-test

3.2 Time and Place

This research was conducted in March 2026 at SMA Negeri 6 Palopo, located at Jl. Patang II No. 61, Tomarundung, Wara Barat District, Palopo City, South Sulawesi.

3.3 Population and Sample

1. Population

The population of this research was all eleventh-grade students of SMA Negeri 6 Palopo in the academic year 2025/2026. The total population consisted of 132 students who were distributed across five classes.

2. Sample

The sample was selected using a Cluster Random Sampling Technique. Since the population was organized into intact classes, the researcher randomly selected one class as the research sample using the Spin Wheel application. The selected class was XI Adamsmith, consisting of 19 students.

Cluster random sampling was considered appropriate because the selection process involved choosing one class from several existing classes rather than selecting individual students randomly. Therefore, all students in the selected class participated in the study.

3.4 Research Instrument

In this study, the researcher used two instruments to collect the data: a pronunciation test and written questions. These instruments were selected based on the research objectives and the mixed-method approach used in the study. The pronunciation test was conducted to measure students' pronunciation achievement before and after the implementation of Google Voice Assistant. On the other hand, the written questions were used to explore students' experiences and perceptions regarding the use of Google Voice Assistant in learning pronunciation (Creswell, 2023).

The use of these two instruments helped the researcher obtain more complete information about the study. The test results provided information about students' pronunciation achievement, while the written responses provided a deeper understanding of students' opinions and learning experiences during the

implementation of Google Voice Assistant. Combining quantitative and qualitative data provided a more comprehensive understanding of the research problem.

Based on the explanation above, it can be concluded that the researcher used two instruments, namely a pronunciation test and written questions, to collect the data required in this study. The pronunciation test was used to measure students' pronunciation achievement before and after the implementation of Google Voice Assistant, while the written questions were used to explore students' perceptions and learning experiences regarding its use in pronunciation learning. The combination of these instruments enabled the researcher to obtain both quantitative and qualitative data, providing a more comprehensive understanding of the use of Google Voice Assistant in teaching students' pronunciation.

a. Pronunciation Accuracy

Pronunciation accuracy refers to students' ability to articulate English sounds correctly and clearly. This aspect includes the accurate production of vowels, consonants, diphthongs, and consonant clusters. Accurate pronunciation is important because it enables listeners to understand spoken messages more easily and reduces the possibility of communication breakdown. Recent studies emphasize that pronunciation accuracy remains one of the key indicators of successful oral language performance (El Kheir, 2023).

b. Word Stress

Word stress refers to the appropriate placement of emphasis on specific syllables within a word. Correct stress patterns help learners produce more intelligible speech and facilitate listener comprehension. According to Levis (2022), word stress plays a crucial role in enhancing the comprehensibility of spoken English and contributes to more natural communication.

c. Intonation

Intonation refers to the variation of pitch during speech. It helps speakers express meaning, emotions, attitudes, and communicative intentions. Appropriate intonation patterns enable learners to convey messages more effectively and naturally in different communication contexts. Therefore, intonation was considered an important aspect in assessing students' pronunciation performance (Sonsaat, 2022).

d. Fluency

Fluency refers to students' ability to produce speech smoothly, continuously, and with minimal hesitation. Fluent speech reflects learners' confidence and automaticity in language production. Sun (2023) states that fluency is one of the major indicators of oral proficiency because it demonstrates a learner's ability to communicate ideas effectively in real-time interaction.

To ensure consistency in scoring, students' pronunciation performances were evaluated using a pronunciation scoring rubric. The rubric provided clear assessment criteria for each pronunciation component and helped minimize subjectivity during the scoring process. The scores obtained from each pronunciation component were combined to generate students' overall pronunciation scores. The pre-test and post-test results were then analyzed statistically to determine the use of Google Voice Assistant in teaching students' pronunciation.

Table 3.2. Rubric Pronunciation

Aspect	Score	Criteria
Accuracy	4	Clear and accurate pronunciation.
	3	Mostly accurate with minor errors.
	2	Several errors affecting clarity.
	1	Many errors, hard to understand.
Word Stress	4	Correct stress consistently.
	3	Mostly correct stress.
	2	Often incorrect stress.
	1	Rarely correct stress.
Intonation	4	Natural and appropriate intonation.
	3	Generally appropriate intonation.
	2	Limited intonation control.
	1	Flat or incorrect intonation.
Fluency	4	Smooth and confident speech.
	3	Fairly smooth with hesitation.
	2	Frequent pauses.
	1	Very slow and fragmented.

Celce-Murcia (2010)

2. Qualitative Instrument

The qualitative instrument employed in this study was written questions. The written questions were designed to explore students' perceptions, experiences, opinions, and feelings regarding the use of Google Voice Assistant in learning English pronunciation. This instrument allowed students to express their ideas freely in written form, enabling the researcher to obtain detailed information related to their learning experiences (Creswell, 2023).

The written questions were distributed after all treatment sessions and the post-test had been completed. All participants were asked to answer the questions based on their experiences while using Google Voice Assistant in pronunciation learning. The questions were developed based on the objectives of the study and relevant theories concerning technology-assisted language learning.

The written questions focused on several important aspects related to students' experiences in using Google Voice Assistant as a learning tool.

a. Ease of Use

This aspect aimed to investigate students' opinions regarding the practicality and convenience of using Google Voice Assistant during pronunciation learning activities. The researcher explored whether students found the application easy to use and whether it supported their learning process effectively.

b. Learning Motivation

This aspect examined the extent to which Google Voice Assistant influenced students' motivation and interest in learning English pronunciation. Technology-based learning media have been found to increase students' engagement and motivation in language learning activities (Hulme, 2020).

c. Pronunciation Learning

This aspect focused on students' perceptions of the role of Google Voice Assistant in teaching pronunciation. The researcher explored whether students believed that the application helped them practice and pronounce English words more accurately and confidently.

d. Confidence in Speaking English

This aspect investigated whether the use of Google Voice Assistant increased students' confidence when speaking English. Technology-assisted pronunciation practice can help learners become more confident in oral communication.

e. Benefits and Challenges

This aspect explored both the advantages and difficulties experienced by students while using Google Voice Assistant. Students were encouraged to describe the strengths of the application as well as any challenges they encountered during the learning process.

The written responses were collected and analyzed qualitatively using thematic analysis. The findings from the written questions were used to support and explain the quantitative results obtained from the pronunciation tests. Through the integration of both quantitative and qualitative data, the researcher obtained a more comprehensive understanding of the use of Google Voice Assistant in teaching students' pronunciation and students' perceptions toward its use in English language learning (Creswell, 2023).

3.5 Data Collection Procedure

The data collection procedure in this study was conducted through six meetings. The first meeting was administered as a pre-test to determine students' initial pronunciation ability, four subsequent meetings were dedicated to treatment sessions using Google Voice Assistant, and the final meeting was conducted as a post-test followed by written questions. The procedures were designed systematically to measure students' pronunciation achievement and explore their perceptions of using Google Voice Assistant in learning pronunciation.

Meeting 1 (Pre-Test)

The first meeting was conducted to assess students' initial pronunciation ability before the implementation of Google Voice Assistant. At the beginning of the session, the researcher introduced herself, explained the objectives of the study, and informed the students about the activities that would be carried out throughout the research. Afterward, the students were asked to complete a pronunciation pre-test consisting of words, short sentences, and common daily expressions. Their pronunciation performance was evaluated based on pronunciation accuracy, word stress, intonation, and fluency. The scores obtained from the pre-test served as baseline data for comparison with the post-test results.

Meeting 2

The second meeting focused on introducing Google Voice Assistant as a technology-based learning tool for pronunciation practice. The researcher demonstrated how to activate and operate the application and explained its functions in supporting pronunciation learning. Students then practiced simple daily expressions, especially greetings and leave-taking expressions, by listening to and repeating the pronunciation models provided by Google Voice Assistant. The

researcher monitored students' participation and provided guidance whenever necessary.

Meeting 3

The third meeting emphasized students' pronunciation accuracy, particularly in producing English vowel and consonant sounds correctly. Students practiced self-introduction expressions as well as expressions for asking and giving opinions. Google Voice Assistant was used as a pronunciation model that enabled students to listen, imitate, and practice correct pronunciation repeatedly. The researcher observed the learning process and provided feedback throughout the activity.

Meeting 4

The fourth meeting focused on developing students' understanding of word stress and intonation. Students practiced daily expressions related to making requests and giving responses in various situations. By using Google Voice Assistant, students listened to pronunciation models and practiced applying appropriate stress and intonation patterns. The researcher guided students throughout the learning activities and encouraged repeated practice.

Meeting 5

The fifth meeting aimed to integrate all pronunciation components practiced in the previous meetings, including pronunciation accuracy, word stress, intonation, and fluency. Students practiced short dialogues and everyday conversations using Google Voice Assistant. They were encouraged to pronounce English expressions more accurately, confidently, and fluently as preparation for the post-test.

Meeting 6 (Post-Test)

The final meeting was conducted to evaluate students' pronunciation achievement after the implementation of Google Voice Assistant. Students first completed a post-test with a format similar to the pre-test. Their performances were assessed based on pronunciation accuracy, word stress, intonation, and fluency. After completing the post-test, the researcher distributed written questions to obtain students' perceptions of using Google Voice Assistant in learning pronunciation. The written questions explored students' opinions about the ease of use, learning motivation, benefits, challenges, and confidence in speaking English. The responses were analyzed to support and explain the quantitative findings of the study.

3.6 Data Analysis Techniques

The data collected in this study consisted of quantitative data obtained from the pronunciation tests and qualitative data obtained from the written questions. Since this study employed a mixed-method research design, both types of data were analyzed separately and then integrated to provide a comprehensive understanding of the research findings. According to Fетters (2023), the integration of quantitative and qualitative findings enables researchers to understand a phenomenon more comprehensively because each type of data complements the other.

1. Quantitative Data Analysis

The quantitative data were obtained from the students' pronunciation pre-test and post-test scores. These data were analyzed using Statistical Package for the Social Sciences (SPSS) version 26. The use of statistical analysis enables researchers to identify patterns, compare results, and determine whether the treatment has a significant effect on students' learning outcomes (Pallant, 2023).

a. Classifying Students' Scores

The first step in quantitative data analysis was classifying students' scores into several achievement categories. This classification was conducted to provide a clearer description of students' pronunciation achievement before and after the treatment. By categorizing the scores, the researcher could observe the distribution of students across different performance levels and identify any changes resulting from the implementation of Google Voice Assistant.

Table 3.3. Classify student grades into the following criteria

No	Classification	Score
1	Very good	90-100
2	Good	70-89
3	Middle	50-69
4	Poor	30-49
5	Very Poor	0-29

Arikunto, S. (2013)

b. Calculating Percentage

After classifying the scores, the researcher calculated the percentage of students in each category. Percentage analysis was conducted to determine the proportion of students who achieved each classification level and to identify any shifts in achievement after the treatment.

The percentage was calculated using the following formula:

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage

F = Frequency

N = Total Number of Students

According to Sugiyono (2022), percentage calculations are useful for describing the distribution of research data and making the findings easier to understand.

c. Descriptive Statistics

Descriptive statistics were used to give a general overview of the data collected in this study. The analysis included calculating the mean score and standard deviation. The mean score showed the average pronunciation performance of the students in both the pre-test and post-test, while the standard deviation indicated how spread out the students' scores were. An increase in the mean score suggested that students' pronunciation improved after the treatment. On the other hand, a lower standard deviation showed that the students' scores were more similar to each other, whereas a higher standard deviation indicated greater differences among students' performances. Using descriptive statistics helped the researcher understand the overall pattern of the data before conducting further statistical analysis.

The descriptive statistics showed the overall performance of students' pronunciation scores before and after the treatment. The mean score indicated the average achievement of the students, while the standard deviation showed the variation in their scores. The comparison of pre-test and post-test results helped identify students' pronunciation improvement. Therefore, descriptive statistics provided a clear summary of the data before further analysis was conducted.

d. Normality Test

A normality test was conducted before the hypothesis testing process to determine whether the data were distributed normally. Ensuring normality is a

crucial step in statistical analysis because parametric tests require normally distributed data as one of their basic assumptions Field (2024).

In this study, the Shapiro-Wilk test was used through SPSS version 26. According to Mishra (2021), the Shapiro-Wilk test is one of the most appropriate methods for assessing data normality, particularly when the sample size is relatively small.

The criteria for interpreting the results were as follows:

- If Sig. > 0.05, the data are normally distributed.
- If Sig. < 0.05, the data are not normally distributed.

The results of the normality test were used to determine whether further parametric statistical analysis could be conducted.

Based on the explanation above, it can be concluded that the normality test was conducted to ensure that the data met the assumption of normal distribution before proceeding with hypothesis testing. The results of the Shapiro-Wilk test served as the basis for determining whether parametric statistical analysis could be used in this study. Therefore, the normality test played an important role in ensuring the accuracy and validity of the statistical analysis results.

e. Paired Sample t-Test

After the data were confirmed to be normally distributed, a Paired Sample t-Test was conducted to determine whether there was a significant difference between students' pre-test and post-test scores. This test was appropriate because it compares two sets of scores obtained from the same participants at different times, making it suitable for measuring changes in students' pronunciation achievement after the implementation of Google Voice Assistant Field (2024).

The hypotheses tested in this study were:

H₀: There is no significant difference between students' pre-test and post-test scores after using Google Voice Assistant.

H₁: There is a significant difference between students' pre-test and post-test scores after using Google Voice Assistant.

The criteria for hypothesis testing were:

- If Sig. < 0.05, H₀ is rejected and H₁ is accepted.
- If Sig. > 0.05, H₀ is accepted and H₁ is rejected.

The results of the Paired Sample t-Test were used to determine the effectiveness of Google Voice Assistant in improving students' pronunciation achievement.

Based on the explanation above, it can be concluded that the Paired Sample t-Test was used to determine whether there was a significant difference between students' pronunciation scores before and after the implementation of Google Voice Assistant. By comparing the pre-test and post-test scores of the same participants, the test helped identify the effectiveness of the treatment. The decision was made based on the significance value (Sig.), where a value lower than 0.05 indicated a significant improvement in students' pronunciation achievement, while a value higher than 0.05 indicated that no significant improvement occurred.

2. Qualitative Data Analysis

The qualitative data obtained from the written questions were analyzed using thematic analysis. This method was used to identify and understand the main ideas that emerged from students' written responses. According to Braun (2022), thematic analysis helps researchers explore participants' opinions, experiences, and perceptions in a flexible way. After collecting the written responses, the researcher reviewed them several times to identify important information and recurring themes related to the research objectives Byrne (2022).

The researcher then grouped similar responses into several themes, including ease of use, learning motivation, pronunciation learning, confidence in speaking English, the benefits of Google Voice Assistant, and the challenges experienced during its use. The findings were described narratively and supported by students' written responses Nowell (2021). Finally, the qualitative findings were integrated with the quantitative results to provide a more comprehensive understanding of the use of Google Voice Assistant in teaching students' pronunciation and students' perceptions toward its use Mertens (2023).

Based on the explanation above, it can be concluded that thematic analysis enabled the researcher to identify students' perceptions and experiences of using Google Voice Assistant. The analysis of the written responses complemented the quantitative findings and provided a more comprehensive understanding of the use of Google Voice Assistant in teaching students' pronunciation.

CHAPTER IV FINDINGS AND DISCUSSION

4.1 Findings

This chapter presents the findings of the research entitled “The Use of Google Voice Assistant on the Eleventh Grade in Teaching Students’ Pronunciation at SMA Negeri 6 Palopo.” The findings are divided into quantitative and qualitative findings. The quantitative findings were obtained from the pronunciation pre-test and post-test scores, while the qualitative findings were obtained from students’ written responses to the written questions administered after the treatment sessions.

1. Quantitative Findings

The quantitative data in this study were obtained from the pronunciation pre-test and post-test administered to 19 students of class XI Adamsmith at SMA Negeri 6 Palopo. The pre-test was conducted before the implementation of Google Voice Assistant to determine students’ initial pronunciation ability, while the post-test was conducted after four treatment sessions to measure students’ pronunciation achievement after using Google Voice Assistant.

a. Students’ Pre-Test and Post-test

1) Students’ Pre-Test Scores

The pre-test was conducted before the treatment to determine the students’ initial pronunciation ability. In this stage, students were asked to pronounce several words or sentences, and their pronunciation was assessed based on specific criteria. The results of the pre-test show that students had varying levels of pronunciation skills, with some students performing better than others while many still experienced difficulties in pronunciation accuracy, stress, and intonation. Overall, the pre-test results indicate the students’ baseline ability before the implementation of Google Voice Assistant, and the detailed scores are presented in the following table.

Tabel 4.1. Pre-Test Scores

Name	Pre-test
Ad	42
Ah	55
Ar	48
Ay	60
Az	44
Ch	51
Fa	39
Fi	57
Ha	46
Hd	53
Is	49
Ju	61
Kh	43
Mu	58
Na	50
Ne	47
Pa	63
Tr	45
Yu	53

Based on Table 4.1, it can be seen that the students' pronunciation ability before the teaching process was relatively low. The highest pre-test score was 63, obtained by student Pa, while the lowest score was 39, obtained by student Fa. Most students achieved scores below 60, indicating that they still experienced difficulties in pronunciation accuracy, word stress, intonation, and fluency.

The pre-test results indicate that many students were not yet able to pronounce English words accurately and confidently. They also had difficulty applying appropriate stress and intonation patterns. Therefore, Google Voice Assistant was introduced as a teaching tool to support pronunciation instruction by providing correct pronunciation models, instant feedback, and opportunities for repeated learning during the teaching process.

2) Students' Post-Test Scores

After completing four teaching sessions using Google Voice Assistant, the students were given a post-test to measure their pronunciation achievement. The post-test used the same assessment criteria as the pre-test to ensure a fair comparison of students' progress. During the post-test, students were asked to

pronounce several words and sentences, and their pronunciation was assessed based on pronunciation accuracy, word stress, intonation, and fluency. The post-test results were then used to determine the effectiveness of teaching pronunciation through Google Voice Assistant.

Tabel 4.2. Post-Test Scores

Name	Pre-test
Ad	67
Ah	76
Ar	70
Ay	81
Az	68
Ch	73
Fa	62
Fi	79
Ha	69
Hd	75
Is	72
Ju	83
Kh	66
Mu	80
Na	74
Ne	71
Pa	68
Tr	85
Yu	77

Based on Table 4.2, students' pronunciation achievement improved after they were taught using Google Voice Assistant. The highest post-test score was 85, achieved by student Tr, while the lowest score was 62, achieved by student Fa. Compared with the pre-test, all students obtained higher scores in the post-test. These findings indicate that teaching pronunciation through Google Voice Assistant was effective in improving students' pronunciation achievement. During the teaching sessions, students were provided with correct pronunciation models, received instant feedback, and were encouraged to repeat the pronunciation several times. As a result, they demonstrated better pronunciation accuracy, word stress, intonation, and fluency in the post-test.

The post-test results also show that most students achieved satisfactory pronunciation performance. No student scored below 60, indicating that students experienced positive progress after participating in the teaching sessions.

Therefore, the post-test findings suggest that teaching pronunciation through Google Voice Assistant contributed positively to improving students' pronunciation ability.

b. Classification of Pre-Test and Post-test Scores

1) lassification of Pre - Test

The students' scores were classified based on the criteria proposed by Arikunto (2013), which are used to categorize students' achievement into several levels such as very good, good, fair, poor, and very poor.

Tabel 4.3. Classification of Pre-Test

No	Classification	Score	Frequency	Percentage %
1	Very good	90-100	0	0
2	Good	70-89	0	0
3	Middle	50-69	8	42.1
4	Poor	30-49	11	57.9
5	Very Poor	0-29	0	0
Total			19	100 %

Based on Table 4.3, most students were still in the Poor and Middle categories in the pre-test. There were 11 students (57.9%) in the Poor category with scores between 30–49, while 8 students (42.1%) were in the Middle category with scores between 50–69. No students were classified as Good, Very Good, or Very Poor. These results indicate that, before the teaching process using Google Voice Assistant, most students still had low to average pronunciation ability. Therefore, they needed more effective pronunciation instruction. Google Voice Assistant was used as a teaching tool to provide correct pronunciation models, instant feedback, and repeated learning opportunities, helping students improve their pronunciation skills.

2) Classification of Post-Test Scores

The post-test results show that most students reached the good category after being taught using Google Voice Assistant. This indicates that the teaching process effectively improved their pronunciation ability.

Tabel 4.4. *Classification of Post-Test*

No	Classification	Score	Frequency	Percentage %
1	Very good	90-100	0	0
2	Good	70-89	0	0
3	Middle	50-69	15	78.9
4	Poor	30-49	4	21.1
5	Very Poor	0-29	0	0
Total			19	100 %

Based on Table 4.4, the post-test results show that students' pronunciation improved after they were taught using Google Voice Assistant. Most students, 15 (78.9%), were in the Middle category, while 4 students (21.1%) remained in the Poor category. Compared with the pre-test results, these findings indicate that students made progress in their pronunciation ability after participating in the teaching sessions. This improvement suggests that teaching pronunciation through Google Voice Assistant was effective, as it provided students with correct pronunciation models, instant feedback, and repeated learning opportunities. Although most students had not yet reached the good category, the overall results demonstrate that the teaching process using Google Voice Assistant contributed positively to improving students' pronunciation ability.

c. descriptive statistics

The descriptive statistics below summarize the students' pre-test and post-test scores, showing the improvement in pronunciation after being taught using Google Voice Assistant.

Tabel 4.5. *Descriptive statistics*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pretest	19	39	63	50.74	6.919
posttest	19	62	85	73.47	6.257
Valid N (listwise)	19				

Based on Table 4.5, the students' pronunciation scores improved after they were taught using Google Voice Assistant. The mean score increased from 50.74 in

the pre-test to 73.47 in the post-test, indicating a noticeable improvement in students' pronunciation achievement. The minimum score also increased from 39 to 62, while the maximum score rose from 63 to 85, showing that both low- and high-achieving students made progress after the teaching process. In addition, the standard deviation decreased slightly from 6.919 to 6.257, indicating that the students' scores became more consistent. Overall, these findings suggest that teaching pronunciation through Google Voice Assistant effectively improved students' pronunciation ability and contributed to better learning outcomes.

d. Normality Test

Before conducting the hypothesis test, a Shapiro–Wilk normality test was used to determine whether the pre-test and post-test data were normally distributed. The results were used as the basis for further statistical analysis.

Tabel 4.6. Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.080	19	.200*	.973	19	.831
posttest	.079	19	.200*	.981	19	.954

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on Table 4.6, the Shapiro–Wilk test showed that the significance value for the pre-test was 0.831, while the post-test had a significance value of 0.954. Since both significance values were greater than 0.05, it can be concluded that the pre-test and post-test data were normally distributed. This indicates that the students' pronunciation scores met the normality assumption and were suitable for further statistical analysis. Because the data were normally distributed, the researcher continued with the Paired Sample t-test to examine whether there was a significant difference between the pre-test and post-test scores. Therefore, the normality test results confirmed that the data were appropriate for hypothesis testing and could be used to evaluate the effectiveness of teaching pronunciation using Google Voice Assistant.

e. Paired Samples Test

The Paired Sample t-test was conducted to compare the students' pre-test and post-test scores. This statistical test was used to determine whether teaching

pronunciation through Google Voice Assistant significantly improved the students' pronunciation ability after the teaching process.

Tabel 4.7. Paired Samples Test

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error	Lower	Upper	t	df	Sig.(2-tailed)
Pair 1	pretest-posttest	-22.737	5.933	1.361	-25.597	-19.877	-16.703	18	.000

Based on the Paired Sample t-test results, the significance value (Sig. 2-tailed) was 0.000, which was lower than 0.05. This indicates that there was a significant difference between the students' pre-test and post-test scores after they were taught using Google Voice Assistant. The mean difference of 22.737 points also shows a considerable improvement in students' pronunciation achievement. Therefore, it can be concluded that teaching pronunciation through Google Voice Assistant had a significant positive effect on improving the pronunciation ability of the eleventh-grade students at SMA Negeri 6 Palopo. Accordingly, the alternative hypothesis (H_1) was accepted, while the null hypothesis (H_0) was rejected.

2. Qualitatif Findings

The qualitative findings were obtained through written questions administered after the teaching process. The written questions were used to collect students' perceptions and experiences of learning pronunciation through Google Voice Assistant. The students' written responses were analyzed using thematic analysis to identify common themes. The findings are presented based on the written questions and students' written responses.

Q1: Have you used Google Voice Assistant before this study?

This question was intended to explore students' previous experience with Google Voice Assistant before participating in the study.

Several respondents reported that they had used Google Voice Assistant before the research was conducted. For example, (R1), (R2), (R3), and (R4) stated that they were familiar with the application because they had used it on their smartphones to search for information or perform simple daily tasks. However, they

explained that they had never used Google Voice Assistant specifically for learning English pronunciation.

These responses indicate that most respondents were already familiar with Google Voice Assistant before the teaching process. However, they had not previously used it as a tool for teaching and learning pronunciation.

Q2: What do you think about using Google Voice Assistant in learning pronunciation?

This question aimed to investigate students' opinions about using Google Voice Assistant in teaching pronunciation.

Based on the written responses, students generally expressed positive opinions about the application. (R1), (R3), (R5), and (R6) stated that Google Voice Assistant helped them hear correct pronunciation models and gave them opportunities to imitate native-like pronunciation. They also mentioned that the application supported independent learning because they could practice anytime without depending entirely on the teacher.

These responses suggest that Google Voice Assistant was considered a useful teaching tool that effectively supported students in improving their pronunciation through listening, feedback, and repeated practice.

Q3: Is Google Voice Assistant easy or difficult to use? Why?

This question was designed to examine students' perceptions of the usability of Google Voice Assistant.

Most respondents stated that Google Voice Assistant was easy to use. (R6), (R4), and (R7) explained that the application has simple features, responds quickly to voice commands, and does not require special technical skills. As a result, they found it easy to use during the teaching and learning process.

These findings indicate that students experienced very few difficulties when using Google Voice Assistant. Overall, the respondents perceived it as a user-friendly application that effectively supported the teaching of pronunciation.

Q4: Do you think Google Voice Assistant helps you pronounce English words better? Why?

This question explored students' perceptions of the effectiveness of Google Voice Assistant in improving their pronunciation.

Most respondents believed that Google Voice Assistant helped improve their pronunciation. (R5), (R3), and (R1) stated that listening to correct pronunciation models and repeating the words several times helped them pronounce English words more accurately. They also mentioned that the application made them more aware of their pronunciation mistakes and helped them correct them.

These responses indicate that students perceived an improvement in their pronunciation after being taught using Google Voice Assistant. Overall, the respondents believed that the application effectively supported the teaching and learning of pronunciation.

Q5: Which parts of pronunciation do you think improved the most after using Google Voice Assistant: accuracy, word stress, intonation, or fluency?

This question aimed to identify which aspects of pronunciation students felt had improved the most.

Most respondents reported improvements in pronunciation accuracy and fluency. (R8) and (R5) explained that frequent practice helped them pronounce English words more clearly and speak more smoothly. Some respondents also mentioned that listening to the pronunciation models enabled them to produce English sounds more accurately.

These findings indicate that students experienced improvement in several aspects of pronunciation, especially pronunciation accuracy and fluency, after being taught using Google Voice Assistant.

Q6: Does Google Voice Assistant make you more interested in learning pronunciation? Explain your answer.

This question was intended to examine students' interest and motivation in learning pronunciation.

Most respondents stated that Google Voice Assistant made learning pronunciation more interesting and enjoyable. (R1), (R4), (R2), and (R6) explained that learning with technology created a more interactive classroom experience than conventional learning. As a result, they felt more motivated to participate in pronunciation activities.

These findings suggest that Google Voice Assistant increased students' interest and motivation in learning pronunciation by providing a more engaging learning experience.

Q7: Do you feel more confident speaking English after practicing with Google Voice Assistant? Why?

This question explored whether Google Voice Assistant influenced students' confidence in speaking English.

Most respondents reported that they became more confident after using Google Voice Assistant. (R7), (R2), and (R3) stated that repeated pronunciation practice helped them feel more comfortable speaking English. They also mentioned that practicing regularly reduced their fear of making pronunciation mistakes.

These responses indicate that Google Voice Assistant contributed to increasing students' confidence in speaking English through continuous pronunciation practice.

Q8: What difficulties did you face when using Google Voice Assistant?

This question aimed to identify the challenges students experienced while using the application.

Although most respondents had positive experiences, some reported several difficulties. (R9), (R10), (R1), (R5) explained that they sometimes felt nervous when speaking English. Others mentioned that unfamiliar vocabulary, incorrect pronunciation, and occasional voice recognition problems made the application difficult to use.

These findings indicate that students still encountered several challenges during the teaching process, particularly nervousness, unfamiliar vocabulary, pronunciation errors, and voice recognition issues.

Q9: What do you like most about learning pronunciation through Google Voice Assistant?

This question explored the aspects of Google Voice Assistant that students appreciated the most.

Most respondents highlighted the application's pronunciation features. (R2), (R1), (R5), and (R4) stated that they liked being able to hear the correct pronunciation immediately and practice repeatedly until they pronounced the words

correctly. They also appreciated the interactive learning experience provided by the application.

These responses indicate that students valued the immediate pronunciation feedback and repeated practice opportunities offered by Google Voice Assistant.

Q10: Do you think Google Voice Assistant should be reused in pronunciation learning? Why?

This question aimed to gather students' opinions about the future use of Google Voice Assistant in pronunciation learning.

Most respondents agreed that Google Voice Assistant should continue to be used in pronunciation learning. (R1), (R3), and (R8) stated that the application helped improve their pronunciation, increased their learning motivation, and encouraged independent practice. They also believed that integrating technology into the teaching process made learning more interesting and effective.

These responses indicate that students strongly supported the continued use of Google Voice Assistant as a teaching tool for improving pronunciation because it enhanced learning outcomes and created a more engaging learning environment.

The written responses indicated that students had positive perceptions of Google Voice Assistant as a teaching tool for pronunciation. They perceived the application as easy to use, effective in improving pronunciation accuracy and fluency, motivating, and helpful in increasing their confidence in speaking English. Although some students encountered challenges, such as nervousness and unfamiliar vocabulary, they agreed that Google Voice Assistant effectively supported the teaching of pronunciation. These qualitative findings are consistent with the quantitative results, which demonstrated a significant improvement in students' pronunciation achievement after the teaching process using Google Voice Assistant.

4.2 Discussion

The purpose of this study was to investigate whether the use of Google Voice Assistant could improve the pronunciation ability of the eleventh-grade students at SMA Negeri 6 Palopo. The findings from both the quantitative and qualitative data indicate that Google Voice Assistant was effective in improving students' pronunciation achievement. In addition to improving students'

pronunciation performance, the application also created a more interactive teaching process and encouraged students to participate actively during pronunciation activities.

Before the teaching process began, the students were given a pre-test to identify their initial pronunciation ability. The pre-test required students to pronounce several English words, short sentences, and daily expressions. The results showed that many students still experienced difficulties in pronunciation accuracy, word stress, intonation, and fluency. Therefore, Google Voice Assistant was introduced as a teaching tool to help students improve their pronunciation through correct pronunciation models, instant feedback, and repeated pronunciation activities.

The treatment was conducted in four teaching sessions, beginning with Meeting 2 and ending with Meeting 5. In the second meeting, students were introduced to Google Voice Assistant and were taught how to use the application during pronunciation activities. They practiced simple expressions such as greetings, self-introductions, and leave-taking expressions by listening to the pronunciation models provided by Google Voice Assistant and repeating them several times. At the beginning of the lesson, some students felt shy and lacked confidence when speaking English. However, after several repetitions, they became more comfortable and actively participated in the classroom activities.

During the third meeting, the teaching focused on improving pronunciation accuracy, especially vowel and consonant sounds. Students practiced expressions related to self-introduction, asking for information, and giving opinions. They listened carefully to the pronunciation produced by Google Voice Assistant, compared it with their own pronunciation, and repeated the expressions until they were able to pronounce them more accurately. Throughout the lesson, students became more aware of their pronunciation mistakes and showed greater confidence in correcting them.

In the fourth meeting, the teaching activities emphasized word stress and intonation. Students practiced various daily expressions, including making requests, accepting and refusing invitations, and responding to other speakers. Google Voice Assistant was used as a pronunciation model to demonstrate the

correct stress and intonation patterns. Through repeated pronunciation activities, students gradually became more familiar with natural English pronunciation and demonstrated greater confidence when speaking.

The fifth meeting integrated all aspects of pronunciation, including pronunciation accuracy, word stress, intonation, and fluency. Students practiced short dialogues and simple conversations related to everyday situations. They interacted with Google Voice Assistant by speaking complete sentences and repeating them until they produced clearer and more fluent pronunciation. Compared with their performance at the beginning of the treatment, most students showed noticeable improvement in both pronunciation ability and speaking confidence.

During the implementation of the treatment, several challenges were encountered. One of the main challenges was the unstable internet connection, which occasionally caused Google Voice Assistant to respond more slowly than expected. This situation slightly interrupted several pronunciation activities because students had to wait for the application to process their voices. Another challenge was that one student did not have a smartphone to access Google Voice Assistant independently. To overcome this problem, the student worked together with a classmate by sharing one smartphone during the teaching activities. Although these challenges affected several learning activities, they did not prevent the treatment from being completed successfully. All students actively participated throughout the teaching sessions and were able to complete every activity until the post-test.

After completing the four teaching sessions, the students were given a post-test using similar materials and assessment criteria as those used in the pre-test. This was done to ensure that the comparison between the two tests was fair and reliable. The post-test results demonstrated that students performed better in pronunciation accuracy, word stress, intonation, and fluency after being taught using Google Voice Assistant.

Based on the quantitative findings, there was a significant improvement in students' pronunciation scores after they were taught using Google Voice Assistant. The descriptive statistics showed that the mean score increased from 50.74 in the

pre-test to 73.47 in the post-test, representing an improvement of 22.73 points. The minimum score also increased from 39 to 62, while the maximum score increased from 63 to 85. These findings indicate that students with both lower and higher levels of pronunciation ability experienced improvement after participating in the teaching sessions. The slight decrease in the standard deviation also suggests that students' pronunciation scores became more consistent after the teaching process.

Furthermore, the classification results revealed a positive improvement in students' pronunciation achievement. Before the teaching process, most students were classified in the Poor category, indicating that they still had considerable difficulty in pronouncing English words correctly. After being taught using Google Voice Assistant, most students moved to the Middle category. Although most students had not yet reached the good category, the improvement demonstrates that the teaching process successfully enhanced their pronunciation ability and helped them achieve better learning outcomes.

The effectiveness of Google Voice Assistant was further supported by the results of the Paired Sample t-test. The significance value (Sig. 2-tailed) was 0.000, which was lower than the significance level of 0.05. This indicates that there was a statistically significant difference between the students' pre-test and post-test scores. Therefore, the alternative hypothesis (H_1) was accepted, while the null hypothesis (H_0) was rejected. These findings confirm that teaching pronunciation using Google Voice Assistant had a significant positive effect on improving the pronunciation ability of the eleventh-grade students at SMA Negeri 6 Palopo.

The improvement in students' pronunciation achievement can be explained by the teaching activities provided through Google Voice Assistant. During the teaching sessions, students listened to correct pronunciation models, received immediate feedback, and repeated the pronunciation several times until they produced the words correctly. These activities provided continuous exposure to English pronunciation and helped students recognize and correct their pronunciation errors. As a result, students gradually developed better pronunciation accuracy, more appropriate word stress, improved intonation, and greater fluency.

The findings of this study are also consistent with previous studies on technology-assisted pronunciation teaching. Saputri (2024) found that Google

Voice Assistant improved students' speaking performance and increased their confidence in using English. Similarly, Dewi (2024) reported that digital assistant technology helped students improve pronunciation accuracy through voice-recognition features and interactive pronunciation activities. The findings of the present study strengthen these previous studies by demonstrating that Google Voice Assistant effectively supports the teaching of pronunciation at the senior high school level.

The qualitative findings obtained from the written responses also support the quantitative results. Most students stated that Google Voice Assistant was easy to use because of its simple features and quick responses. They believed that the application helped them pronounce English words more accurately, increased their confidence in speaking English, and made pronunciation activities more interesting. Students also reported that they enjoyed receiving immediate pronunciation feedback and practicing repeatedly until they felt satisfied with their pronunciation. Although several students experienced challenges such as nervousness, unfamiliar vocabulary, and occasional internet connection problems, they generally expressed positive perceptions toward the use of Google Voice Assistant in teaching pronunciation.

Overall, the findings of this study demonstrate that Google Voice Assistant is an effective teaching tool for improving students' pronunciation ability. The application not only improved students' pronunciation achievement but also increased their confidence, motivation, and active participation during the teaching process. Therefore, Google Voice Assistant can be recommended as an alternative technology-based teaching medium for teaching pronunciation in EFL classrooms, particularly at the senior high school level.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study aimed to investigate the use of Google Voice Assistant in teaching students' pronunciation at the eleventh grade of SMA Negeri 6 Palopo and to explore students' perceptions of its use in pronunciation learning. The findings showed that students' pronunciation achievement increased after the implementation of Google Voice Assistant, with the mean score improving from 50.74 in the pre-test to 73.47 in the post-test. Moreover, the Paired Sample t-Test revealed a significance value of 0.000, which was lower than 0.05. Consequently, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted, indicating that the use of Google Voice Assistant in teaching students' pronunciation contributed significantly to students' pronunciation achievement.

The written responses also revealed positive perceptions toward the use of Google Voice Assistant. Most students stated that the application was easy to use, helped them practice English pronunciation, increased their motivation, and enhanced their confidence in speaking English. Therefore, Google Voice Assistant can be considered an effective learning medium for teaching students' pronunciation and supporting English language learning.

5.2 Suggestions

1. For English Teachers

English teachers are encouraged to use Google Voice Assistant as a learning medium in teaching pronunciation. The findings showed that the application helped students achieve better pronunciation performance and increased their participation in learning activities. Teachers can integrate Google Voice Assistant into classroom instruction as well as independent learning activities to provide students with more opportunities to practice pronunciation.

2. For Students

Students are encouraged to use Google Voice Assistant regularly to practice English pronunciation independently. The application enables students to practice pronunciation anytime and anywhere while receiving immediate feedback. Regular

practice can help students develop more accurate pronunciation, appropriate word stress, intonation, fluency, and greater confidence in speaking English.

3. For Schools

Schools are encouraged to support the integration of technology into English language teaching by providing adequate technological facilities and internet access. Schools may also encourage teachers to implement technology-assisted learning activities that promote students' pronunciation practice and communication skills.

4. For Future Researchers

Future researchers are recommended to conduct similar studies involving larger samples, different educational levels, or different learning contexts to obtain broader findings. They may also explore the use of Google Voice Assistant in teaching other English language skills, such as speaking, listening, vocabulary, or communication, or compare it with other technology-based learning applications.

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A P P E N D I C E S

APPENDIX 1. Teaching Module

Teaching Module	
General Information	
Identitas Modul	
Name	Syamsinarwati
School Name	SMAN 6 PALOPO
Subject	English
Class	XI
Material	Pronunciation Practice through Google Voice Assistant
Elements	Pronunciation (Accuracy, Word Stress, Intonation, Fluency)
Learning Outcomes	Students are able to pronounce daily expressions correctly using Google Voice Assistant
Times	2x40 Minutes
Initial Competence	
Basic English vocabulary Familiarity with simple English greetings and expressions Basic oral communication skills	
Profile of Pancasila Students	
Faithful and Devout God	Praying before and after learning.
Global Diversity	Practicing pronunciation independently using Google Voice Assistant.
Independent	Identifying pronunciation errors and correcting them.
Creative	Practicing expressions with various intonation patterns.
Critical Reasoning	Respecting peers' pronunciation differences.
Learning Targets	
Regular Students	
Learning Models	
Technology-Based Learning Individual Practice	
Assessment	
Individual Oral Test	
Kinds of Assesments	
Pre-test Practice Assessment	

Post-test	
Core Components	
Learning Objective	
Students are able to improve their English pronunciation in terms of accuracy, word stress, intonation, and fluency through pronunciation practice using Google Voice Assistant.	
Meaningful Comprehension	
Google Voice Assistant is used as a digital learning medium to provide students with pronunciation models and instant feedback. Through repeated practice, students are expected to improve their pronunciation accuracy and confidence in speaking English.	
Sparking Questions	
What is pronunciation? Why is pronunciation important in speaking English? Have you ever used Google Voice Assistant before?	
Learning Material	
Vowel and consonant sounds Daily expressions (greetings, requests, responses) Word stress and intonation	
Tools in Teaching	
Learning Tools	Smartphone Google Voice Assistant Worksheet
Learning Source	English Textbook (Kurikulum Merdeka Grade XI) Google Voice Assistant
Learning Preparation	
The teacher prepares pronunciation materials and daily expressions The teacher ensures all students can access Google Voice Assistant The teacher prepares pronunciation tests and scoring rubrics	
LEARNING ACTIVITIES	
The First Meeting (2x40 Minutes)	
Learning Objectives Students are able to demonstrate their initial pronunciation ability Students are familiar with the test procedure	
Opening (10 minutes)	Learning Activities
	The teacher greets the students and takes a pray
	The teacher introduces herself
	The teacher checks the students' attendance The teacher explains the purpose of the research and learning activity.

	The teacher explains the importance of correct English pronunciation in daily communication.
	The teacher gives sparking questions: “Can you speak English?” “Can you pronounce words correctly?”
	The teacher conveys the learning objectives
Core Activities (60 Minutes)	Learning Activities
	Introduction to Pronunciation The teacher explains what pronunciation is. The teacher explains aspects of pronunciation: Pronunciation accuracy Word stress Intonation Fluency The teacher gives simple examples.
	Pre-Test Instructions Students will take an individual oral pronunciation test. Students are asked to pronounce: Simple words (vowels and consonants) Short sentences Daily expressions (greetings and responses)
	Pronunciation Test Components Part 1: Word Pronunciation Example: book, school, table, teacher Part 2: Short Sentences Example: “I am a student”. “This is my school”. Part 3: Daily Expressions Example: “Good morning.” “How are you?” “I am fine, thank you.”
Closing (10 minutes)	Learning Activities The teacher thanks the students for participating. The teacher gives general encouragement. The teacher explains that the results will be used to improve pronunciation learning. The teacher asks a short reflection question: “Do you think pronunciation is important in learning English?” The teacher closes the lesson with a summary. The teacher leads a closing prayer.
LEARNING ACTIVITIES	

The Second Meeting (2x40 Minutes)	
Learning Objectives Students are able to demonstrate their initial pronunciation ability Students are familiar with the test procedure	
Opening (10 minutes)	Learning Activities
	The teacher greets the students and takes a pray
	The teacher checks the students' attendance
	The teacher reviews the previous meeting briefly “Last meeting, you had a pronunciation pre-test”
	The teacher explains today’s learning focus: “Practicing pronunciation using Google Voice Assistant.”
	The teacher conveys the learning objectives.
Core Activities (60 Minutes)	Learning Activities
	Introduction to Google Voice Assistant The teacher explains what Google Voice Assistant is. The teacher explains how Google Voice Assistant can help improve pronunciation. The teacher demonstrates how to: Activate Google Voice Assistant. Speak words and sentences. Receive feedback from the application. The teacher explains the rules of pronunciation practice: Speak clearly and loudly. Repeat the pronunciation if the result is incorrect. Practice independently and honestly.
	Pronunciation Practice Session Students are given a list of simple English words. Example word list: book school teacher student morning family
	Short Sentence Pronunciation Practice Students are given short sentences. Example sentences: I am a student. This is my school. My teacher is kind. I like English.

Closing minutes)	(10	Learning Activities
		The teacher asks several students to demonstrate pronunciation orally. The teacher gives feedback and motivation. The teacher summarizes the learning activities. The teacher asks reflection questions: “Do you feel more confident speaking English now?” “Does Google Voice Assistant help your pronunciation?” The teacher explains that more practice will be done in the next meeting. The teacher closes the lesson with a prayer.

LEARNING ACTIVITIES

The Third Meeting (2x40 Minutes)

Learning Objectives

Students are able to pronounce English vowel and consonant sounds correctly.

Students are able to improve pronunciation accuracy through repeated practice.

Students are able to pronounce daily expressions related to self-introduction and asking for opinions.

Students are able to identify and correct pronunciation errors with the help of Google Voice Assistant.

Opening (10 minutes)	Learning Activities
	The teacher greets the students and takes a pray
	The teacher checks the students' attendance
	The teacher reviews the previous meeting briefly: In the last meeting, you practiced pronunciation using Google Voice Assistant.”
	The teacher explains today’s focus: Improving pronunciation accuracy, especially vowel and consonant sounds
	The teacher conveys the learning objectives.
Core Activities (60 Minutes)	Learning Activities
	Introduction to Google Voice Assistant The teacher explains what Google Voice Assistant is. The teacher explains how Google Voice Assistant can help improve pronunciation. The teacher demonstrates how to: Activate Google Voice Assistant. Speak words and sentences.

	Receive feedback from the application. The teacher explains the rules of pronunciation practice: Speak clearly and loudly. Repeat the pronunciation if the result is incorrect. Practice independently and honestly.
	Introduction to Vowel and Consonant Sounds The teacher explains the importance of correct vowel and consonant pronunciation. The teacher gives examples of commonly mispronounced sounds. Example: /ɪ/ vs /i:/ (sit – seat) /b/ vs /p/ (bat – pat) The teacher models correct pronunciation. Students listen carefully.
	Word-Level Practice (Vowels and Consonants) Students are given a list of words focusing on vowel and consonant sounds. Example word list: sit – seat pen – pan bad – bed fan – van Students practice daily expressions. Example expressions: What do you think about this? In my opinion, this is good. I agree with you. I disagree politely.
Closing (10 minutes)	Learning Activities
	The teacher asks several students to pronounce expressions orally. The teacher provides general feedback. The teacher summarizes the learning focus of the meeting. Reflection questions: “Which sounds were difficult today?” “Did repetition help improve your pronunciation?” The teacher closes the lesson with a prayer.
LEARNING ACTIVITIES	
The Fourth Meeting (2x40 Minutes)	
Learning Objectives Students are able to identify correct word stress in English words. Students are able to apply appropriate intonation patterns in sentences.	

Students are able to pronounce longer sentences naturally and confidently. Students are able to improve speaking confidence through guided pronunciation practice.	
Opening (10 minutes)	Learning Activities
	The teacher greets the students and takes a pray
	The teacher checks the students' attendance
	The teacher reviews the previous meeting briefly: You have practiced pronunciation accuracy, vowels, consonants, and daily expressions.
	The teacher explains today's focus: • Word stress and intonation in making requests and giving responses.
	The teacher conveys the learning objectives.
Core Activities (60 Minutes)	Learning Activities
	Introduction to Word Stress and Intonation The teacher explains what word stress is. The teacher explains what intonation is. The teacher explains the importance of stress and intonation in sounding natural. The teacher gives examples: Word stress: re <i>Q</i> UEST <i>T</i> able Intonation: Rising intonation for questions Falling intonation for statements and response
	Introduction to Vowel and Consonant Sounds The teacher explains the importance of correct vowel and consonant pronunciation. The teacher gives examples of commonly mispronounced sounds. Example: /i/ vs /i:/ (sit – seat) /b/ vs /p/ (bat – pat) The teacher models correct pronunciation. Students listen carefully.
	Pronunciation Practice Using Google Voice Assistant Word Stress Practice Students are given a list of words commonly used in requests. Example word list: request permission information

	assistance Sentence Intonation Practice (Making Requests) Students practice sentences used for making requests. Example sentences: “Could you help me, please?” “May I borrow your book?” “Can you explain this again?” Longer Sentence Practice (Giving Responses) Students practice longer response sentences. Example sentences: “Yes, of course, I will help you.” “I am sorry, I cannot help you right now.” “Sure, let me explain it to you.”
Closing (10 minutes)	Learning Activities
	Several students are invited to pronounce sentences aloud. The teacher gives feedback and motivation. The teacher summarizes today’s lesson. Reflection questions: “Do you feel more confident speaking English?” “Which part is more difficult: stress or intonation?” The teacher closes the lesson with a prayer.
LEARNING ACTIVITIES	
The Fifth Meeting (2x40 Minutes)	
Learning Objectives Students are able to pronounce English expressions accurately in short dialogues. Students are able to apply correct word stress and intonation in conversations. Students are able to speak more fluently and naturally. Students are able to interact confidently using daily expressions.	
Opening (10 minutes)	Learning Activities
	The teacher greets the students and takes a pray
	The teacher checks the students' attendance
	The teacher reviews the previous meeting briefly: You have practiced pronunciation accuracy, stress, intonation, and fluency.
	The teacher explains today’s focus: • Practicing short dialogues using daily expressions.
	The teacher conveys the learning objectives.
Core Activities (60 Minutes)	Learning Activities
	Introduction to Short Dialogues

	The teacher explains what a dialogue is. The teacher explains the importance of fluency and natural pronunciation in conversation. The teacher gives a short dialogue example orally.
	Dialogue Practice Using Google Voice Assistant Listening and Modeling Students listen to pronunciation models from Google Voice Assistant. The teacher displays short dialogues. Example dialogue: Dialogue 1: Greeting A: “Good morning. How are you today?” B: “I am fine, thank you. And you?” Dialogue Repetition Practice Students practice pronouncing each line of the dialogue. Students repeat sentences while focusing on: Pronunciation accuracy Word stress Intonation Students repeat until correct recognition is achieved by Google Voice Assistant.
	Pronunciation Practice Using Google Voice Assistant Word Stress Practice Students are given a list of words commonly used in requests. Example word list: Request, permission, information, assistance Sentence Intonation Practice (Making Requests) Students practice sentences used for making requests. Example sentences: “Could you help me, please?” “May I borrow your book?” “Can you explain this again?” Longer Sentence Practice (Giving Responses) Students practice longer response sentences. Example sentences: “Yes, of course, I will help you.” “I am sorry, I cannot help you right now.” “Sure, let me explain it to you.”
	Learning Activities

Closing (10 minutes)	Several students are invited to perform short dialogues orally. The teacher provides motivation and positive reinforcement. The teacher summarizes the learning activities. Reflection questions: “Do you feel more fluent speaking English?” “Which part of pronunciation is still difficult?” The teacher closes the lesson with a prayer.
LEARNING ACTIVITIES	
The Sixth Meeting (2x40 Minutes)	
Learning Objectives Students are able to demonstrate their pronunciation ability after the treatment. The researcher is able to measure students’ pronunciation improvement. The researcher is able to compare pre-test and post-test results. Students are able to pronounce English words and expressions accurately and fluently.	
Opening (10 minutes)	Learning Activities
	The teacher greets the students and takes a pray
	The teacher checks the students' attendance
	The teacher reviews the previous meeting briefly: Conducting a post-test to measure pronunciation improvement.
	The teacher reassures students that the test is not to scare them but to measure progress.
	The teacher explains the test procedures clearly
Core Activities (60 Minutes)	Learning Activities
	Post-Test Instructions Students will take an individual oral pronunciation test. The test materials are similar to the pre-test. Students are asked to pronounce: Words Short sentences Daily expressions
	Assessment Focus The post-test assessment focuses on: Pronunciation Accuracy, Word stress, Intonation, Fluency
	Learning Activities

Closing (10 minutes)	The teacher thanks the students for their participation. The teacher gives general encouragement. The teacher explains that the results will be analyzed and compared with the pre-test. The teacher gives motivation to keep practicing pronunciation. The teacher closes the lesson with a prayer.
G. Enrichment And Remedial	
Remedial Activities: Students who still struggle with vowel and consonant pronunciation will: Receive additional pronunciation practice. Be given further guidance outside the test session Enrichment Activities: Students with good pronunciation ability will: Practice longer dialogues. Create their own short conversations.	
H. Learner And Teacher Reflection	
Do you feel your pronunciation has improved? What still needs improvement? Did Google Voice Assistant help your pronunciation learning?	

Pre-Test (Baseline Pronunciation)

Student Information:

Name: _____

Class: _____

Date: _____

Instructions:

Read the words and sentences aloud clearly.

Speak at a natural speed; do not rush.

Task A - Word Pronunciation (read aloud):

1. Greeting
2. Pleasure
3. Welcome
4. Friendly
5. Polite
6. Morning
7. Afternoon
8. Evening

Teacher notes / feedback:

Task B - Short Sentences (read aloud):

1. Good morning, everyone.
2. Good afternoon, Ma'am.
3. Good evening, Sir.
4. Hello, nice to meet you.
5. Hi, how are you today?
6. Welcome to our class.
7. It is a pleasure to meet you.
8. How have you been lately?

Teacher notes / feedback:

Task C - Daily Expressions (say aloud):

1. Good morning. How are you doing?
2. Hello, my name is Rina. What is your name?
3. Nice to meet you. I hope we can be friends.
4. Excuse me, may I introduce myself?
5. Thank you for welcoming me to this class.

Teacher notes / feedback:

Meeting 2 - Getting Started with Google Voice Assistant (GVA)

Objective: To train students to use GVA and practice simple daily expressions (greetings and responses).

Student Information:

Name: _____

Class: _____

Date: _____

Preparation checklist (tick):

☐ Phone ready

☐ Internet on

☐ Quiet environment

☐ GVA activated

Part 1 - Activate GVA (write your steps):

Step 1:

Step 2:

Part 2 - Greeting Practice with GVA (repeat each line at least 3 times):

Good morning.

Good afternoon.

How are you?

I am fine, thank you.

Part 3 - Notes (what did GVA misunderstand?):

Home practice (optional): Practice the four expressions at home for 5 minutes

Meeting 3 - Accuracy Focus (Vowels & Consonants) + Self-Introduction

Objective: To improve sound accuracy and produce a clear self-introduction using GVA feedback.

Student Information:

Name: _____

Class: _____

Date: _____

Warm-up - Minimal Pairs (say each pair clearly):

sit / seat

pen / pan

bad / bed

Choose the hardest pair and explain why:

Hardest pair: _____

Reason: _____

Main Practice - Self-Introduction (practice with GVA):

Write your script (3-4 sentences):

Speak to GVA 3 times. Write the words that were not recognized:

Try again and write your improvement (what did you change?):

Reflection (write 2-3 sentences):

Meeting 4 - Word Stress & Intonation Focus (Requests and Responses)

Objective: To apply correct word stress and intonation patterns in common requests and responses.

Student Information:

Name: _____

Class: _____

Date: _____

Part 1 - Word Stress (mark the stressed syllable with CAPITAL letters):

Example: reQUEST

- 1) request: _____
- 2) permission: _____
- 3) information: _____
- 4) assistance: _____

Part 2 - Intonation (choose ↗ rising or ↘ falling):

- 1) Could you help me, please?
- 2) May I borrow your book?
- 3) Yes, of course.
- 4) I am sorry, not right now.

Part 3 - GVA Practice (repeat each line at least 3 times):

Could you help me, please?

May I borrow your book?

Yes, of course.

I am sorry, not right now.

Write which sentence is hardest and why:

Meeting 5 - Short Dialogues (Integration: Accuracy + Stress + Intonation + Fluency)

Objective: To perform short dialogues fluently with natural stress and intonation using GVA practice.

Student Information:

Name: _____

Class: _____

Date: _____

Dialogue A (Greeting):

A: Good morning. How are you today?

B: I am fine, thank you. And you?

Dialogue B (Request):

A: Could you help me, please?

B: Sure. Let me help you.

Task:

Practice each line with GVA (2-3 times).

Then practice with a partner (role A and role B).

Write your biggest fluency problem (pause / speed / confidence):

Write 3 words you want to improve (pronunciation):

1) _____

2) _____

3) _____

Meeting 6 – Post-Test (Baseline Pronunciation)**Pre-Test (Baseline Pronunciation)**

Student Information:

Name: _____

Class: _____

Date: _____

Instructions:

Read the words and sentences aloud clearly.

Speak at a natural speed; do not rush.

Task A - Word Pronunciation (read aloud):

1. Greeting
2. Pleasure
3. Welcome
4. Friendly
5. Polite
6. Morning
7. Afternoon
8. Evening

Teacher notes / feedback:

Task B - Short Sentences (read aloud):

1. Good morning, everyone.
2. Good afternoon, Ma'am.
3. Good evening, Sir.
4. Hello, nice to meet you.
5. Hi, how are you today?
6. Welcome to our class.
7. It is a pleasure to meet you.
8. How have you been lately?

Teacher notes / feedback:

Task C - Daily Expressions (say aloud):

1. Good morning. How are you doing?
2. Hello, my name is Rina. What is your name?
3. Nice to meet you. I hope we can be friends.
4. Excuse me, may I introduce myself?
5. Thank you for welcoming me to this class.

Teacher notes / feedback:

Rubric Pronunciation

Aspect	Score	Criteria
Pronunciation Accuracy	4	Clear and accurate pronunciation.
	3	Mostly accurate with minor errors.
	2	Several errors affecting clarity.
	1	Many errors, hard to understand.
Word Stress	4	Correct stress consistently.
	3	Mostly correct stress.
	2	Often incorrect stress.
	1	Rarely correct stress.
Intonation	4	Natural and appropriate intonation.
	3	Generally appropriate intonation.
	2	Limited intonation control.
	1	Flat or incorrect intonation.
Fluency	4	Smooth and confident speech.
	3	Fairly smooth with hesitation.
	2	Frequent pauses.
	1	Very slow and fragmented.

Written Responses on Google Voice Assistant in Pronunciation Learning

Name: _____

Class: _____

1. Have you used Google Voice Assistant before this study?
2. What do you think about using Google Voice Assistant in learning pronunciation?
3. Is Google Voice Assistant easy or difficult to use? Why?
4. Do you think Google Voice Assistant helps you pronounce English words better? Why?
5. Which parts of pronunciation do you think improved the most after using Google Voice Assistant: accuracy, word emphasis, intonation, or fluency?
6. Does Google Voice Assistant make you more interested in learning pronunciation? Explain your answer.
7. Do you feel more confident speaking English after practicing with Google Voice Assistant? Why?
8. What difficulties did you face when using Google Voice Assistant?
9. What do you love most about learning pronunciation through Google Voice Assistant?
10. Do you think Google Voice Assistant should be reused in pronunciation learning? Why?

Transkrip pre-test

The student began by introducing herself, saying, "putri from class 11 Adam Smith, " with a flat intonation and a slightly hesitant voice. She then started Task A by reading the numbered vocabulary items: "greeting, pleasure, welcome, friendly, polite, morning, afternoon, evening." There were noticeable pauses between most of the words, making her speech sound slow and less fluent. She also made a numbering mistake by saying "seven" twice before the word "evening," resulting in an incorrect sequence. Several words, including "pleasure," "friendly," "afternoon," and "evening," were pronounced unclearly. The word "pleasure" sounded more like "pleser," while "afternoon" was spoken with incorrect word stress and "friendly" lacked clear articulation.

In Task B, the student read "Good morning, everyone," then paused briefly, said "oh," and repeated the sentence, indicating hesitation. When reading "Good afternoon, Ma'am," she repeated the number before continuing. After saying "Hello, nice to meet you," she forgot the sequence and asked, "apa lima?" before moving on to the next sentence. She read "Hi, how are you today? Welcome to our class. It is a pleasure to meet you. How have you been lately?" at a slow pace with several pauses. The pronunciation of "pleasure" remained inaccurate, and "How have you been lately?" was spoken with flat intonation, making it sound more like a statement than a question.

In Task C (Daily Expressions), the student read "Good morning. How are you doing? Hello, my name is Rina. What is your name? Nice to meet you. I hope we can be friends." Although she completed all the expressions, her speech still sounded like she was reading directly from the text. In the sentence "Excuse me, may I introduce myself?" she repeated "Excuse me" twice before continuing, showing hesitation. In addition, the words "introduce" and "welcoming" were not pronounced clearly and did not match standard English pronunciation.

Overall, the student showed frequent pauses, repeated several words and numbers, forgot the reading sequence at one point, and made several pronunciation errors, especially in multisyllabic words. Her speech was slow, the intonation was consistently flat, and her fluency was limited, indicating that her pronunciation ability was still relatively low and requires further.

Transkrip post-test

The student began by introducing herself by saying, "Hello, my name is Putri," with clear pronunciation and a confident voice. After a brief pause following "Hello," she continued smoothly with "I'm from class 11 Adam Smith." Overall, her speech was fluent and easy to understand.

During Text A, the student pronounced each vocabulary item clearly and accurately. Words such as "greeting," "pleasure," "welcome," "friendly," "polite," "morning," "afternoon," and "evening" were articulated with much better pronunciation and more appropriate word stress. Only a few minor hesitations were observed, but they did not affect the clarity of her speech. Compared to her previous performance, her pronunciation showed noticeable improvement.

When reading Text B, the student delivered the sentences with greater confidence and smoother fluency. She pronounced "Good morning, everyone. Good afternoon, Ma'am. Good evening, Sir. Hello, nice to meet you. Hi, how are you today?" clearly, with only occasional brief pauses between sentences. The expression "It is a pleasure to meet you" was pronounced much more accurately, especially the word "pleasure," which showed considerable improvement. In addition, "How have you been lately?" was spoken with more appropriate question intonation, making the sentence sound more natural.

In Text C, the student read all daily expressions confidently and continuously. She pronounced "Good morning. How are you doing? Hello, my name is Rina. What's your name? Nice to meet you. I hope we can be friends. Excuse me, may I introduce myself? Thank you for welcoming me to this class." with clear articulation and only minimal hesitation. The pronunciation of previously difficult words, such as "introduce" and "welcoming," was much clearer and closer to standard English pronunciation.

Overall, the student demonstrated significant teaching in pronunciation, fluency, and confidence. Most words and sentences were pronounced more clearly, the intonation sounded more natural, and pauses during speech were reduced, indicating that the student's pronunciation ability improved after using Google Voice Assistant.

Kuesioner Persepsi Siswa terhadap Penggunaan Google Voice Assistant dalam Pembelajaran Pronunciation

Nama: Tri Alfani Bone

Kelas: XI. Adam Smith

Tanggal: 19 - 05 - 2026

1. Apakah kamu pernah menggunakan Google Voice Assistant sebelum penelitian ini?
2. Apa pendapat kamu tentang penggunaan Google Voice Assistant dalam pembelajaran pronunciation/pelafalan?
3. Apakah Google Voice Assistant mudah atau sulit digunakan? Mengapa?
4. Menurut kamu, apakah Google Voice Assistant membantu kamu melafalkan kata-kata bahasa Inggris dengan lebih baik? Mengapa?
5. Bagian pronunciation/pelafalan mana yang menurut kamu paling meningkat setelah menggunakan Google Voice Assistant: ketepatan pelafalan, tekanan kata, intonasi, atau kelancaran berbicara?
6. Apakah Google Voice Assistant membuat kamu lebih tertarik untuk belajar pronunciation/pelafalan? Jelaskan jawabanmu.
7. Apakah kamu merasa lebih percaya diri berbicara bahasa Inggris setelah berlatih menggunakan Google Voice Assistant? Mengapa?
8. Kesulitan apa yang kamu hadapi saat menggunakan Google Voice Assistant?
9. Apa hal yang paling kamu sukai dari pembelajaran pronunciation/pelafalan melalui Google Voice Assistant?
10. Menurut kamu, apakah Google Voice Assistant perlu digunakan lagi dalam pembelajaran pronunciation/pelafalan? Mengapa?

Jawab:

1. Ya, saya pernah menggunakan Google Voice Assistant. mencari lagu.
2. Menurut saya, Google Voice Assistant membantu belajar pronunciation.
3. Mudah digunakan karena fiturnya sederhana dan praktis.
4. Ya, membantu karena saya bisa mendengar pelafalan yg benar.
5. Ketepatan pelafalan dan kelancaran berbicara.
6. Ya, karena bljr jadi lebih menarik dan tidak membosankan.
7. Ya, krna saya jadi lebih sering berlatih berbicara bahasa Inggris.
8. Kadang suara tidak terbaca dgn jelas jika kondisi buruk.
9. Saya suka krna bisa langsung mendengar contoh pelafalan yg benar.
10. Ya, krna membantu meningkatkan kemampuan pronunciation siswa.

APPENDIX II


PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 6 PALOPO
 Alamat : Jl. Patang II No.61, Telp.0471 (3200883)
 E-Mail : Smanem.Palopo@gmail.com - website : www.Sman6palopo.Sch.Id

LEMBAR DISPOSISI

Nomor Surat : 077/FKIP/UNCP/IV/2026
 Diterima tgl : 20.04 - 2026
 Perihal : 121N Nomor 11
 No.Agenda Masuk : 051

Diteruskan kepada : 1 ☐ Kepala Sekolah 2 ☐ Wakasek 3 ☐ Kepala Tata Usaha 4 ☐ Waka kurikulum 5 ☐ Waka Kesiswaan 6 ☐ Waka Sarana dan prasana 7 ☐ Waka Humas 8 ☐ Bendahara Rutin 9 ☐ Bendahara Komite	Isi Disposisi : ☐ Harap dipenuhi tepat waktu ☐ Harap di balas ☐ Untuk hadir ☐ Untuk dipenuhi dengan koordinasi ☐ Proses lebih lanjut ☐ Koordinasi/konfirmasi ☐ Tanggapan dan saran ☐ Untuk dilaksanakan ☐ Arsip
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Catatan :

.....

Kepala SMA Negeri 6 Palopo

SUMARLIN S.Pd.,M.Pd
NIP. 19871009 201101 1 010


FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS COKROAMINOTO PALOPO
 Jl. Latammaealling No. 9 B Kota Palopo Sulawesi Selatan
 Tlp. 0471-23421 Website <http://www.uncp.ac.id>

Nomor : 077/FKIP/UNCP/IV/2026
 Lampiran : -
 Perihal : Permohonan izin melakukan penelitian
 Palopo, 15 April 2026

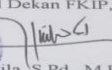
Kepada Yth,
 Kepala Dinas Penanaman Modal dan PTSP Prov. Sulawesi Selatan
 di-
 Makassar

Dengan Hormat,
 Sehubungan dengan pelaksanaan penelitian bagi yang tersebut dibawah ini:

Nama	: Syamsinarwati
NIM	: 2201404005
Tempat/Tanggal Lahir	: Maliwowo, 23 Juni 2003
Jenis Kelamin	: Perempuan
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan
Alamat	: Sempowae
Tempat Penelitian	: SMAN 6 Palopo
Waktu Penelitian	: Bulan April - Mei 2026

Dimohon kesediaan Bapak/Ibu untuk menerbitkan surat izin melakukan penelitian di instansi yang Bapak/Ibu pimpin guna menyusun karya ilmiah (Skripsi) yang berjudul "The Use of Google Voice Assistant on the Eleventh Grade in Improving Students' Pronunciation at SMA Negeri 6 Palopo".

Atas bantuan dan kerjasamanya, kami ucapkan terima kasih.

An. Dekan
 Wakil Dekan FKIP,

 Raniha, S.Pd., M.Pd.
 NIDN. 0923049001

Tembusandisampaikan kepada yang terhormat:
 1. Rektor UNCP (Sebagai Laporan)
 2. Arsip



PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMA NEGERI 6 PALOPO
 Alamat : Jl. A. Simpursiang Eks (Jl. Patang II) No. 61 ☎ 0471-3200883
 Email : smanem.palopo@gmail.com — Website : www.sman6palopo.sch.id



SURAT KETERANGAN
 Nomor : 400.3.8/ 567 - UPT SMA.6/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 6 Palopo, Provinsi Sulawesi Selatan menerangkan bahwa :

Nama	: SYAMSINARWATI
NIM	: 2201404005
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan Dan Ilmu Pendidikan
Tahun Akademik	: 2025/2026

Telah mengadakan penelitian pada tanggal 21 April s.d 19 Mei 2026 di UPT SMA Negeri 6 Palopo, dalam rangka penyusunan Skripsi dengan Judul "*The use of Google voice Assistant on the Eleventh Grade in Improving students pronunciation at SMAN 6 PALOPO*".

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Palopo, 20 Mei 2026


SYAMSINARWATI, S.Pd., M.Pd
 Pangkat : Penata TK. I
 NIP 19871009 201101 1 010



#BerAKHLAK **#CERDASKI**
#SIPAKATAU

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DOCUMENTATION

Figure 1. Pre-test Activity



Figure 1 shows Students took a pre-test to find out their pronunciation ability before the learning activities began.

Figure 2. Introducing Google Voice Assistant



Figure 2 Students learned how to use Google Voice Assistant and practiced simple daily expressions

Figure 3. Pronunciation Practice



Figure 3 Students listened to the correct pronunciation from Google Voice Assistant and repeated it to teaching their pronunciation

Figure 4. Practicing Stress and Intonation



Figure 4 Students practiced word stress and intonation by using daily expressions with Google Voice Assistant.

Figure 5. Speaking Practice



Figure 5 Students practiced short conversations to teach their pronunciation and speaking fluency.

Figure 6. Post-Test Activity



Figure 6 Students took a post-test to see their pronunciation teaching after using Google Voice Assistant.