

**THE EFFECT OF SELF TALK ON STUDENTS' PRONUNCIATIONSKILL
AT TENTH GRADE OF SMAN 5 RAWANGKOTA SUNGAI PENUH
ACADEMIC YEARS 2018/2019**

A THESIS



By :

LAURA SEPTIALNI

NIM: 08.829.14

**INSTITUT AGAMA ISLAM NEGERI
K E R I N C I**

**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEARS 2018/2019**

**THE EFFECT OF SELF TALK ON STUDENTS' PRONUNCIATION SKILL
AT TENTH GRADE OF SMAN 5 RAWANG KOTA SUNGAI PENUH
ACADEMIC YEARS 2018/2019**

A THESIS

Submitted as a Partial Fulfillment of Requirement for Undergraduate Degree (S1)
at English Education Program in Faculty of Education and Teacher Training

State Islamic Institute of Kerinci

BY :

LAURA SEPTIALNI

NIM: 08.829.14

**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI**


Advisor I : Dr. Daflizar, S. Pd, MA
Advisor II : Herayati, M.Pd
Lecturers of IAIN Kerinci

Sungai Penuh, 2019

To.
The Rector of IAIN Kerinci
In
Sungai Penuh

OFFICIAL NOTE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

AGENDA
NOMOR : 149
TANGGAL : 01 07 2020
PARAF : 

Assalamu 'alaikum Warahmatullahi Wabarakatuh

After guiding, analyzing, briefing, and correcting, the writing of: LAURA SEPTIALNI'S thesis, (the students number is 08.829.14) entitled: **THE EFFECT OF SELF TALK ON STUDENTS' PRONOUNCIATION SKILL AT TENTH GRADE OF SMAN 5 RAWANG KOTA SUNGAI PENUH ACADEMIC YEARS 2018/2019**, we are of the opinion that thesis has met qualification as one of partial fulfillment for an undergraduate degree of English Teaching in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) of Kerinci.

Thus, we processed this thesis to the faculty for an immediate administrative process for final examination.

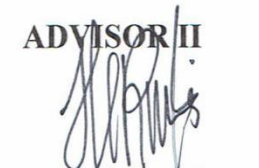
Wassalamu 'alaikum Warahmatullahi Wabarakatuh,

ADVISORI



Dr. Daflizar, S. Pd, MA
NIP. 1973126 200312 1 001

ADVISORI II



Herayati, M.Pd
NIDN. 202903902



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN TADRIS BAHASA INGGRIS


Jl.Pelita IV Sungai Penuh Telp.(0748)21065 Fax.(0748)2214
Kode Pos: 37112 web : www.iainkerinci.ac.id email : info@iainkerinci.ac.id

APPROVAL AND ACCEPTANCE

This thesis which entitle of **THE EFFECT BY USING SELF TALK STRATEGY TOWARD STUDENTS' ABILITY IN PRONOUNCIATION AT TENTH GRADE OF SMAN 5 RAWANG KOTA SUNGAI PENUH ACADEMIC YEAR 2018/2019** by **Laura Sepialni** Register Number 08.829.14 has been examined in the viva voice help by Faculty of Education and Teacher Training at IAIN Kerinci on November 24th 2020, thesis is submitted as one of partial fulfillment of the requirements for getting undergraduate degree (S1) at English Education Program in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) of Kerinci.

Sungai Penuh, November 24th 2020

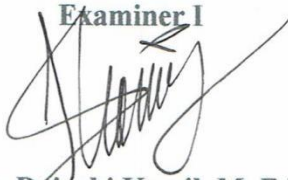
THE VIVA VOICE
Head of English Education Program



Aridem Vintoni, M.Pd
NIP: 19790925 200912 1 005

MEMBERS

Examiner I



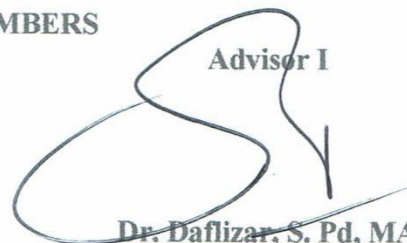
Dr. Dairabi Kamil, M. Ed
NIP: 19740314 199903 1 005

Examiner II




Yelni Erniyati, M.Pd
NIP:19840211 201903 2 006

Advisor I



Dr. Daflizar, S. Pd, MA
NIP. 1973126 200312 1 001

Advisor II



Heravati, M.Pd
NIDN. 202903902

CERTIFICATE OF ORIGINALITY

The researcher hereby declare that the thesis entitle, “**The Effect of Self Talk on Students’ Pronunciation Skill at Tenth Grade of SMAN 5 Rawang Kota Sungai Penuh Academic Year 2018/2019**” is my own work and that to the best of my knowledge and belief, it contains no material previously published or written by another person, no material which to a substantial extent has been accepted for the award any other educational institution, accepted where do acknowledgement is made in this thesis. Any contribution made to the research by others, with whom the researcher have worked at IAIN Kerinci or else where is fully acknowledge.

The researcher also declared that the intellectual content of this thesis is the product of my own work, except to the extent that assistance from others in the project design and conception or in style, presentation and linguistic expression is acknowledge.

Sungai Penuh, 2019

The Researcher



LAURA SEPTIALNI
NIM: 08.829.14

ACKNOWLEDGEMENTS

الرحيم الرحمن الله بسم

والمرسلين الأنبياء اشرف على والسلام والصلاة العالمين رب لله الحمد
بعد اما .اجمعين الله رسول وصحبه آله وعلى

In the name of Allah, the beneficent, the merciful. All praises be to Allah the lord of the world, and the sequel is for those who keep their duties unto Him, further will be no hostility expect againts wrongdoers. Blessing and salutation be upon the honorable prophet and messenger, His family, all His companions and those who follow them in His fait till the day of judgment.

In his good accession, the researcher would like to express his gratitude to Allah SWT, due to His favor and charity, so the researcher could finish the writing of the thesis. Besides, the researcher should never forget to thank to the following people who deserve special recognition for their invaluable help in accomplishing this thesis entitled **“THE EFFECT OF SELF TALK ON STUDENTS’ PRONOUNCIATION SKILL AT TENTH GRADE OF SMAN 5 RAWANG KOTA SUNGAI PENUH ACADEMICYEARS 2018/2019”**. As one of the requirements to obtain the undergraduate degree in English Departement of Tarbiyah Program.

There are thankful for :

1. Dr. Y. Sonafist, M.Ag as the Rector of State Islamic Institute of Kerinci.
2. Drs. H. Bahrum, M.Ag as the first head assistent of State Islamic Institute of Kerinci
3. Drs. Asa’ri, M.Ag as the second head assistent of State Islamic Institute of Kerinci
4. Dr. Jalwis, M.Ag as the third head assistent of State Islamic Institute of Kerinci
5. Dr. Dairabi kamil, M. Ed as Dewan Faculty of Education and Teacher Training of State Islamic Institute of Kerinci

6. Dr. Dairabi Kamil, M.Ed as my first examiner.
7. Yelni Erniyati, M. Pd as my second examiner.
8. All the lecturers of IAIN Kerinci especially at English Departement.
9. Thank to my big family who supported me in finished my thesis.
10. The last one to all of my friends that I can not mention one by one . thank for all of the time that we have together.

As human being, the researcher has limatation to make this thesis perfect. Therefore, any constructive criticism and suggestion are welcome as the better improvement for the researcher in making such writing at any other time. Hopefully, the thesis will be useful to the process of teaching English.

Sungai Penuh, 24 November 2020

Researcher,



LAURA SEPTIALNI

NIM: 08.829.14

DEDICATION AND MOTTO

DEDICATION TO: *I dedicated this thesis for*

My beloved father : ZAHRIAL

My beloved mother : NURJASNI

“For their love, suggestion, and support and who always encourage me and praying for my success in my whole life”

MySister : JULIA ANESIA

“Who always motivate and suggest me to finish this thesis and their contribution upon the success of writing this thesis”

My special beloved friends : **SONIA FEBRIANTA, CHINTIA JULIA, LESTARI, AFIFAH CAHYANA, VENI PUTRI SAFWA, YUCKE KARTIKA, DESMA,** and others friends who are involved in supporting, encouraging, and motivating me until finishing this thesis *“Thank you very much”*

MOTTO



Meaning: *“The beneficent (1), hath made known the Qur’an (2), He hath created man (3), he hath taught him utterance (4)”.*

Artinya: *“Allah yang mahapengasih (1), yang mengajarkan Al-Qur’an (2), diamenciptakan manusia (3), mengajarkannya pandai berbicara (4)”¹. (Qs. Ar-Rahman: 1-4)*

ABSTRACT

¹Departemen Agama RI, *Al-Qur’an dan Terjemahnya*, (Bandung: PT. SyamsilCipta Media, 2005), p.531

**LAURA
SEPTIALNI, 2019** : **“THE EFFECT OF SELF TALK ON STUDENTS’
PRONOUNCIATION SKILL AT TENTH
GRADE OF SMAN 5 RAWANG KOTA SUNGAI
PENUH ACADEMICYEARS
2018/2019”.**

1. Dr. Daflizar, S. Pd, MA

: 2. Herayati, M.Pd

Advisors

The students often make some mistakes like vowels, spelling and pronounce when they produced English words at Tenth Grade of SMAN 5 Rawang Kota Sungai Penuh Academic Year 2018/2019. In addition, teacher don't use appropriate strategy in teaching to make students actively in learning. Therefore, the researcher is did a research to use self talk as a strategy of teaching and learning activities. Self talk is one of strategy which can help the teacher to teaching English easily. Self talk in teaching pronunciation is very simple visual aids and the teacher can make the students more active during the teaching learning process. Self talk are some kinds of strategy that can be used by the teacher in the classroom. They can increase their span of attention and concentration to study rules in English. The purpose of the research is to see the influence of self talk in teaching pronunciation at Tenth Grade of SMAN 5 Rawang Kota Sungai Penuh Academic Year 2018/2019. This research used a experiment technique. The population and sample consist of two classes namely class controls (XIPS2) and experiment class (XIPA1), which the sample consist 50 students. Analysis of data used the average score and standard deviation test students. Based on this research, it can be concluded that pre test scores was 2,97 and the finally post test results is 3,88 for experimental class. Then pre test scores was 3,07 and the finally post test results is 3,42 for control class. This score indicates a positive value; it means that there is a significant effect of Self talk in teaching pronunciation at at Tenth Grade of SMAN 5 Rawang Kota Sungai Penuh Academic Year 2018/2019.

ABSTRAK

**LAURA
SEPTIALNI, 2019** : **“THE EFFECT OF SELF TALK ON STUDENTS’
PRONOUNCIATION SKILL AT TENTH
GRADE OF SMAN 5 RAWANG KOTA SUNGAI
PENUH ACADEMICYEARS
2018/2019”.**

1. Dr. Daflizar, S. Pd, MA

: 2. Herayati, M.Pd

Pembimbing

Siswa sering membuat kesalahan ketika mereka melakukan pengucapan kata dalam bahasa Inggris seperti kesalahan dalam bunyi, pengejaan, dan pengucapan di X SMAN 5 Rawang Kota Sungai Penuh Tahun Ajaran 2018/2019 dalam pelajaran Bahasa Inggris. Disamping itu guru juga tidak menggunakan media yang tepat dalam mengajar untuk membuat siswa aktif dalam belajar. Oleh karena itu peneliti mencoba menggunakan self talk strategy sebagai teknik dalam kegiatan belajar mengajar. Self talk adalah salah satu strategy yang bisa membantu guru mengajar Bahasa Inggris dengan mudah. Self talk dalam pengajaran pronunciation adalah media visual yang sangat sederhana dan guru bisa membuat siswa menjadi aktif didalam proses pembelajaran. Self talk adalah jenis strategy yang bisa digunakan oleh guru didalam kelas. Mereka bisa meningkatkan kesempatan dan konsentrasi untuk belajar struktur didalam pembelajaran Bahasa Inggris. Tujuan penelitian ini adalah untuk melihat dampak positif dari self talk dan penguasaan pronunciation siswa di kelas X SMAN 5 Rawang Kota Sungai Penuh Tahun Ajaran 2018/2019. Penelitian ini menggunakan teknik experiment. Populasi dan sampel penelitian ini terdiri dari dua kelas yaitu kelas kontrol (XIPS2) dan kelas experiments (XIPA1). Yang mana sampel terdiri dari 50 siswa. Analisa data yang digunakan adalah skor rata-rata dan standard deviasi test siswa. Berdasarkan hasil penelitian dapat disimpulkan bahwa jumlah skor test awal yang telah dilakukan adalah 2,97 dan hasil test terakhir adalah 3,88 untuk eksperimen kelas. Kemudian untuk control kelas tes awal 3,07 dan tes akhir 3,42. Skor ini menunjukkan nilai positif, itu artinya ada hubungan yang significant antara self talk strategi dan penguasaan pronunciation siswa kelas X SMAN 5 Rawang Kota Sungai Penuh Tahun Ajaran 2018/2019.

TABLE OF CONTENTS

COVER	i
OFFICIAL NOTE	ii
APPROVAL AND ACCEPTANCE	iii
CERTIFICATE OF ORIGINALITY	iv
ACKNOWLEDGMENT	v
DEDICATION AND MOTTO	vii
ABSTRACT	viii
ABSTRAK	ix
TABLE OF CONTENT	x
LIST OF TABLES	
LIST OF APPENDICES	
LIST OF STRUCTURES	
CHAPTER I INTRODUCTION	
A. Background of the Problem.....	1
B. Identification of the Problems.....	5
C. Limitation of the Problems	5
D. Research Question	6
E. Purpose of the Research	6
F. Significance of the Research	6
G. Hypothesis	7
H. Definition of The Key Term	7
CHAPTER II REVIEW OF RELATED LITERATURE	
A. REVIEW OF RELATED THEORIES	8
1 Pronunciation	8
a. Definition of Pronunciation	8

b. Features of Pronunciation	9
c. Aspects of pronunciation	12
1) Vowel Sounds	12
2) Consonants sounds	13
3) Combinations of Sounds	14
4) Linkage of sounds	14
5) Word stress	15
6) Rhythm	15
7) Weak form	15
8) Sentence stress	16
9) Intonation	16
d. Problem in Teaching and Learning Pronunciation	16
1) What students can hear	16
2) The intonation problem	17
e. Factors Affecting Learner's Pronunciation	18
1) Native language	18
2) Age	19
3) Exposure	19
4) Innate phonetic ability	19
5) Identify and language ego	20
6) Motivation and concern for good pronunciation	20
1. Self Talk	21
a. Definition of self talk	21
b. Positive Self Talk	22
c. Negative Self Talk	23
d. Capturing Your Self Talk	23
e. The Psychology of Self Talk	24
B. REVIEW OR RELATED FINDING	25
C. CONCEPTUAL OF FRAMEWORK	26

CHAPTER III METHODOLOGY OF RESEARCH

A. Research Design	29
B. Population and Sample	31
1. Population	31
2. Sample	31
C. Kinds and Source of Data	32
1. Kind of Data	32
a. Primary Data	32
b. Secondary Data	33

2. Source of data	33
D. Instrument	33
1. Test	33
2. Documentation	34
E. Technique of Collecting Data	35
1. Test	35
a. Pre-test	35
b. Post-test	35
2. Documentation	36
F. Technique of Data Analysis	36
G. The Procedure of Research	40
H. Teaching Material	42
1. Definition of Vowels	42
2. Long Vowel Sounds	43
3. Short Vowel Sounds	46
4. Kind of vowel sounds	48
5. Monophthong	50
6. Diphthong	53

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings.....	58
1. Result of Test.....	59
a. The Classification Of Students' Pre-Test.....	59
b. The Classification Of Students' Post-Test	60
2. Data Analysis for The Mean Score and Standard Deviation of Experimental Class and Controlled Class	62
3. Hypothesis Testing	63
B. Discussion	65

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion69

B. Suggestion70

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE



INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

LIST OF TABLE

- TABLE 1** : Vowels Sounds
- TABLE 2** : Short and Long Vowels
- TABLE 3** : The Distribution of class of the Grade Ten of SMAN 5 Rawang Academic year 2018-2019
- TABLE 4** : The Rating Sheet Score of Students' Pronunciation Mastery
- TABLE 5** : The rating scale of students score Rating Skill to communicate orally
- TABLE 6** : Vowels Sounds
- TABLE 7** : Short and Long Vowels
- TABLE 8** : Example of Short Vowel
- TABLE 9** : Example of Each Type of Short Vowel
- TABLE 10** : Single consonant and a silent "e"
- TABLE 11** : Classification of Students' Pronunciation specially vowel sounds in Pre-Test Experimental Group
- TABLE 12** : Classification of Students' Pronunciation specially vowel sounds in Post-Test Control Group
- TABLE 13** : Classification of Students' Pronunciation specially vowel sounds in Post-Test Experiment Group
- TABLE 14** : Classification of Students' Pronunciation specially vowel sounds in Pre-Test Control Group
- TABLE 15** : The mean score and standard deviation of experimental class and controlled class in pre-test and post-test
- TABLE 16** : Distribution the value of t-test and t-table

LIST OF APPENDICES

- APPENDIX 1** : The Students' English Score in the class X Semester II
- APPENDIX 2** : Instrument of Pre-Test (Experimental and Control Class)
- APPENDIX 3** : Instrument of Post-Test (Experimental and Control Class)
- APPENDIX 4** : Scoring Test
- APPENDIX 5** : Mean Score
- APPENDIX 6** : Standard Deviation Score
- APPENDIX 7** : t-test
- APPENDIX 8** : Lesson Plan Experimental class
- APPENDIX 9** : Lesson Plan Control Class
- APPENDIX 10** : Table Scoring

LIST OF STRUCTURES

STRUCTURE 1 : The Conceptual Framework “The Effect Of Self Talk Strategy towards in teaching pronunciation”.



CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is a language skill that demands someone to be able to communicate orally in the real life. To make someone able to communicate orally in the real life becomes the reason why speaking is a crucial part of second language teaching and learning. As a result, learning speaking in English as a foreign language is very important to enable learners to interact with others communicatively. The importance of speaking has been explained in Al-qur'an surah Ar-Rahman verse 1-4:



Meaning: *“The beneficent (1), hath made known the Qur’an (2), He hath created man (3), he hath taught him utterance (4)”*.

Artinya: *“Allah yang maha pengasih (1), yang mengajarkan Al-Qur’an (2), dia menciptakan manusia (3), mengajarkannya pandai berbicara (4)”*². (Qs. Ar-Rahman: 1-4)

Based on the verse above, speaking well is very important in communication between one person and others. Speaking is one of productive

²Departemen Agama RI, *Al-Qur’an dan Terjemahannya*, (Bandung: PT. SyamsilCipta Media, 2005), p.531

skill. Speaking skill is divided into five components. These are pronunciation (including the segmental features vowels and consonants and the stress and intonation patterns), grammar, vocabulary, fluency (the ease and speed of the flow of speech) comprehension (requires a subject to respond to speech as well as to initiate it)³.

Pronunciation has an important role in speaking process, beside grammar, vocabulary, fluency and comprehension. It is because poor and unintelligible pronunciation will make unpleasant and misunderstanding for both speakers and listeners. Therefore, it is necessary to consider pronunciation aspects in speaking process, especially in speaking English as a foreign language.

Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning⁴.

Pronunciation is an integral part of foreign language learning since it directly affects learners' communicative competence as well as performance. Limited pronunciation skills can decrease learners' self-confidence, restrict social interactions, and negatively affect estimations of a speaker's credibility and abilities⁵. How the influence of pronunciation, we can see if we talk to other people

³Harris, D.P, *Testing English as a Second Language*, (New York:Mc. Grow Hill, 1994)p. 81

⁴Mustika Ratna Pratiwi, "Improving Pronunciation Ability Using Cartoon Films", *Undergraduate Thesis*, (Surakarta: Library of Sebelas Maret University of Surakarta, 2010), p.12, t.d.

⁵Abbas Pourhose in Gilakjani "A Study of Factors Affecting EFL Learners' English Pronunciation Learning and The Strategies for Instruction", *International Journal Humanities and Social Science*, II, 3, (February, 2012), p.119

in English, the first thing they notice, which can create good impression about the quality of our language ability, is our pronunciation. In addition, it is clear that limited pronunciation skills will make learners lose their self-confidence and result in negative influence for learners to estimate their credibility and abilities. Therefore, the importance of pronunciation component has great influence in the second language learning process for the learner.

Based on the observation at SMAN 5 Rawangon^{17th} January 2019, the researcher found that the average students have low interest to speak English. So, some of them are still shy and nervous to speak English when the researcher invited them to speak English, the students did not pay attention to the researcher and were not enthusiastic to speak English with the researcher, when researcher invited them to speak English, the researcher found that the students often made some mistakes especially when they produced oral English during the conversation with the researcher. Sometimes in real communication, students often made mistakes of pronouncing some words, such as they would say “here” /hɪə/ but their pronunciation refer to “hair” /heə/ and “think” /θɪŋk/ sound like “thing” /θɪŋ/. Based on the finding the researcher concludes that students’ pronunciation ability is low.

According to Nielsen, self talk is a conversation that a person carries a mentally about self, about others and environments⁶. Moreover Hamzah mention that self talk can be very helpful for the students who have less motivation to get

⁶Nofriadi, “Teaching Writing Recount Text Through Self Talk Strategy for Senior High School Students”, p.3

success. Self talk will invite the students to be creative one in teaching learning English⁷.

Inner conversations have a powerful impact on emotional well-being and motivation. Becoming aware of exactly what you are saying to yourself about yourself can help you understand why you react the way the way you do to events and people in your life. It can also give you a handle on controlling your moods, repeating your successes and short-circuiting your shortcomings.

Positive self talk can do a lot to give you confidence that frees you to use your talents to the fullest. If public speaking makes you nervous, use your inner voice to reassure yourself: *You can do it, you've done it well before*⁸also you can say *I can speak with correct pronunciation*. In conclusion, positive self talkstrategy can be use to overcome the problems above.

Based on the explanation above the researcher is interested in conducting research entitled **“The Effect of Self Talk on Students’ Pronunciation Skill at Tenth Grade of SMAN 5 Rawang Kota Sungai Penuh Academic Year 2018/2019”**

B. Identification of the Problem

Based on pre-observation the researcher conducted at Tenth Grade of SMAN 5 Rawang on 17th January 2019, the researcher identified there are some problem of such as:

1. The students have low motivation in learning English

⁷*Ibid.*, p.4

⁸Harriet BBraiker “The Power of Self Talk”, Psychology Today, XXIII, 12, (December, 1998), p.23

- a. The students have low interest to produce English words
 - b. The students shy and nervous to produce English words
 - c. The students did not pay attention to the researcher and were not enthusiastic to produce English words with the researcher
2. The students pronunciation ability is low

The students often make some mistakes when they produce English words especially vowels sound.

C. Limitation of The Problem

Based on some problems identified above, the researcher limits the problems and focuses on “The Effect of Self Talk on Students’ Pronunciation (vowel sound) Skill at tenth Grade of SMAN 5 Rawang Kota Sungai Penuh Academic Year 2018/2019”.

D. Research Question

Research questions will be formulated as follows:

Is there any significant effect of using self talk on students' pronunciation skill at tenth Grade of SMAN 5 Rawang Kota Sungai Penuh Academic Year 2018/2019?

E. Purpose of The Research

The purpose of this research is to find out, if there is a significant effect of using self talk toward students' pronunciation skill at tenth Grade of SMAN 5 Rawang Kota Sungai Penuh Academic Year 2018/2019.

F. Significance of the Research

The researcher expects that this research can contribute:

1. For the Student

By using positive self talk strategy, the students are expected to have a better understanding of their pronunciation.

2. For the Teacher

This research is expected to motivate other English teachers to improve their students' pronunciation. Through this research, the teachers are expected to have harder efforts to find various ways to teach English.

G. Definition of Key Terms

1. Pronunciation ability is students' ability in the way in which a language or a particular word or sound is pronounced.

2. Positive self talk is made up of thoughts that lead to positive emotional reaction⁹.

⁹Nofriadi, *Loc.Cit.*

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

This part would explain about what is pronunciation.

1. Pronunciation

a. Definition of Pronunciation

Pronunciation is one of the important aspects in English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning. The non native speakers of English who speak English have to be very careful in pronouncing some utterances or he may create misunderstanding. So, having an intelligible pronunciation is necessary rather than having a native-like pronunciation. Here is pronunciation definition from some experts:

According to Lado, pronunciation is the use of a sound system in speaking and listening. Here, pronunciation is merely treated as the act that happens in speaking and listening, Lado doesn't mention how the sounds are produced.

Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of

speech and the achievement of the meaning. This second definition gives a briefer pronunciation's definition. It contains some important keys in pronunciation: act, speaking, production and reception of sound. It means that the words being pronounced should be understandable (intelligible)¹⁰.

Meanwhile, another expert says that pronunciation is the particular way a word or phrase is to be said. This definition is clear enough but it has lack information about pronunciation.

According to Oxford Advanced Learners English Dictionary, pronunciation is way in which language or a particular word or sound is spoken¹¹. This definition has clear information as follows:

- a. Pronunciation is a way of producing something.
- b. The product of this act is language or word or sound.

But it does not have any important information about how a language or a particular word or a sound should be spoken¹².

From the definition of Oxford Dictionary and the definition above the researcher conclude that pronunciation is a way producing something, the product of this act is language or word sound.

b. Features of Pronunciation

¹⁰Mustika Ratna Pratiwi, "Improving Pronunciation Ability Using Cartoon Films", *Undergraduate Thesis*, (Surakarta: Library of Sebelas Maret University of Surakarta, 2010), p.12, t.d.

¹¹Victoria Bull, (ed.), "Pronunciation", *Oxford Learner's Pocket Dictionary*, (China: Oxford University Press, 2008), p.352

¹²Mustika Ratna Pratiwi,, *Op.Cit.*, p.13

In order to study how something operates it is often useful to break it down into its constituent parts. Underlying pronunciation of a word in the usual way, as a string of phonemes. “*Phonemes* are the different sounds within a language”¹³. Although there are little differences how individuals express their sounds, we can still describe reasonably how each sound is produced. When considering meaning, we see how using one sound of word can change the meaning of the word. It is a principle which provides us the number of phonemes in a particular language.

The set of phonemes consists of two categories: *vowel* sounds and *consonant* sounds. However, these do not necessarily correspond to the vowels and consonants we are familiar with in the alphabet. Vowel sounds are all voiced, and may be *single*, or a combination, involving a movement from one vowel sound to another; such combinations are known as *diphthongs*. An additional term used is *triphthongs* which describes the combination of three vowel sounds. Single vowel sounds may be *short* or *long*. The symbol /:/ shows a long sound. Consonant sounds may be *voiced* or *unvoiced* (voiceless). Voiced sounds occur when the vocal cords in the larynx are vibrated. If you are producing a voiced sound, you will feel vibration, while if you are producing an unvoiced sound, you will not feel it.¹⁴

¹³Gerald Kelly, *How to Teach Pronunciation*, (Edinburg: Pearson Education Limited, 2000), p. 1.

¹⁴*Ibid*, p.2.

Phonemes, as we have seen, are units of sound which we can analyze. They are also known as segments. *Suprasegmental features*, as the name implies, are features of speech which generally apply to groups of segments, or phonemes. The features which are important in English are *stress, intonation*, and how sounds change in connected speech.

Regarding to individual words, we can identify and teach word stress. The stresses in words are usually indicated in dictionaries. Regarding to utterances, we can analyze and teach intonation as well as stress. Stresses give rhythm to speech and can make prominent to the listener. Intonation, on the other hand, is the way in which the pitch of the voice goes up and down in an utterance. Utterance stress and intonation patterns are often linked to the communication of meaning.¹⁵

The significant choices available to speakers is in intonation. Intonation serves both to separate the stream of speech into blocks of information (called tone units) and to mark information within these units as being significant. In English, there is a fundamental association between high pitch and new information. Intonation also serves to signal the connections between tone units. Typically, a rise in pitch at the end of the tone unit (that is, after the last stressed word) implies some kind of continuation a fall in pitch suggest completion.¹⁶

¹⁵*Ibid*, p.3.

¹⁶Scott Thornbury, *How to Teach Speaking*, (London: Longman), p. 24.

All parts that are in the features of pronunciation are much related to one another in expressing a word or sentence. In addition, they greatly affect the meaning in English which has many variations in letters, words, tone and rhythm, which in fact is different with Indonesian, when people say it.

c. Aspects of pronunciation

Pronunciation is an important skill in the teaching of English. In contrast to Indonesian, English language teaching has a phoneme (sound of the word) and the pronunciation bit difficult to teach children. Therefore, learning pronunciation should be given early. In the Oxford dictionary explained that pronunciation is the way in which a language, the spoken word or sound. As mentioned "pronunciation: the way in the which a language or a particular word or sounds is spoken". The aspects of teaching pronunciation consist of seven subjects, namely:¹⁷

10) Vowel Sounds

Vowels sounds are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth.¹⁸ These sounds have no obstruction of the air flow. This means that the vocal folds are completely open as the sounds are made. English speaker generally use twelve pure vowels and eight diphthongs.

¹⁷Joanne kenworthy, *Teaching English Pronunciation*, (New York: Longman, 1987), p. 9

¹⁸Gerald Kelly, *How to Teach Pronunciation*, (England: Longman, 2000), p. 29

Table 1 Vowels Sounds

1	2	3	4	13	14	15
i:	I	e	æ	eɪ	ɔɪ	aɪ
ə	ɜ:	ʌ	ɑ:	əʊ	aʊ	ɒʊ
u:	ʊ	ɔ:	ɒ	ɪə	eə	ʊə

There are two classifications of vowels according to the duration of the airstream mechanism during the production of the vowels, “long” and “short” vowels.

Table 2 Short and Long Vowels

SHORT SOUNDS	LONG SOUNDS
/ɪ/ thin	/i:/ need
/ʊ/ look	/u:/ food
/e/ left	/ɜ:/ turn
/ʌ/ love	/ɑ:/ heart
/æ/ cat	/ɔ:/ bored
/ɒ/ lost	

11) Consonants sounds

Consonants are formed by interrupting, restricting, or diverting the airflow in a variety of ways. There are three ways of describing the consonant sounds: “the manner of articulation”, “the place of articulation”, and “the force of articulation”.¹⁹ In English there are 24 consonant sounds or phonemes. A phoneme is a sound that can make a difference in meaning and can therefore be used to distinguish one word from another. For example, in English, /t/ and /d/ are phonemes because if you change the initial sound of the word *ten* from /t/ to /d/, the word changes to *den*. Each consonant sound can be represented by a phonemic symbol.²⁰

12) Combinations of Sounds

Sometimes sounds occur in groups. Two consonants occur at the end of the word ‘*salt*’. When this happens within a word it is called a *consonant cluster*.

13) Linkage of sounds

When English people speak they generally do not pause between each word, but move smoothly from one word to the next. There are special ways of doing this. For example, a speaker saying our sentence will move directly from the ‘t’ of ‘*salt*’ to the ‘o’ of ‘*on*’, and from the ‘t’ of ‘*isn’t*’ to the ‘a’ of ‘*any*’.

¹⁹*Ibid.* P. 47

²⁰Beth Zielinski, Lynda Yates, *Give It a Go: Teaching Pronunciation to Adults*, (Sydney: Macquarie University, 2009), p. 39

When said in this natural way, speakers don't pause between the words, but move smoothly from the 't' sounds at the end of 'not' and 'at' to the vowel sounds at the beginning of 'at' and 'all'. In fact, when most speakers say the last word of the phrase it sounds like 'tall'.

14) Word stress

When an English word has more than one syllable, one of these is made to stand out more than the other (s). This is done by saying that syllable slightly louder, holding the vowel a little longer, and pronouncing the consonants very early. These features combine to give that syllable prominence or stress. In 'table', 'isn't', and 'any' the first syllables are stressed.

15) Rhythm

English speech resembles music in that it has a beat. There are groups of syllables, just like bars of music, and within each group there are strong and weaker beats. There is a tendency in English for the strong beats to fall on nouns, verbs, adjectives, or adverbs and for the weak beats to fall on the prepositions, articles, and pronouns.

16) Weak form

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

vowel will be quite short and indistinct. The vowel that is used in unstressed syllables most often is *schwa* /ə/. This is the name given to the vowel made with the lips and tongue in a neutral or rest position. It is the vowel sound many English people make when they hesitate during speech.

17) Sentence stress

Speakers often decide that they want to give more or less prominence to the particular word. A word may be given less weight because it has been said already, or it may be given more weight because the speaker wants to highlight it.

18) Intonation

Speech is also like music in that it uses changes in pitch; speakers can change the pitch of their voice as they speak, making it higher or lower in pitch at will. They can even jump up suddenly in pitch as singers do. So speech has a melody called intonation. The two basic melodies are rising and falling. These can be very sudden, or gradual, and can be put together in various combinations (rise-fall-rise, fall-rise-fall, etc).

d. Problem in Teaching and Learning Pronunciation

Two particular occur in much pronunciation teaching and learning:

1) What students can hear

Some students have great difficulty hearing pronunciation features which we want them to reproduce. Frequently speakers of different first languages have problems with different sounds, especially where, as with /b/ and /v/ for Spanish speakers, there are not the same two sounds in their language. If they cannot distinguish between them, they will find it almost impossible to produce the two different English phonemes.

There are two ways of dealing with this: in the first place we can show students how sounds are made through demonstration, diagrams, and explanation. But we can also draw the sounds to their attention every time they appear on a tape or in our own conversation. In this way we gradually train the students' ears. When they can hear correctly they are on the way to being able to speak correctly.

2) The intonation problem

For many teachers the most problematic area of pronunciation is intonation. Some of us (and many of our students) find it extremely difficult to hear 'tunes' or to identify the different patterns of rising and falling tones. In such situations it would be foolish to try and teach them.

However, the fact that we may have difficulty recognizing specific intonation tunes does not mean that we should abandon intonation teaching altogether. Most of us can hear when someone is

being enthusiastic or bored, when they are surprised, or when they are really asking a question rather than just confirming something they already know. One of our tasks, then, is to give students opportunities to recognize such moods and intentions either on tape or through the way we ourselves model them. We can then get students to imitate the way these moods are articulated, even though we may not (be able to) discuss the technicalities of the different intonation patterns themselves.

The key successful pronunciation teaching, however, is not to much getting students to produce correct sounds or intonation tunes, but rather to have them listen and notice how English is spoken- either on audio or videotape or from the teachers themselves. The more aware they are the greater the chance that their own intelligibility levels will rise²¹.

e. Factors Affecting Learner's Pronunciation

What the factors within learners that affect pronunciation, and how can you deal with each of them? Below is a list (adapted from Kenworthy) variables that you should consider:

1) Native language

Clearly, the native language is the most influential factor affecting a learner's pronunciation. If you are familiar with the sound

²¹H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2000), 2nd ed., p.284

system of a learner's native language, you will be better able to diagnose student difficulties. Many L1-L2 carryovers can be overcome through a focused awareness and effort on the learner's part.

2) Age

Generally speaking, children under the age of puberty stand an excellent chance of "sounding like native" if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a "foreign accent" there is no particular advantage attributed to age. A fifty-year-old can be as successful as an eighteen-year-old if all other factors are equal. Remind your students, especially if your students are older, that "the younger, the better" is a myth.

3) Exposure

It is difficult to define exposure. One can actually live in a foreign country for some time but not take advantage of being "with the people". Research seems to support the notion that the quality and intensity of exposure are more important than mere length of time. If class time spent focusing on pronunciation demands the full attention and interest of your students, then they stand a good chance of reaching their goals.

4) Innate phonetic ability

Often referred to as having an “ear” for language, some people manifest a phonetic coding ability that others do not. In many cases, if a person has had exposure to a foreign language as a child, this “knack” is present whether the early language is remembered or not. Others are simply more attuned to phonic discriminations. Some people would have you believe that you either have such a knack, or you don’t. Strategies based instruction, however, has proven that some elements of learning are a matter of an awareness of your own limitations combined with a conscious focus on doing something to compensate for those limitations. Therefore, if pronunciation seems to be naturally difficult for some students, they should not despair; with some effort and concentration, they can improve their competence.

5) Identify and language ego

Yet another influence is one’s attitude toward speakers of the target of language and the extent to which the language ego identifies with those speakers. Learners need to be reminded of the importance of positive attitudes toward the people who speak the language (if such a target is identifiable), but more important, students need to become aware of and not afraid of the second identify that may be emerging within them.

6) Motivation and concern for good pronunciation

Some learners are not particularly concerned about their pronunciation, while others are. The extent to which learners’ intrinsic

motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list. If that motivation and concern are high, then the necessary effort will be expended in pursuit of goals. You can help learners to perceive or develop that motivation by showing, among other things, how clarity of speech is significant in shaping their self-image and, ultimately, in reaching some of their higher goals²².

All six of the above factors suggest that any learner who really wants to learn to pronounce English clearly and comprehensible. You can assist in the process by gearing your planned and unplanned instruction toward these six factors.

2. Self Talk

a. Definition of Self Talk

According to Nielsen self talk is a conversation that a person carries a mentally about self, about others and environments. Moreover Hamzah mention that self talk can be very helpful for the students who have less motivation to get success. Self talk will be invite the students to be creative one in teaching learning English²³.

According to Theodorakis, Weinberg, Natsis, Douma and Kazakas defined self talk as “what people say to themselves either out load or as a

²²Jeremy Harmer, *The Practice of English Language Teaching*, (United States of America: Longman ELT, 2001), 3rd ed., p. 184

²³Nofriadi, “Teaching Writing Recount Text Through Self Talk Strategy for Senior High School Students”, p.3-4

small voice inside their head”. Theodorakis et al.’s definition highlights two important aspects of self talk. First self talk can be said either overtly or covertly. Second, self talk is comprised of statements that are addressed to oneself and not others²⁴.

From the definition above the researcher concludes that self talk is conversation by ourselves and with ourselves without necessarily say out loud, therefore what we have said to ourselves in self talk will give big influence to what we get.

b. Positive Self Talk

Positive self talk is made up of thoughts that lead to positive emotional reaction²⁵. As the explanation above said Self-talk is basically your inner voice. Inner conversations have a powerful impact on emotional well-being and motivation. Becoming aware of exactly what you are saying to yourself about yourself can help you understand why you react the way you do to events and people in your life. It can also give you a handle on controlling your moods, repeating your successes and short-circuiting your shortcomings²⁶.

Positive self talk can do a lot to give you the confidence that frees you to use your inner voice to reassure yourself: “you can do it. You’ve

²⁴James Hardy, “Speaking Clearly: A Critical Review of The Self Talk Literature”, *Psychology of Sport and Exercise*, 7, (July, 2005), p.87

²⁵Nodriadi, *Loc. Cit.*

²⁶Harriet B Braiker “The Power of Self Talk”, *Psychology Today*, XXIII, 12, (December, 1998), p.23

done it well before. Why else would they have asked you to do it again?.” Behind your nervousness may well be negative thoughts such as; “they are 300 people out there! I’ll never hold their attention.” Since self talk has a way of becoming self-fulfilling prophecy, uncountered negative thinking can spell trouble. That why it’s important to monitor your inner voice²⁷.

Example of positive self talk:

- 1) I can do this
- 2) I can speak with correct pronunciation
- 3) I am going to go to good performance
- 4) I have done it well before

From the examples above, the researcher concludes that positive self talk is the way we build our thought to get improves our moods and our motivation.

c. **Negative Self Talk**

Negative self talk is leads directly to unwanted, unproductive, and harmful emotional reaction²⁸. Negative self-talk is particularly bad as it brings you down all the time. It can impact on recovery from mental health difficulties and tends to make people pretty miserable²⁹.

Example of negative self talk:

²⁷*Ibid.*,

²⁸Nodriadi, *Loc. Cit.*

²⁹<http://au.reachout.com/what-is-self-talk>

- 1) I let down my team again
- 2) I never get good mark for my result test
- 3) I always wrong in pronunciation

d. Capturing Your Self Talk

Most people, though, need ways to capture their inner dialogues. There are several techniques that can help. First, at random times throughout the day, ask yourself, “What am I saying to myself right now?” then, if you can, write down your thoughts alongwith a few notes about the situation you are in and how you’re feeling. Your goal is to refine Your Self talk to make it as accurate as possible. Before you begin, it’s essential to record yourself without any censorship.

You can use uncomfortable emotions or mood such as stress, depression and anxiety as cues for listening to self talk. When this happens, identify the feeling as accurately as possible. Then ask yourself, “What was I saying to myself right now before I started feeling this way?” or “What have I been saying to myself since I’ve been feeling this way?”

Situations that you anticipate might be difficult for you are also good times to access Your Self talk. Write down a description of the coming event. Then ask yourself, “What I am I saying to myself now about the event?” if your thoughts are negative, think how you can use your strengths to turn these disruptive feelings into more positive ones and help make a potentially difficult experience into a success³⁰.

³⁰Harriet B Braiker, *Op. Cit.*, p. 26

e. **The Psychology of Self Talk**

The guiding tenet of cognitive therapy is that beliefs and thoughts, as presented by your words and assumptions, have the greatest impact on your emotions, behavior and state of mind, so by directly assaulting self hindering thought, you can profoundly improve your emotional well being and overall functioning.

In brain dominance terminology, cognitive therapy is purely left sided, since it relies on rational, analytical methods. But self sabotaging self talk can be attached and corrected from a right brain perspective as well. Personal Mythology theory provides symbolic avenue for changing self talk by focusing on the stories you tell yourself about your place in the world: indeed, about the purpose of life itself.

Understanding your personal mythology can help you discover how outmoded myths block your personal growth. You learn to revise these myths with new guiding beliefs about who you are, new myths that serve to help you to grow toward the goals you seek³¹.

B. Review of Related Findings

In accomplishing this research, the researcher used previous research suitable with the topic. The first research was the effect of instructional and motivational self talk on performance of basketball's motor skill. They concluded

³¹Harriet B Braiker, *Op. Cit.*, p. 27

that speed pass and accuracy pass skills and accuracy shoot had been improve in all groups.

The second research was Teaching Writing Recount Text Through Self Talk Strategy for Senior High School Students. She concluded that this study found that by using self talk strategy, students to be more active in writing, implementing self talk strategy in writing will motivate the students to write more confidently. The students can motivate themselves by saying everything that can motivate them.

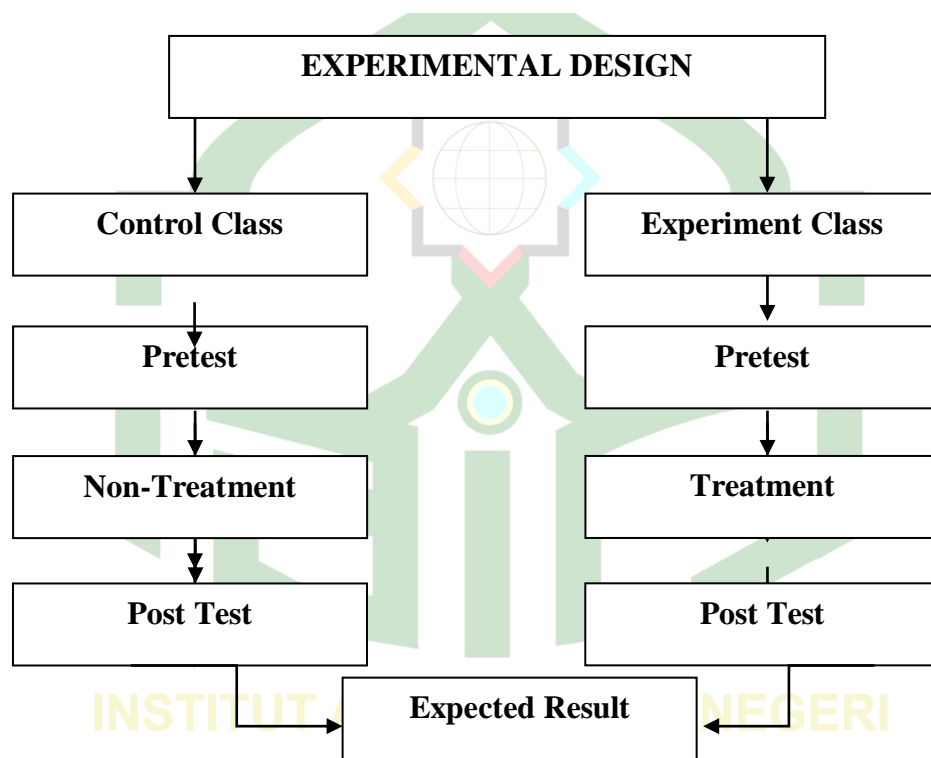
The third research was The Effect of “Self Talk” on the level of success in college students. She found that there were significant differences between students who used more positive self-talk in the areas of academics and goal achievement; the data trends indicated the positive self-talk group did have higher levels of job performance.

On this research, the topic is, “The Effect of Self Talk on Students’ Pronunciation Skill at Tenth Grade of SMAN 5 Rawang Kota Sungai Penuh Academic Year 2018/2019” So, in this research will focus on pronunciation skill by uses experimental research analyses. The Researcher wants to analyze whether teaching pronunciation by using self talk is more effective to improve the students’ achievement in pronunciation.

C. Conceptual Framework

The researcher will try to solve the problem of students' pronunciation skill on Tenth Grade of SMAN 5 Rawang by using self talk as the problem solving. The conceptual framework of this research can describe as follow:

Figure 1: The Conceptual Framework “The Effective of Self Talk”



From the chart above, I would explain the procedure of the research. The population of the study was the Tenth grades of SMAN 5 Rawang Kota Sungai Penuh Academic Year 2018/2019. In this study I took 25 students for the control group and 25 students for the experimental group.

I taught both control group and experimental group. The control group was taught using conventional method and the experimental group was taught using self talk. Both of groups were taught the same materials, but different in media of teaching.

Before I gave the treatment, I gave the pre-test for the both groups. Then, I gave the treatment for them for the several times. After that, I gave post test for both of the group.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

The research used quantitative research method. According to Daniel Muijs Quantitative research is 'Explaining phenomena by collected numerical data that analyzed to used mathematically based methods (in particular statistics).³²Quantitative data analysis is a powerful research form, emanating in part from the positivist tradition.³³There are some types of quantitative research method. They are: Descriptive, Comparative, Correlational, Experimental, Expost Facto and Surveys.

Based on some types above, Experimental design used in this research. In an experiment, you test an idea (or practice or procedure) to determine whether it

³²Daniel Muijs, *Doing Quantitative Research in Education with SPSS*, (London: Sage Publications, 2004), p.1

³³Louis Cohen and Lawrence Manion, *Research Methods in Education (Sixth Edition)*, (New York: Routledge, 2007), p.501

influences an outcome or dependent variable.³⁴ Sugiyono divided Experiment into four kinds. That is pre-experimental research, true-experimental research, factorial experimental research and quasi-experimental research.³⁵ Based on the criteria this research, quasi-experimental is more appropriate to use in the research.

Based on explanation above, this experimental research designed:

Note:

E _c	O ₁	X ₁	O ₂
C _c	O ₁	X ₂	O ₂

E_c : Experimental class

O₂ : Post_Test

C_c : Control class

X₁ : Self Talk

O₁ : Pre_Test

X₂ : Conventional Method

From the diagram above, this research used the experimental class and control class. The experimental class used self talk as a strategy in teaching pronunciation at the TenthGrade of SMAN 5 Rawang Kota Sungai Penuh academic year 2018/2019 and in control class used conventional method. Then the researcher gave pre-test and post-test in both of the class to know the effect of using self talk as the other strategy in teaching pronunciation.

³⁴John W Creswell, *Educational research (4th-ed)*, (2012), p. 295

³⁵Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2007), p.73

Participants of the experimental group (Instructional Self Talk Group) before learning the pronunciation skill they used loudly instructional self talk (keywords for the technique). Before the intervention participants informed by the teacher for the self talk utility (what is it and how to use it), but the control class used conventional method as the researcher explain above.

B. Population and Sample

1. Population

According to Neil A. Weiss Population is the collection of all individuals or items under consideration in a statistical study.³⁶ Meanwhile Arthur Haupt and Thomas T. Kane population is a group of objects or organism of the same kinds.³⁷

So, population in this research was the Tenth Grade of SMAN 5 Rawang Kota Sungai Penuh academic year 2018/2019 that consists of 50 students who was grouped into two classes.

Table 1
The Distribution of class of the Grade Ten of SMAN 5 Rawang,
Academic year 2018-2019

Number	Class	Total
1	XIPA ₁	25
2	XIPS ₂	25
T o t a l		50

³⁶Neil A. Weiss, *Introductory Statistics*, (9th, USA : Pearson Education, Inc, 2012), P. 4

³⁷Arthur Haupt and Thomas T. Kane, *Population Reference Bureau's Population*, (4th international Ed, USA : Population Reference Bureau, 2000), p. 60

Source: Administration Office of SMAN 5 Rawang

2. Sample

According to Neil A. Weiss sample is part of the population from which information is obtained.³⁸ John W Craswell stated that, “Sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalizations about the target population.”³⁹ Meanwhile Ellen Taylor- Powell sample is a portion or a subgroup of a large group called a population.⁴⁰

Based on definition about sample was the sample in the research must be able to generalize all of the population. The sample in this study was all of the population that is taken for examination. This experiment carried out on samples that Tenth Grade of SMAN 5 Rawang by using totally sampling. According to Sugiyono saturated samples, namely sampling techniques by taking all members of the population as respondents or samples.⁴¹ So the sample in this study were all students of the Tenth Grade of SMAN 5 Rawang which were 50 people. If the population is less than 100, all samples are taken. Because the population in this study amounted to 50 people and less than 100, then all students of the Grade of SMAN 5 Rawang were samples.

C. Kinds and Source of Data

³⁸Neil A. Weiss, *Loc. Cit*

³⁹John W Creswell, *Op. Cit.*, P. 627

⁴⁰Ellen Taylor-Powel, *Sampling*, (Texas : University System College Station, 1988), p. 2

⁴¹Sugiyono, *Op. Cit.*, P.124

1. Kind of Data

In general, there are two kinds of data that collected in this research:

a. Primary data

Primary data is data obtained directly from informants who did pronunciation test to obtain information, or the information required, and recording of students' pronunciation tests.

In this research, the primary data that used was the result of pronunciation test in pre-test and post-test in the Tenth Grade of SMA N 5 Rawang academic year 2018/2019.

In the using recording, we must to know what is definition of recording? Record can be used in all phases of teaching starting from the introduction or opening, when introducing the topic to the evaluation of student learning outcomes. The use of recording strongly supports mastery learning. Students who study slowly can turn back and repeat the parts they have not mastered. On the other, students who can learn quickly can move on according to the level of learning mastery. Students can also practice recognizing and practicing the pronunciation of words from foreign languages, or words that have not been recognized. The learning steps using recording are as follows:

1. Prepare Yourself.

The teacher plans and prepares before presenting the material. One way to prepare before is to examine and try the material, make notes about important things included in the recording material, and determine what will be used to arouse interest, attention, and motivation of students, which parts will be material the main discussion and which is used as an assessment of student understanding.

2. Generating Student Readiness.

Students are guided to have readiness to listen, for example by giving initial comments and questions. Another variation in preparing students to hear is:

- (a) Identify the material title, participants, or circumstances that occurred at the time of production,
- (b) Provide interesting background information about the program,
- (c) Briefly discuss with students the topic and bring up some key questions where the answer is expected to be obtained from the audio material,
- (d) Make list of key words or key phrases contained in the recording material on the board a,
- (e) Explains why students should listen to the recording material, how the material relates to the students'

current knowledge and assignments, what students expect to do during and after listening to the recording material, and how students are expected to benefit from the material.

3. Listen to Recording Material

Guide students to experience listening with the right time or with a slight delay between the introduction and the beginning of the listening process. Encourage students to listen calmly, focus on the recorded material, listen with an open mind and with will, and consciously connect what is heard with the questions discussed before the program begins.

4. Discussion Recording Material

This discussion should be ended by asking one or two students to try to say the words in the recording.

INST 5. Follow up on the Program

K

In general, discussion and evaluation after listening to the program ends listening activities. However, it is expected that students will be motivated to learn more about the lesson by reading in the library, reading textbooks, watching related films, or doing other activities related to the contents of the recording program material.

b. Secondary data

Secondary data is data that related indirectly with the purpose of the research. So the data collected as additional data that have relationship with the research. The secondary data that collected in this research are: students name list, their English speaking score in previous time, condition of the school, total number of the students, the school's facilities, etc.

2. Sources of Data

Sources of data are:

- a. Tenth Grade of SMAN 5 Rawang to obtain primary data.
- b. Administration of SMAN 5 Rawang to obtain secondary data.

D. Instruments

This research consist of two types of instrument, those are test and documentation.

1. Test

The test is a series of questions or exercises and other tools used to measure the skills, knowledge, intelligence, or talent owned by individuals or groups.

Based on the definition above, the researcher used oral test consist of 40. Time allocation for the test is 30 minutes for all of student, at the end the test result used in evaluation.

Oral tests are very useful for measuring aspects related to communication skills. Oral tests can also be used to test students either individually or in groups. So, the researcher did the steps of oral test are:

- 1) Establish the purpose of the test
- 2) Arrange several questions as a reflection of the material being taught
- 3) Conducting student mapping based on students' competency and absorption of material
- 4) Arrange scoring guidelines

This test used to get data about score of the pre-test and post-test that were given to the experiment class and control class. The purpose was to know how to far the prononciation of the students before using self talk strategy and the purpose is to know how far the prononciation of the student used self talk strategy.

2. Documentation

Beside the test, this research also used documentation. The researcher used the document related to the object research such as; pre-test, post-test, and lesson plan.

E. Technique of Collecting Data

In collecting data, the researcher collected the data by used test. The test used to collect the primary data, and used the rater. there are third rater for collected data. The researcher got the third rater from English teacher at SMAN 5 Rawang Kota Sungai Penuh. Then, the researcher asked for help in recording how to produce the word for pre test and post test. After getting the recording, the researcher asked for help from the rater to assess the pronunciation of students, starting from the pretest and the last post test. The documentation used to collect the secondary data.

1. Test

This test used to got data about score of the pre-test and post-test that gave to the experiment class and control class. The score measured based on rating.



**INSTITUT AGAMA ISLAM NEGERI
K E R I N C I**

a. Pre- test

Before the teachers teach new material by used self talk strategy, the teacher gave a test to the students. Pre- test gave to the experiment class and the control class. This test gave before experiment run.(See Appendix 2)

b. Post- test

Post- test gave to the experiment class and the control class after received treatment. The experiment class taught toused self talk strategy, and the control class taughtto used conventional method. The test gave in order to know the improvement of students' mastery in English pronunciation used self talk strategy.This test gave before experiment run. (See Appendix 3)

2. Documentation

Beside the test, this research also used documentation. It refers to the archives data that used by the researcher to collect the secondary data. The researcher used the document related to the object research such as; students name list, their English listening score in previous time, condition of the school, total number of the students, the school's facilities, etc. In the research, the data helped of the English teacher.

G. Technique of Data Analysis

After distributing test at the pre test and post test, the researcher analyzed the data quantitatively by using statistical analysis. According to Lin, Hsiang-

Pao; pronunciation have many aspects, like : sounds, rythm, stress, and intonation. ⁴²So, based on the explanation in evaluating students' pronunciation mastery, the writer used oral English rating sheet proposed by Brown.⁴³For the data analysis, the resercher did the following steps:

- 1) In evaluating students' pronunciation mastery, the researcher used oral English rating sheet. Based on this oral rating sheet, there are four aspects to be considered: Sounds,Rhythm, Stress and Intonation.



⁴²Lin, Hsiang-Pao, *Teaching Pronunciation in the Learner-Centered Classroom*. (12th, Taichung, Taiwan, May 20, 1995). P. 1-9

⁴³H. Douglas Brown, *Language Assesment Principle and Classroom Practice*, (USA: University Press: 2004), p. 172-173

Table The Rating Sheet Score of Students' Pronunciation Mastery

No	Aspect	Rating Score	Coments
1	Sounds	5	Almost complete
		4	There is a mistake but do not disturb the Meaning
		3	There are some mistakes and disturb the Meaning
		2	Many mistakes with the result that hard Understanding
		1	Too much mistakes until the words harder Understanding
2	Rhythm	5	Almost complete
		4	There is a mistake but do not disturb the Meaning
		3	There are some mistakes and disturb the Meaning
		2	Many mistakes with the result that hard Understanding
		1	Too much mistakes until the words harder understanding
3	Stress	5	Almost complete
		4	There is a mistake but do not disturb the Meaning
		3	There are some mistakes and disturb the Meaning
		2	Many mistakes with the result that hard Understanding
		1	Too much mistakes until the words harder understanding
4	Intonation	5	Almost complete
		4	There is a mistake but do not disturb the Meaning
		3	There are some mistakes and disturb the Meaning

- 2 Many mistakes with the result that hard Understanding
- 1 Too much mistakes until the words harder understanding

2) Classifying the score of the students into rating scale as follows:

(Appendix 4,5,6)

**Table of the rating scale of students score
Rating Skill to communicate orally**

Rating	Skill to communicate orally
4.01-5.00	Excellent
3.01-4.00	Very good
2.01-3.00	Good
1.01-2.00	Average
0.00-1.00	Poor ⁴⁴

3) To calculate the mean score of the students' answer of pre-test and post-test, there researcher was used the formula as follow:

$$\bar{x} = \frac{\sum x}{N} \times 100\%$$

— = mean score

Σ = sum of all scores

N = total number of the respondents (Appendix 7)

4) The formula used in calculating the standard deviation is:

⁴⁴Ibid., P 172- 173

, Where $SS = \Sigma x^2$

SD = standard deviation

SS = the sum of square

N = total number of the subjects

Σx^2 = the sum of all square; each score is squared and all the squares are added up.

$(\Sigma x)^2$ = the square of the sum; all the scores are added up and the sum is squared, total. (Appendix 8)

5) The formula used in finding out the difference between students' score in Pre-Test and in Post-Test is:

Where:

T = test of significance

$\bar{1}$ = mean score of experimental group

$\bar{2}$ = mean score of controlled group

SS1 = sum square of experimental group

SS2 = sum square of controlled group

n1 = number of students of experimental group

n2 = number of students of controlled group

The final step is done to find out the t-score that is aimed to figure out the degree of freedom of two groups. It is used to determine whether the t-score is a significant value.

If the value t-calculated is equal or lower than the value t-test on the degree of freedom at $\alpha = 0,5$ for two-tailed test, the null hypothesis is accepted. On the other hand, if the t-calculated is great than value t-table the null hypothesis is rejected. Therefore, the alternative hypothesis is accepted. It was hoped, the final result of experimental group would be bigger than control group.(Appendix 9)

H. The Procedures of the Research

This research conducted used a quantitatif method, the researcher did the research in two different classes which was called experimentalclass and controlclass. The self talk strategy applied in experimentalclass and Conventional Method applied in controlclass. It was used in order to provided answers to the main question of the study, which is : Is there any effect of using self talk strategy toward students' ability on Students' Pronunciation Skill at Tenth Grade of SMAN 5 Rawang Kota Sungai Penuh Academic Year 2018/2019?

Before doing the research, firstly the researcher do observation in the school where the research is carry out. Then, the researcher meet and give a letter to the principal to get permission to conductresearch. After that, the principal

recommended the researcher to meet an English teacher. The researcher met the English teacher and talked about the teaching and learning process especially in teaching how to pronounce vowels.

In the following day, the researcher started to do research by conducting the pre-test in each class and followed by the teaching-learning activities for eight meetings. The same type of post-test was also given to both experimental and controlled classes on the tenth day. Then, the data were tallied, tabulated and analyzed by using t-test.

After that, for collecting data the researcher used:

1. The researcher asked for help in recording how to produce the word for pre-test and post-test. After getting the recording, the researcher asked for help from the rater to assess the pronunciation of students, starting from the pre-test and the last post-test. (See Appendix 4.5)
2. In the assessment of the test, the rater assessed students one by one.
3. The result was an evaluation of the four aspects of pronunciation
4. After that, the results of each rater were combined according to the aspect.
5. The results of the merger were added together to get the average value.

6. From the average value it was to used to determine the rating scale of students score. From that scale, you get a percentage of students' abilities in the pronunciation.
7. Then, the average value was squared, and was summed to calculate the standard deviation of the data.
8. After obtaining the standard deviation from the control class and the experiment specifically the pretest and post test, the researcher can calculate the final result of the research using the t-test formula. To determine whether or not learning strategies are accepted by researchers to students who often experience errors in pronouns.

I. Teaching Material

7. Definition of Vowel Sounds

Vowels sounds are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth.⁴⁵ These sounds have no obstruction of the air flow. This means that the vocal folds are completely open as the sounds are made. English speaker generally use twelve pure vowels and eight diphthongs.

Vowels Sounds

1	2	3	4	13	14	15
i:	I	e	æ	eɪ	ɔɪ	aɪ
5	6	7	8	16	17	18
ə	ɜ:	ʌ	ɑ:	əʊ	aʊ	ɒʊ
9	10	11	12	18	19	20
u:	ʊ	ɔ:	ɒ	ɪə	eə	ʊə

⁴⁵Gc

There are two classifications of vowels according to the duration of the airstream mechanism during the production of the vowels, “long” and “short” vowels.

Short and Long Vowels

SHORT SOUNDS	LONG SOUNDS
/ɪ/ thin	/i:/ need
/ʊ/ look	/u:/ food
/e/ left	/ɜ:/ turn
/ʌ/ love	/ɑ:/ heart
/æ/ cat	/ɔ:/ bored
/ɒ/ lost	

8. Long Vowel Sounds

The alphabet sounds (when the vowel “says its name”) are called “long vowels.” We call them ‘long’ because we hold them longer than the short sounds. However, they are completely different sounds-- not a longer version of the same sound. The long vowel sound is the same as the name of the vowel itself.

- a. Long A sound is AY as in cake.

- b. Long E sound is EE an in sheet.
- c. Long I sound is AHY as in like.
- d. Long O sound is OH as in bone.
- e. Long U sound is YOO as in human or OO as in crude.

Long vowel sounds are often created when two vowels appear side by side in a [syllable](#). When vowels work as a team to make a long vowel sound, the second vowel is silent. Examples are:



- a. Rain
- b. Seize
- c. Boat
- d. Toad
- e. Heap



A double "e" also makes the long vowel sound:



- a. Keep
- b. Feel
- c. Meek

The vowel "i" often makes a long sound in a one-syllable word if the vowel is followed by two consonants:

- a. Blight
- b. High

- c. Mind
- d. Wild
- e. Pint

This rule does not apply when the “i” is followed by the consonants *th*, *ch*, or *sh*.

- a. Fish
- b. Wish
- c. Rich
- d. With

A long vowel sound is created when a vowel is followed by a consonant and a silent “e” in a syllable, as in:

- a. Stripe
- b. Stake
- c. Concede
- d. Bite
- e. Size
- f. Rode
- g. Cute

The long “u” sound can sound like *yoo* or *oo*.

- a. Cute

- b. Flute
- c. Lute
- d. Prune
- e. Fume
- f. Perfume

Most often, the letter “o” will be pronounced as a long vowel sound when it appears in a one syllable word and is followed by two consonants.

- a. Most
- b. Post
- c. Roll
- d. Fold
- e. Sold

A few exceptions occur when the “o” appears in a single syllable word that ends in *thor sh*.

- a. Posh
- b. Gosh
- c. Moth


9. Short Vowel Sounds

If a word contains only one vowel, and that vowel appears in the middle of the word, the vowel is usually pronounced as a short vowel. This is especially

true if the word is very short. Examples of short vowels in one syllable words include the following:

At	Led
Bat	Red
Mat	Hit
Bet	Fix
Cup	But
Wet	Rob

This rule can also apply to one syllable words that are a bit longer:

- 
- Rant
 - Chant
 - Slept
 - Fled
 - Chip
 - Strip
 - Flop
 - Chug


When a short word with one vowel ends in s, l, or f, the end consonant is doubled.

- Bill
- Sell
- Miss
- Pass

- e. Jiff
- f. Cuff

If there are two vowels in a word, but the first vowel is followed by a double consonant, the vowel's sound is short.

- a. Matter
- b. Cannon
- c. Ribbon
- d. Wobble
- e. Bunny

 If there are two vowels in a word and the vowels are separated by two or more letters, the first vowels is usually short.

- a. Lantern 
- b. Basket
- c. Ticket
- d. Bucket

K E R I N G I

10. Kinds of Vowel Sounds

Kind Of Vowels – Monophthong & Diphthong

What is Monophthong?

Monophthong is simply a vowel. The word monophthong comes from the old Greek language. Mono means one or single, and the -phthong means

sound or tone. The word monophthong shows that a vowel is spoken with exactly one tone and one mouth position. For example, when you say “teeth”, Then while you are creating the sound of the “ee”, nothing changes for that sound.

What is Diphthong?

A Diphthong is a vowel that a person has to move his or her mouth into two different positions to make. Diphthong comes from the old Greek language. Di means two or double, while the part -phthong means sound or tone, it is a vowel where two different vowel qualities can be heard. For examples are: waist, die, noise, road, house, fierce, bear, sure. Each of these is a different vowel sound.

The Difference between Monophthong and Diphtong

A monophthong is a simple vowel sound that a person does not have to move his mouth to make, like the “oo” sound in “book.” In a diphthong, the person combines two different monophthongs, as with the “oi” sound in the word “oil.” The person starts with the mouth in the position to make an “o” sound, then quickly moves the mouth to make a hard “e” sound. Another example is the “ou” sound in the word “house.” The mouth starts out making a sound like the soft “a” sound in “flat,” then moves to make the a hard “oo” sound like the one in “boots.”

The main difference is that a monophthong is a phoneme that consists of only one (“mono” means one) vowel sound and a diphthong is a phoneme

consisting of two (“di” means two) vowel sounds that are “connected” or “linked” to each other.

11. Monophthongs

a **monophthong** (pronounced /'mɒnəf,θɒŋ/). As the prefix “mono-” suggests, a monophthong is a single sound (to which the root “-phthong” refers) within a single syllable. Most of these are short vowels, though there are some long vowel monophthongs as well.

Short vowel monophthongs

Most of the monophthongs in English are commonly known as “short vowels,” which are usually produced when a vowel is followed by one or more consonants in a syllable.

Most vowel letters have a specific short-vowel sound, though **U** can create two types of short-vowel sounds. The semi-vowel **Y** can also create a short vowel sound, but it is the same as the letter **I**.

Let’s look at some examples of each type of short vowel:

Vowel Letter	IPA Symbol	Example Words
A a	/æ/	apple (/'æpəl/) map

		(/mæp/) track (/træk/) man (/mæn/)
E e	/ɛ/	set (/sɛt/) jet (/dʒɛ/) bend (/bɛnd/) met (/mɛt/)
I i	/ɪ/	tip (/tɪp/) strip (/strɪp/) imply (/ɪm'plaɪ/) fin (/fɪn/)
O o	/ɑ/	top (/tɑp/)

		hot (/hɑt/) offer (/ˈɑfər/) pollen (/ˈpɒlən/)
U u	/ʌ/	cut (/kʌt/) hug (/hʌg/) mutt (/mʌt/) strut (/strʌt/)
U u	/ʊ/	put (/pʊt/) push (/pʊʃ/) full (/fʊl/) sugar (/ˈʃʊgər/)
Y y	/ɪ/	myth

		(/mɪθ/)
		system
		(/'sɪstəm/)
		rhythm
		(/'rɪðəm/)
		crypt
		(/kɹɪpt/)

Long vowel monophthongs

Most of the traditional “**long vowels**” (vowel sounds that approximate the name of their corresponding vowel letters) are diphthongs, so we’ll look at those further on. One traditional long vowel that *is* a monophthong, though, is “**long E**,” represented in IPA by /i/. This sound is usually produced by the letter **E**, but it can also be formed by the letter **Y**, as well as a number of **vowel digraphs**. For example:

- a. **Me** (/ɪt/)
- b. **Concrete** (/ˈkɒkɹɪt/)
- c. **Happy** (/ˈhæpɪ/)
- d. **Friendly** (/ˈfrendli/)
- e. **Feel** (/fiːl/)
- f. **Eat** (/iːt/)
- g. **Categories** (/ˈkætɪgɒrɪz/)

There are also a few other long vowels besides those that sound like the names of vowel letters. Most of these occur in various vowel digraphs, though some can be produced by single letters, while others occur when a vowel is combined with the consonant **R**.

/u/

- a. **Exclude** (/ɪk'sklud/)
- b. **Prove** (/Prʊv/)
- c. **True** (/Tru/)
- d. **Cruise** (/Kruz/)
- e. **Chew** (/tʃu/)
- f. **Loot** (/Luʊt/)
- g. **Through** (/θru/)

/ɔ/

- a. **water** (/ˈwɔtər/)
- b. **Across** (/əˈkrɒs/)
- c. **Thought** (/θɔt/)
- d. **Dawn** (/dɔn/)
- e. **Author** (/ˈɔθər/)

/ɜ/

- a. **Nerve** (/Nɜrv/)
- b. **Stir** (/Stɜr/)

- c. **Work** (/Wɜrk/)
- d. **Curve** (/Kɜrv/)
- e. **Search** (/Sɜrf/)
- f. **Journey** (/ˈdʒɜrni/)

12. Diphthong

A **diphthong** (pronounced /ˈdɪfθɒŋ/) is a single-syllable vowel sound in which the beginning of the sound **glides** to another, slightly different vowel sound. For this reason, diphthongs are often referred to as **gliding vowels**.

There are eight vowel sounds in American English that are generally agreed upon as being diphthongs. Four of these are the “traditional” **long vowels** (vowel sounds that are pronounced the same way as the names of the letters), but there are also a few others that occur with certain vowel digraphs or in combination with the letter **R**.

We’ll briefly go over the different diphthongs here, but you can continue on to the full section on **Diphthongs** to learn more.

INSTITUT AGAMA ISLAM NEGERI

Traditional long vowels



With the exception of long **E** (/i/), all of the traditional long vowel sounds are diphthongs. These most predictably occur when the vowel letter is followed by a single consonant and a silent “e”:

Vowel Letter	Vowel Sound (IPA Symbol)	How to pronounce it	Example word
--------------	--------------------------	---------------------	--------------

A	/eɪ/	eh-ee	tape (/teɪp/)
I	/aɪ/	ah-ee	ice (/aɪs/)
O	/oʊ/	oh-oo	rope (/roʊp/)
U	/ju/	ee-oo	cube (/kjuːb/)

Other diphthongs

/ɔɪ/

This diphthong is pronounced “au-ee,” and it occurs in the vowel digraphs **OY** and **OI**. For example:

- a. **Boy** (/bɔɪ/)
- b. **Annoy** (/əˈnɔɪ/)
- c. **Royal** (/ˈrɔɪəl/)
- d. **Employed** (/ɪmˈplɔɪd/)
- e. **Coin** (/kɔɪn/)
- f. **Foil** (/fɔɪl/)
- g. **Choice** (/tʃɔɪs/)
- h. **Noise** (/nɔɪz/)

/aʊ/

This diphthong is pronounced “ah-oo,” and it occurs with the digraphs **OU** and **OW**. For example:

- a. **Found** (/Faʊnd/)
- b. **Pout** (/Paʊt/)
- c. **Stout** (/Staʊt/)
- d. **Mouth** (/Maʊθ/)
- e. **Town** (/Taʊn/)
- f. **Crowd** (/Kraʊd/)
- g. **Chowder** (/ˈtʃaʊdə/)
- h. **Shower** (/ˈʃaʊər/)

/ɪə/

Depending on dialect, the schwa (/ə/) that forms the second part of this diphthong is often not pronounced. When this diphthong is articulated fully, it is pronounced “ih-uh,” and it usually occurs with the digraphs **EE**, **EA**, and **IE** when they are followed by an **R**. For example:

- a. **Deer** (/Dɪər/)
- b. **Sheer** (/ʃɪər/)
- c. **Steer** (/stɪər/)
- d. **Dear** (/dɪər/)
- e. **Hear** (/hɪər/)
- f. **Appear** (/əp'ɪər/)

- g. **Pier** (/Pɪər/)
- h. **Fierce** (/Fɪərs/)
- i. **Frontier** (/Frən'tɪər/)

/ɛə/

Like /ɪə/, the schwa of /ɛə/ is often left out. When it is articulated fully, /ɛə/ is pronounced “eh-uh,” and it usually occurs with the letter combinations **ARE**, **AIR**, and occasionally **EAR**. For example:

- 
- a. **Flare** (/Flɛər/)
 - b. **Care** (/Kɛər/)
 - c. **Stare** (/Stɛər/)
 - d. **Stairs** (/Stɛərz/)
 - e. **Dairy** (/Dɛəri/)
 - f. **Repair** (/Rɛ'pɛər/)
 - g. **Wear** (/Wɛər/)

J. Teaching Activities

NO	CLASSES	
	EXPERIMENT CLASS	CONTROL CLASS
1	The teacher gives pre-test for class	The teacher gives pre-test for class
2	Introduce the concept and the procedure of self talk strategy. Then the teacher gives the material about pronunciation specially vowel	Introduce the material about pronunciation

	sound.	
3	The teacher asks the students how to speak or pronounce the words or phrases.	The teacher asks the students how to speak or pronounce the words or phrases.
4	The teacher explains the material how to speak or pronounce by using self talk strategy.	The teacher explains the material how to speak or pronounce.
5	The teacher gives examples about how to speak or pronounce by using self talk strategy.	The teacher gives examples about how to speak or pronounce.
6	After that, the teacher asked the students which parts are not yet understand.	After that, the teacher asked the students which parts are not yet understand.
7	Then, the teacher give exercise to students, to determine the level of student understanding and clarity. While the teacher as a student supervisor in doing the exercise. If they are not yet understand, the teacher explain once more.	Then, the teacher give exercise to students, to determine the level of student understanding and clarity. While the teacher as a student supervisor in doing the exercise. If they are not yet understand, the teacher explain once more.
8	If the teacher has explained the teacher gives more exercises .	If the teacher has explained the teacher gives more exercises. .
9	Then, teacher provide post test for the final evaluation, to determine the effect of the use of self talk strategy in teaching pronunciation specially vowel sound.	Then, teacher provide post test for the final evaluation.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research was done at Grade Ten of SMAN 5 Rawang Kota Sungai Penuh Academic Year 2018/2019. The amounts of them were 50 students. There were two classes that involved in this research; they were experiment class and the control class that were called as research class. The research class was chosen by totally sampling. From the choosing the researcher got XIPA₁ as the experiment class and XIPS₂ as the control class. In this research there were 25 students in the experiment class and 25 students in control class.

These following research findings were the answer of research question existed in this research which consisted of one research question that was there is significant effect of using self talk strategy toward students' ability in pronunciation specially vowel sound at Tenth Grade of SMAN 5 Rawang Kota Sungai Penuh Academic Year 2018/2019. In answering this research question, the researcher used self talk strategy in experimental class and no self talk strategy in control class. In getting the data, the researcher used oral tests in both classes. The first was the pre-test at the early of the research to know the level of student's pronunciation specially vowel sounds and the second was post-test in the end of research to know the result of the treatment that was done on the experimental class. The material of the test was same level for both classes. But

the material for post-test of experimental class especially was based on the self talk strategy in teaching pronunciation specially vowel sounds.

1. Result of Test

a. The Classification of Students' Pre-Test

The pre-test conducted to ensure that the students have the same background and the same English proficiency. Pre-test carried out on the February, 20th 2019 and the time was allocated for about 30 minutes.

The following table shows the scores of pre-test gained by students in the experimental and the control group taken from the research. For more details about the pre-test results can be seen in the following:

Table 4.1 Classification of Students' Pronunciation specially vowel sounds in Pre-Test Experimental Group

NO	SCORE	CLASSIFICATION	FREQUENCY	PERCENTAGE
1	4.01 – 5.00	Excellent	0	0%
2	3.01 – 4.00	Very good	8	32%
3	2.01 – 3.00	Good	16	64%
4	1.01 – 2.00	Average	1	4%
5	0.00 – 1.00	Poor	0	0%
	Total		25	100%

Based on the table above, the rate percentage of score of experiment class in pre-test from 25 students, 8 (32%) students achieved very good score, 16

(64%) students achieved good score, 1 (4%) students achieved average score, 0 (0%) students achieved poor score.

Table 4.2 Classification of Students' Pronunciation specially vowel sounds in Pre-Test Control Group

NO	SCORE	CLASSIFICATION	FREQUENCY	PERCENTAGE
1	4.01 – 5.00	Excellent	0	0%
2	3.01 – 4.00	Very good	11	44%
3	2.01 – 3.00	Good	14	56%
4	1.01 – 2.00	Average	0	0%
5	0.00 – 1.00	Poor	0	0%
Total			25	100%

Based on the table above, the rate percentage of score of control class in pre-test from 25 students, 11 (44%) students achieved very good score, 14 (56%) students achieved good score, 0 (0%) students achieved average score, 0 (0%) students achieved poor score.

b. The Classification of Students' Post-Test

After the researcher gave the treatment, the researcher gave post-test to the students in experimental class and control class to find out the result of the whole treatments. For the class control, the procedure of post-test was similar to the pre-test. But for experimental class, the procedure was different to the pre-test. The materials of the test in the experimental class consist of 40 items words related on vawel sound that was given to the students and each

of students must to answer one question only. Post test carried out on the March, 20th 2019. The post test allocated for about 30 minutes.

The following table shows the raw scores of post-test gained by students in the experimental and the control group taken from the research.

For more details about the post-test results can be seen in the following table:

Table 4.3 Classification of Students' Pronunciation specially vowel sounds in Post-Test Experiment Group

NO	SCORE	CLASSIFICATION	FREQUENCY	PERCENTAGE
2	4.01 – 5.00	Excellent	7	28%
3	3.01 – 4.00	Very good	16	64%
4	2.01 – 3.00	Good	2	8%
5	1.01 – 2.00	Average	0	0%
6	0.00 – 1.00	Poor	0	0%
Total			25	100%

Based on the table above, the rate percentage of score of experiment class in post-test from 25 students, 7 (28%) students achieved excellent score, 16 (64%) students achieved very good score, 2 (8%) students achieved good score, 0 (0%) students achieved average score, 0 (0%) student achieved poor.

Table 4.4 Classification of Students' Pronunciation specially vowel sounds in Pre-Test Control Group

NO	SCORE	CLASSIFICATION	FREQUENCY	PERCENTAGE
2	4.01 – 5.00	Excellent	3	12%
3	3.01 – 4.00	Very good	15	60%
4	2.01 – 3.00	Good	6	24%
5	1.01 – 2.00	Average	1	4%
6	0.00 – 1.00	poor	0	0%
Total			25	100%

Based on the table above, the rate percentage of score of control class in post-test from 25 students, 3 (12%) students achieved excellent score, 15 (60%) students achieved very good score, 6 (24%) students achieved good score, 1 (4%) students achieved average score, 0 (0%) student achieved poor.

All results in the table in the form of pre-test and post-test for the experiment as well as class control are obtained by summing the ratings on the aspects of the pronunciation obtained from the three rater. Then the results are determined based on the rating scale of students' skill rating score to communicate orally in according with the table in chapter 3. The results obtained in this value are obtained from the average value per student.

For more detail about the average value comparison between the experimental class and control class before and after implementation Self Talk on Students' Pronunciation Skill at Tenth Grade of SMAN 5 Rawang Kota Sungai Penuh Academic Year 2018/2019.

2. Data Analysis for The Mean Score and Standard Deviation of Experimental Class and Controlled Class

After calculating the result of the students score, the mean score standard deviation or both classes be presented the following table:

Table 4.5 The mean score and standard deviation of experimental class and controlled class in pre-test and post-test

CLASS	PRE-TEST		POST-TEST	
	Mean Score	StandardDeviation	Mean Score	StandardDeviation
Experimental	2,97	0,41	3,88	0,35
Control	3,07	0,46	3,42	0,57

Before testing the hypothesis by using *t-test* formula, the researcher had to test the mean score and standard deviation firstly as the requirement of the analysis.

The table above the pre-test show the mean score of the students of control class was 3,07 and the standard deviation of that was 0,46 , and the mean score of the students of experimental group was 2,97 and the standard deviation of that was 0,41. (see appendix 7,8).

While, the post-test show the mean score of the students of control class was 3,42 and the standard deviation of that was 0,57 , and the mean score of the students of experimental group was 3,88 and the standard deviation of that was 0,35. (see appendix 7,8).

It can be concluded from both of the tests; the experiment class gained greater mean score in the post test than the control group.

3. Hypothesis Testing

After knowing the mean score and standard deviation of the data, further analysis was done in order to know whether the research hypothesis was received or rejected. Therefore, the researcher used *t*-test.

The use of *t*-test in analyzing post-test score is to know the significant effect of using self talk strategy in teaching pronunciation specially vowel sound at TenthGrade of SMAN 5 Rawang Kota Sungai Penuh Academic Year 2018/2019. The hypothesis to prove the effect of that method is as follow:

H_1 = There is significant effect by using self talk strategy toward students' ability in pronunciation specially vowel sound at TenthGrade of SMAN 5 Rawang Kota Sungai Penuh Academic Year 2018/2019

H_0 = There is no significant effect by using self talk strategy toward students' ability in pronunciation specially vowel sound at TenthGrade of SMAN 5 Rawang Kota Sungai Penuh Academic Year 2018/2019.

The hypothesis is determined by using the following the criteria:

- 1) If t observed is less than t critical, it means that there is not significant effect of using self talk strategy in teaching pronunciation specially vowel sound and the null hypothesis is accepted and the alternative hypothesis is rejected.

- 2) If t observed is higher than t critical, it means that there is significant effect of using self talk strategy in teaching pronunciation specially vowel sound and the null hypothesis is rejected and the alternative hypothesis is accepted. The result of t -test as follow :

Table 4.6 Distribution the value of t -test and t -table

Variable	t -test value	t -table value
Post-test	3,28	2,011

Table 4.6 above indicates that, the value of the t -test was higher than the value of the t -table. It indicates that, there was a significant difference between the result of the students' pre-test and post-test.

Based on the table of distribution the value of t -test and t -table in post-test previously, the researcher concluded that, t -test value was higher than t -table ($3,28 > 2,011$). It can be concluded that, the students' speaking skill achievement has improved successfully.

If t -table value is higher than t -test at the level of significance $\alpha 0.05$ and $df (+) - 2 = (25 + 25) - 2 = 48$, it means that, (H_1) was accepted and (H_0) was rejected. In contrary, if the t -test was higher than t -table, it means that (H_1) was rejected and (H_0) was accepted.

From the result above, the researcher can show the difference between t -test and t -table was enough high. It can be concluded that,

teaching pronunciation skill by using self talk strategy was proved to be effective in improving the students' pronunciation skill.

B. Discussion

A teacher is very important in teaching and studying process. Because a teacher connected directly with students. A teacher should be able to determine the appropriate methods in teaching methods appropriate for the learning process to be fun, entertaining, not boring, and will convey the lesson easy to understand. A teacher must be creative in your teaching strategy determine, because the inappropriate media used to make students bored and lazy to learn.

Pronunciation is one of the important aspects in English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning. Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning. This second definition gives a briefer pronunciation's definition. It contains some important keys in pronunciation: act, speaking, production and reception of sound. It means that the words being pronounced should be understandable (intelligible)⁴⁶.

They should try to avoid confusion in the message due to faulty sound, rhytm, stress, intonation and to observe the social and cultural rules that apply in

⁴⁶Mustika Ratna Pratiwi, "Improving Pronunciation Ability Using Cartoon Films", *Undergraduate Thesis*, (Surakarta: Library of Sebelas Maret University of Surakarta, 2010), p.12, t.d.

each communication situation. some of them are still shy and nervous to speak English when the researcher invited them to speak English, the students did not pay attention to the researcher and were not enthusiastic to speak English with the researcher, when researcher invited them to speak English, the researcher found that the students often made some mistakes especially when they produced oral English during the conversation with the researcher. Sometimes in real communication, students often made mistakes of pronouncing some words. So, speaking activities in class and helping students to improve their pronunciation is part of teacher's job. Therefore, the teacher must be applying one way of strategy on the students' pronunciation. The strategy is self-talk to increase their confidence be better. According to Nielsen self talk is a conversation that a person carries a mentally about self, about others and environments. Moreover Hamzah mention that self talk can be very helpful for the students who have less motivation to get success. Self talk will be invite the students to be creative one in teaching learning English⁴⁷.

This strategy requires students to have their selftalk individually whatever they talk in their mind. It is usually in the form of actual words, although self-talk sometimes takes the form of pictures or concepts. How students feel about themselves depends on how their minds filter and interpret everyday experiences. How students define themselves depends on how they think others define them. So, it is expected that self-talk strategy in teaching pronunciation can increase the students' pronoun be better.

⁴⁷Nofriadi, "Teaching Writing Recount Text Through Self Talk Strategy for Senior High School Students", p.3-4

After conducting the research conclude that self talk strategy is effective to improve students' pronunciation mastery, especially in performing vowels sounds at Tenth Grade of SMAN 5 Rawang Kota Sungai Penuh Academic Year 2018/2019. It can be drawn from the result of means improvement between the pre-test and the post-test in the experimental group and the control group.

In addition, self talk strategy is effective in teaching pronunciation mastery to improve the Tenth Grade of SMAN 5 Rawang Kota Sungai Penuh Academic Year 2018/2019 in performing vowels sounds. The students were interest in it. They became more active to pronounce in the classroom. They also loved to learn and to practice pronoun using self talk strategy. Their enthusiasm in learning also increase, it can be shown by their attitude and their motivation in learning English.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After conducting the research, presenting the data, analyzing the data and discussing the result, in this chapter would be presented the conclusion and suggestion of this research.

A. Conclusion

After presenting and analyzing data in the previous chapter, the researcher accomplishes to the conclusion as follows:

1. The students' achievement of pronunciation ability can be seen in the mean of pre-test. In class XIPA₁ as experimental group, the mean of pre-test was 2,97. While, in class XIPS₂ as comparison group, the mean of pre-test was 3,07. It can be concluded that, for the beginning achievement XIPA₁ as the experimental group is lower than XIPS₂ as comparison class. It is proven with the mean of pre-test of the experimental group that is lower than the mean of comparison group.
2. The students' achievement of pronunciation ability can be seen in the mean of post-test. In class XIPA₁ as experimental group, the mean of post-test was 3,88. While, in class XIPS₂ as comparison group, the mean of post-test was 3,42. It can be concluded that, for the second achievement XIPA₁ as the experimental group is higher than XIPS₂ as comparison class. It is proven with the mean of post-test of the experimental group that is higher than the mean of comparison group.

3. The result of post-test show the differences result achieved by the control class which was taught without using self talk strategy with the experimental class which was taught by using strategy. Then, doing t-test, it was found that $t_{\text{observe}} = 3,28 > t_{\text{table}} = 2,011$. The finding showed that there was the significant effect of using self talk strategy toward students' ability in pronunciation specially vowel sound at tenth grade of SMAN 5 RawangKota Sungai Penuh academic year 2018/2019.

B. Suggestion

After conducting the experimental research, analyzing and discussing the data result, the researcher gives some suggestions to those who might be benefited to the result of this research. They are the English teacher and the future researcher.

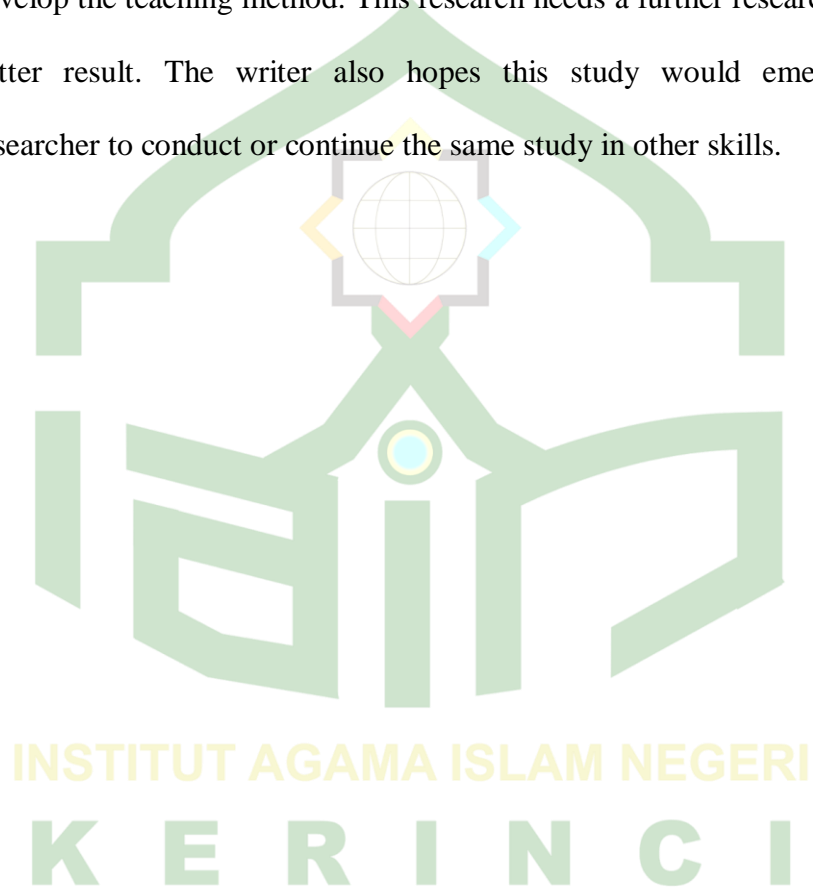
1. For the teacher

- a). Based on the positive results of the study, teachers are expected to be consider using self talk strategy toward students' ability in pronunciation to be used as an alternative to learn English, especially in learning of vowel sound.
- b). Using self talk strategy toward students' ability in vowel sound as a means to increase, motivate and facilitate student understanding.
- c). Using self talk strategy tested to apply to the English learning more complex.

2. For students, The students' need to be more active in the classroom. A further effort needs to be made by the students' to encourage themselves in

pronunciation mastery without worries making mistakes in sounds, stress, rhythm, intonation. It gives advantages for the students' if they can develop their pronunciation. The students can easily understand what they speak, tell, read and write.

3. The future researchers, this research is recommended for them who want to develop the teaching method. This research needs a further research to get the better result. The writer also hopes this study would emerge further researcher to conduct or continue the same study in other skills.



BIBLIOGRAPHY

- Agama , Departemen RI. 2005. *.Al-Qur'an dan Terjemahannya*, Bandung: PT. Syamsil Cipta Media.
- Arifin. 2011. *Evaluasi pembelajaran (Prinsip, Teknik, Prosedur)*. Bandung : PT Remaja Rosdakarya.
- A. Weiss , Neil. 2012. *Introductory Statistics 9th*. USA : Pearson Education, Inc.
- Bull, Victoria,(ed.). 2008. "*Pronunciation*", *Oxford Learner's Pocket Dictionary*. China: Oxford University Press.
- Brown, H. Douglas. 2010. *Teaching by Principles; An Interactive Approach to Language Pedagogy*. America: Addison Wesley Longman, Inc.
- B Braiker , Harriet. Desember 1998. "*The Power of Self Talk*", *Psychology Today*, XXIII, 12.
- Cohen , Louis. 2007. *Research Methods in Education 6th Ed*. London : Taylor and Francis Group .
- D.P, Harris. 1994. *Testing English as a Second Language*. New York:Mc. Grow Hill.
- Haupt , Arthur and Thomas T. Kane. 2000. *Population Reference Bureau's Population 4th international Ed*. USA : Population Reference Bureau.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. United States of America: Longman ELT, 2001, 3rd ed.
- Hardy, James. July 2005. "*Speaking Clearly: A Critical Review of The Self Talk Literature*", *Psychology of Sport and Exercise*.
<http://au.reachout.com/what-is-self-talk>
- Kenworthy , Joanne. 1987. *Teaching English Pronunciation*. New York:Longman.
- Kelly , Gerald. 2009. *How to Teach Pronunciation*,. England: Longman.
- Muijs, Daniel. 2004. *Doing Quantitative Research in Education with SPSS*. London: Sage Publications.
- Nofriadi. "*Teaching Writing Recount Text Through Self Talk Strategy for Senior High School Students*".

PourhoseinGilakjani, Abbas. February, 2012. “A Study of Factors Affecting EFL Learners’ English Pronunciation Learning and The Strategies for Instruction”, *International Journal Humanities and Social Science*, II, 3.

Ratna Pratiwi, Mustika. 2010. “Improving Pronunciation Ability Using Cartoon Films”, *Undergraduate Thesis*. Surakarta: Library of Sebelas Maret University of Surakarta.

Sugiyono. 2007. *Metode Penelitian Kuantitatif Kualitatif dan R & D*. Bandung: Alfabeta.

Taylor-Powel , Ellen. 1988. *Sampling*. Texas : University System College Station.

Thornbury , Scott. *How to Teach Speaking*. London: Longman.

W Creswell , John. 2012. *Educational research4th-ed*. USA : Pearson Education.

Zielinski , Beth, Lynda Yates. 2009. *Give It a Go: Teaching Pronunciation to Adults*. Sydney: Macquarie University.



INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Appendix 1

The Students' English Score class of the Tenth Grade of SMAN 5 Rawang Academic year 2018-2019

No	XIPA ₁	XIPS ₂
1	40	70
2	70	60
3	60	55
4	55	40
5	65	70
6	45	45
7	70	45
8	50	60
9	45	70
10	65	65
11	45	40
12	40	45
13	50	50
14	60	60
15	70	65
16	55	50
17	50	40
18	40	70
19	40	50
20	50	65
21	70	60
22	45	40
23	55	65
24	60	55
25	65	45
26	-	-
N	25	25
ΣX	1360	1380

Appendix 2

Pronunciation pre-Test

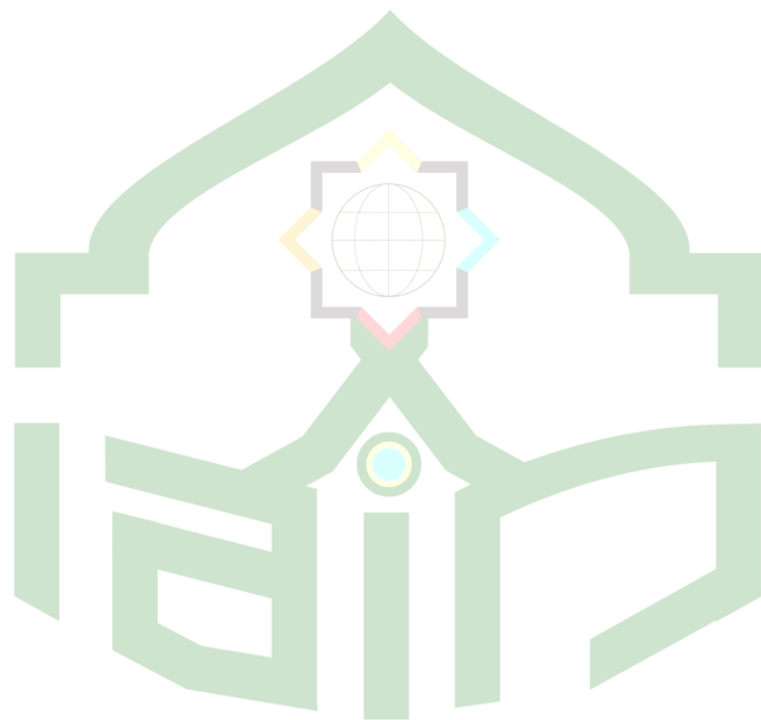
Name :.....

Class :.....

Direction: Pay attention to the following words and read the lists of words to know the pronunciation!

1. Congratulation	/kən,grætʃu'leɪʃn/
2. Thank you	/θæŋks/
3. What	/wɒt:/
4. English	/'ɪŋɡlɪʃ/
5. Proud	/'praʊd/
6. Happy	/'hæpi/
7. Like	/laɪk/
8. Glad	/glæd/
9. Special	/'speʃl/
10. Really	/,ri:'əli:/
11. Have	:/həv:/
12. Great	/greɪt/
13. About	/ə'baʊt/
14. May	/'meɪ/
15. Congratulate	/kən'grætʃuleɪt/
16. Please	/'pli:z/
17. Actually	/'æktʃuəli/
18. Say	/seɪ/
19. Good	/gʊd/
20. Very Much	/'verɪmʌtʃ/
21. Compliment	/'kɒmplɪmənt:/
22. Fantastic	/'fæn'tæstɪk/
23. Excellent	/'eksələnt/
24. Nice	/'naɪs/
25. Extremely	/'ɪk'stri:mli/
26. Wow	/waʊ/
27. Terrific	/'tə'rɪfɪk/
28. Smashing	/'smæʃɪŋ/
29. Lovely	/'lʌvli/
30. Super	/'su:pə(r)/
31. Look	/lʊk/
32. Adore	/'ədɔ:(r)/
33. Beautiful	/'bju:tɪfl/

34. That	/ðæt/
35. Think	/θɪŋk/
36. Thing	/θɪŋ/
37. Certainly	/'sɜ:tɪnli;/
38. Perfectly	/'pɜ:fɪktli;/
39. How	/haʊ/
40. Well done	/welɪdn/



INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Appendix 3

Pronunciation Post Test and key term

Name :.....

Class :.....

Direction: Pay attention to the following words and read the lists of words to know the pronunciation!

1. Land /lənd/	16. End /end/
2. Pamphlet /'pæmflet/	17. Language /læŋgwiʃ/
3. Math /mæθ/	18. Beg /beg/
4. Beacon /bi:kən/	19. Natural /næt(ə)rəl/
5. That /θæt/	20. Head /hed/
6. Arrow /'ærəʊ/	21. Difficult /dɪfɪkəlt/
7. Application /æplɪ'keɪʃən/	22. Pen /pen/
8. Euphoria /juw'fɔ:riə/	23. Gentlemen /jɛntəlmən/
9. Adjective /ædʒektɪv/	24. Set /set/
10. Devious /di:viəs/	25. Develop /dɪ'veləp/
11. Balance /bæləns/	26. Guess /ges/
12. Bed /bed/	27. Distant /dɪstənt/
13. Graphic /græfɪk/	28. Tech /tek/
14. Men /men/	29. Golden /'gəʊldən/
15. Jacket /jækt/	30. Fret /fret/

APPENDIX 4

SCORING PRE-TES EXPERIMENT CLASS FROM RATER 1

NO	NAME'S CODE	ASPECTS OF PRONOUNCIATION			
		SOUND	RYTHM	STRESS	INTONATION
1	O1	4	5	3	1
2	O2	5	5	5	1
3	O3	1	3	5	2
4	O4	4	3	4	1
5	O5	3	1	3	4
6	O6	5	4	3	1
7	O7	3	5	1	2
8	O8	2	2	5	3
9	O9	4	3	3	1
10	O10	3	3	5	3
11	O11	1	2	5	3
12	O12	3	1	3	1
13	O13	1	1	4	5
14	O14	5	3	3	1
15	O15	3	5	2	3
16	O16	1	5	5	2
17	O17	5	3	1	3
18	O18	3	1	5	3
19	O19	4	3	3	5
20	O20	3	3	1	4
21	O21	5	5	1	2
22	O22	5	1	4	1
23	O23	5	3	1	4
24	O24	1	4	5	2
25	O25	3	3	2	5

SCORING PRE-TES EXPERIMENT CLASS FROM RATER 2

NO	NAME'S CODE	ASPECTS OF PRONOUNCIATION			
		SOUND	RYTHM	STRESS	INTONATION
1	O1	4	4	1	1
2	O2	5	5	4	1
3	O3	3	4	5	3
4	O4	2	3	5	1
5	O5	1	1	2	5
6	O6	5	5	1	1
7	O7	4	5	1	1
8	O8	3	3	3	4
9	O9	4	4	1	1
10	O10	3	1	5	5
11	O11	1	3	5	4
12	O12	4	1	4	2
13	O13	1	1	5	3
14	O14	4	1	5	1
15	O15	2	5	3	5
16	O16	1	5	3	1
17	O17	4	4	2	4
18	O18	1	2	5	5
19	O19	1	4	4	4
20	O20	2	2	1	3
21	O21	4	5	1	1
22	O22	5	2	5	1
23	O23	5	4	3	3
24	O24	1	5	5	3
25	O25	2	2	1	5

SCORING PRE-TES EXPERIMENT CLASS FROM RATER 3

NO	NAME'S CODE	ASPECTS OF PRONOUNCIATION			
		SOUND	RYTHM	STRESS	INTONATION
1	O1	3	3	2	1
2	O2	5	5	3	1
3	O3	2	2	5	1
4	O4	3	4	3	1
5	O5	2	1	1	3
6	O6	5	3	2	1
7	O7	5	5	1	3
8	O8	1	1	4	5
9	O9	4	5	2	1
10	O10	3	2	5	4
11	O11	1	1	5	5
12	O12	2	1	5	3
13	O13	1	1	3	4
14	O14	3	2	4	1
15	O15	1	5	1	4
16	O16	1	5	4	3
17	O17	3	5	3	5
18	O18	2	3	5	4
19	O19	2	2	5	5
20	O20	1	4	1	5
21	O21	3	5	1	3
22	O22	5	3	3	1
23	O23	5	2	2	5
24	O24	1	3	5	1
25	O25	1	4	3	5

SCORING PRE-TES CONTROL CLASS FROM RATER 3

NO	NAME'S CODE	ASPECTS OF PRONOUNCIATION			
		SOUND	RYTHM	STRESS	INTONATION
1	P1	5	4	3	4
2	P2	5	3	5	1
3	P3	3	2	5	2
4	P4	4	3	4	1
5	P5	1	1	5	4
6	P6	3	5	2	1
7	P7	5	3	1	1
8	P8	3	1	3	3
9	P9	4	4	3	1
10	P10	3	1	5	5
11	P11	1	3	5	3
12	P12	5	1	3	2
13	P13	1	2	4	1
14	P14	4	5	3	3
15	P15	4	4	1	3
16	P16	3	3	5	2
17	P17	4	4	3	5
18	P18	1	1	5	4
19	P19	4	3	3	5
20	P20	3	4	1	3
21	P21	4	5	1	2
22	P22	5	2	4	2
23	P23	5	3	2	3
24	P24	3	4	5	3
25	P25	2	4	2	5

SCORING PRE-TEST CONTROL CLASS FROM RATER 2

NO	NAME'S CODE	ASPECTS OF PRONOUNCIATION			
		SOUND	RYTHM	STRESS	INTONATION
1	P1	5	3	4	5
2	P2	4	5	3	1
3	P3	5	1	5	1
4	P4	3	5	5	1
5	P5	2	2	4	3
6	P6	4	5	3	1
7	P7	5	4	1	2
8	P8	4	3	5	5
9	P9	5	5	4	1
10	P10	5	2	5	4
11	P11	2	1	5	5
12	P12	3	1	4	3
13	P13	1	3	5	2
14	P14	5	4	5	5
15	P15	3	5	2	4
16	P16	2	4	4	1
17	P17	5	3	2	3
18	P18	3	2	5	5
19	P19	5	5	4	5
20	P20	4	3	1	4
21	P21	5	5	1	1
22	P22	5	1	5	3
23	P23	5	4	3	5
24	P24	4	5	5	4
25	P25	3	3	1	5

SCORING PRE-TEST CONTROL CLASS FROM RATER 1

NO	NAME'S CODE	ASPECTS OF PRONOUNCIATION			
		SOUND	RYTHM	STRESS	INTONATION
1	P1	5	5	5	3
2	P2	3	4	4	1
3	P3	4	3	5	3
4	P4	5	4	3	1
5	P5	3	3	3	5
6	P6	5	5	1	1
7	P7	5	5	1	3
8	P8	5	2	4	4
9	P9	3	3	5	1
10	P10	4	3	5	3
11	P11	3	2	5	4
12	P12	4	1	5	1
13	P13	1	1	3	3
14	P14	3	3	4	4
15	P15	5	3	3	5
16	P16	1	5	3	3
17	P17	3	5	1	4
18	P18	2	3	5	3
19	P19	3	4	5	5
20	P20	5	5	1	5
21	P21	3	5	1	3
22	P22	5	3	3	1
23	P23	5	5	1	4
24	P24	5	3	5	5
25	P25	1	5	3	5

APPENDIX 5

SCORING POST-TES EXPERIMENT CLASS FROM RATER 1

NO	NAME'S CODE	ASPECTS OF PRONOUNCIATION			
		SOUND	RYTHM	STRESS	INTONATION
1	O1	5	5	4	3
2	O2	5	5	5	2
3	O3	3	5	5	4
4	O4	5	5	4	1
5	O5	4	5	5	4
6	O6	5	5	3	3
7	O7	5	5	4	3
8	O8	5	3	5	5
9	O9	5	5	4	3
10	O10	3	5	5	5
11	O11	4	5	5	4
12	O12	4	3	4	3
13	O13	3	2	5	3
14	O14	3	3	4	1
15	O15	4	3	3	5
16	O16	3	5	4	5
17	O17	4	4	3	4
18	O18	4	3	5	5
19	O19	4	5	4	5
20	O20	3	4	3	5
21	O21	5	5	5	5
22	O22	5	3	3	2
23	O23	5	4	5	5
24	O24	3	3	5	3
25	O25	4	4	3	5

SCORING POST-TEST EXPERIMENT CLASS FROM RATER 2

NO	NAME'S CODE	ASPECTS OF PRONOUNCIATION			
		SOUND	RYTHM	STRESS	INTONATION
1	O1	5	5	3	5
2	O2	5	5	4	3
3	O3	4	5	5	5
4	O4	4	5	3	2
5	O5	3	4	4	5
6	O6	5	5	4	4
7	O7	5	5	5	4
8	O8	4	4	4	3
9	O9	4	5	3	4
10	O10	5	4	5	5
11	O11	5	4	5	5
12	O12	5	5	5	4
13	O13	4	3	4	5
14	O14	4	4	3	2
15	O15	5	4	5	5
16	O16	5	5	5	4
17	O17	3	5	4	3
18	O18	3	5	5	5
19	O19	3	3	4	5
20	O20	5	4	3	5
21	O21	5	5	4	4
22	O22	5	5	5	3
23	O23	5	3	4	5
24	O24	3	4	5	5
25	O25	3	5	4	5

SCORING POST-TEST EXPERIMENT CLASS FROM RATER 3

NO	NAME'S CODE	ASPECTS OF PRONOUNCIATION			
		SOUND	RYTHM	STRESS	INTONATION
1	O1	5	5	5	4
2	O2	5	5	3	1
3	O3	5	5	5	3
4	O4	3	5	5	3
5	O5	5	3	3	3
6	O6	5	5	5	5
7	O7	5	5	3	5
8	O8	3	5	3	4
9	O9	3	5	5	5
10	O10	4	3	5	5
11	O11	3	3	5	3
12	O12	3	4	4	5
13	O13	5	1	3	4
14	O14	5	5	5	3
15	O15	3	5	4	5
16	O16	4	5	3	3
17	O17	5	3	5	5
18	O18	5	4	5	5
19	O19	5	5	3	5
20	O20	3	5	5	5
21	O21	4	5	3	3
22	O22	5	4	4	1
23	O23	5	5	3	4
24	O24	5	5	5	4
25	O25	5	3	5	5

SCORING POST-TEST CONTROL CLASS FROM RATER 3

NO	NAME'S CODE	ASPECTS OF PRONOUNCIATION			
		SOUND	RYTHM	STRESS	INTONATION
1	P1	4	3	2	3
2	P2	4	5	4	2
3	P3	2	4	5	4
4	P4	2	4	3	1
5	P5	2	1	3	2
6	P6	3	5	4	5
7	P7	3	5	4	3
8	P8	4	3	5	5
9	P9	4	4	4	3
10	P10	3	3	5	5
11	P11	2	4	4	3
12	P12	2	3	5	3
13	P13	3	2	3	5
14	P14	4	5	5	1
15	P15	3	4	3	5
16	P16	3	5	4	3
17	P17	4	3	4	5
18	P18	1	3	3	5
19	P19	5	4	4	3
20	P20	4	5	3	5
21	P21	5	5	3	5
22	P22	5	5	2	1
23	P23	5	4	5	5
24	P24	4	3	5	3
25	P25	5	4	5	3

SCORING POST-TEST CONTROL CLASS FROM RATER 2

NO	NAME'S CODE	ASPECTS OF PRONOUNCIATION			
		SOUND	RYTHM	STRESS	INTONATION
1	P1	3	5	3	5
2	P2	5	4	3	3
3	P3	3	3	5	5
4	P4	1	3	5	2
5	P5	5	1	4	1
6	P6	4	4	3	3
7	P7	3	4	5	4
8	P8	5	5	3	3
9	P9	3	3	3	4
10	P10	1	4	5	5
11	P11	3	3	5	4
12	P12	4	5	4	5
13	P13	5	1	5	4
14	P14	5	4	4	2
15	P15	4	3	4	5
16	P16	3	5	3	4
17	P17	2	3	3	4
18	P18	3	5	5	5
19	P19	3	5	5	5
20	P20	5	5	4	5
21	P21	5	5	4	4
22	P22	5	3	3	2
23	P23	5	3	3	5
24	P24	3	5	5	4
25	P25	5	5	3	5

SCORING POST-TEST CONTROL CLASS FROM RATER 1

NO	NAME'S CODE	ASPECTS OF PRONOUNCIATION			
		SOUND	RYTHM	STRESS	INTONATION
1	P1	5	4	1	4
2	P2	3	3	5	1
3	P3	1	5	5	3
4	P4	3	5	4	3
5	P5	4	1	5	3
6	P6	5	3	5	4
7	P7	5	3	3	5
8	P8	3	4	4	4
9	P9	5	5	5	5
10	P10	3	5	5	5
11	P11	1	5	3	5
12	P12	5	4	3	4
13	P13	3	3	4	3
14	P14	4	3	3	3
15	P15	5	5	5	5
16	P16	5	5	5	5
17	P17	3	5	5	3
18	P18	2	4	4	5
19	P19	4	3	3	4
20	P20	3	5	5	5
21	P21	5	5	5	3
22	P22	5	4	1	3
23	P23	5	5	4	5
24	P24	5	4	5	5
25	P25	5	3	4	4

APPENDIX 4

The Row Score of the Students' Pre-test Experimental class

NO	NAME CODE	Pre- test				SCORE	X ²
		Sounds	Rhythm	Stress	Intonation		
1	O1	4	4	3	1	3	9
2	O2	5	5	4	1	3,75	14,06
3	O3	2	3	5	2	3	9
4	O4	3	3	4	1	2,75	7,56
5	O5	2	1	3	4	2,5	6,25
6	O6	5	4	2	1	3	9
7	O7	4	5	1	2	3	9
8	O8	2	2	4	3	2,75	7,56
9	O9	4	4	3	1	3	9
10	O10	3	2	5	4	3,5	12,25
11	O11	1	2	5	3	2,75	7,56
12	O12	3	1	4	2	2,5	6,25
13	O13	1	1	4	2	2	4
14	O14	4	2	3	1	2,5	6,25
15	O15	2	5	2	4	3,25	10,56
16	O16	1	5	3	2	2,75	7,56
17	O17	4	4	2	3	3,25	10,56
18	O18	2	2	5	4	3,25	10,56
19	O19	3	3	4	5	3,75	14,06
20	O20	2	3	1	4	2,5	6,25

21	O21	4	5	1	2	3	9
22	O22	5	2	3	1	2,75	7,56
23	O23	5	3	2	4	3,5	12,25
24	O24	1	4	5	2	3	9
25	O25	2	3	2	5	3	9
TOTAL		75	78	80	64	74	223,1
M.SCORE		3	3,12	3,2	2,56	2,96	8,92

The Row Score of the Students' Post-test Experimental class

NO	NAME CODE	Pre- test				SCORE	X ²
		Sounds	Rhythm	Stress	Intonation		
1	O1	5	5	4	3	4,25	18,06
2	O2	5	5	4	2	4	16
3	O3	4	5	5	3	4,25	18,06
4	O4	4	5	4	2	3,75	14,06
5	O5	3	3	4	4	3,5	12,25
6	O6	5	5	3	3	4	16
7	O7	5	5	4	3	4,25	18,06
8	O8	4	3	4	4	3,75	14,06
9	O9	4	5	4	3	4	16
10	O10	3	3	5	5	4	16
11	O11	4	3	5	4	4	16
12	O12	4	3	4	3	3,5	12,25
13	O13	3	2	4	3	3	9
14	O14	3	3	4	2	3	9

15	O15	4	3	3	5	3,75	14,06
16	O16	3	5	4	4	4	16
17	O17	4	4	3	4	3,75	14,06
18	O18	4	3	5	5	4,25	18,06
19	O19	4	4	4	5	4,25	18,06
20	O20	3	4	3	5	3,75	14,06
21	O21	5	5	3	4	4,25	18,06
22	O22	5	3	3	2	3,75	14,06
23	O23	5	4	3	5	4,25	18,06
24	O24	3	4	5	3	3,75	14,06
25	O25	4	4	3	5	4	16
TOTAL		100	98	97	92	97	379,34
M.SCORE		4	3,92	3,88	3,68	3,88	15,17

The Row Score of the Students' Pre-test Control class

NO	NAME CODE	Pre- test				SCORE	X ²
		Sounds	Rhythm	Stress	Intonation		
1	P1	5	4	3	3	3,75	14,06
2	P2	4	4	4	1	3,25	10,56
3	P3	3	2	5	2	3	9
4	P4	3	3	4	1	2,75	7,56
5	P5	2	2	3	4	2,75	7,56
6	P6	4	5	2	1	3	9

7	P7	5	4	1	2	3	9
8	P8	3	2	4	3	3	9
9	P9	3	3	3	1	2,5	6,25
10	P10	3	2	5	4	3,5	12,56
11	P11	2	2	5	3	3	9
12	P12	3	1	4	2	2,5	6,25
13	P13	1	2	4	2	2,25	5,06
14	P14	4	3	3	3	3,25	10,56
15	P15	3	4	2	4	3,25	10,56
16	P16	2	4	3	2	2,25	5,06
17	P17	4	4	2	3	3,25	10,56
18	P18	2	2	5	4	3,25	10,56
19	P19	3	3	4	5	3,75	14,06
20	P20	3	4	1	4	3	9
21	P21	4	5	1	2	3	9
22	P22	5	2	3	2	3	9
23	P23	5	3	2	4	3,5	12,56
24	P24	4	3	5	3	3,75	14,06
25	P25	2	4	2	5	3,25	10,56
TOTAL		82	76	80	70	76,72	240,4
M.SCORE		3,28	3,04	3,2	2,8	3,07	9,62

The Row Score of the Students' Post-test Control class

NO	NAME CODE	Pre- test				SCORE	X ²
		Sounds	Rhythm	Stress	Intonation		
1	P1	4	3	2	3	3	9
2	P2	4	4	3	2	3,25	10,56
3	P3	2	3	5	3	3,25	10,56
4	P4	2	3	4	2	2,75	7,56
5	P5	2	1	3	2	2	4
6	P6	3	3	3	3	3	9
7	P7	3	3	4	3	3,25	10,56
8	P8	4	3	3	4	3,5	12,56
9	P9	4	4	4	3	3,75	14,06
10	P10	3	3	5	5	4	16
11	P11	2	3	3	4	3	9
12	P12	2	3	4	3	3	9
13	P13	3	2	3	3	2,75	7,56
14	P14	4	4	4	2	3,5	12,56
15	P15	3	4	3	5	3,75	14,06
16	P16	3	5	4	3	3,75	14,06
17	P17	3	3	3	4	3,25	10,56
18	P18	2	3	3	5	3,25	10,56
19	P19	4	4	4	3	3,75	14,06
20	P20	4	5	3	5	4,25	18,06
21	P21	5	5	3	4	4,25	18,06
22	P22	5	3	2	2	3,25	10,56
23	P23	5	4	3	5	4,25	18,06

24	P24	4	3	5	3	4	16
25	P25	5	4	3	3	3,75	14,06
TOTAL		85	85	86	85	85,5	300,08
M.SCORE		3,4	3,40	3,44	3,4	3,42	12,00



INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

APPENDIX 7

The mean score of Experimental Class and Control Class

A. Experimental Class

1. Pre-test

$$\bar{X}_T =$$
$$=$$

$$X_1 = 2,97$$

2. Post-test

$$\bar{X}_T =$$
$$=$$

$$X_1 = 3,88$$

B. Control Class

1. Pre-test

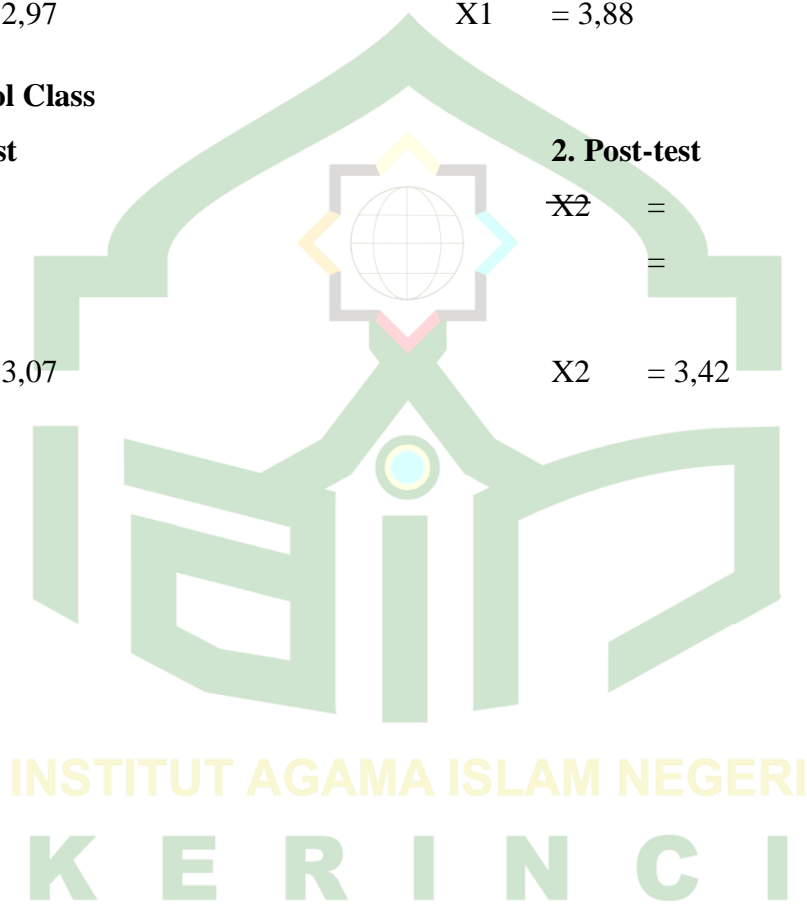
$$\bar{X}_2 =$$
$$=$$

$$X_2 = 3,07$$

2. Post-test

$$\bar{X}_2 =$$
$$=$$

$$X_2 = 3,42$$



APPENDIX 8

Standard Deviation of Experimental Class and Control Class

A. Experimental class

1. Pre-test

$$SD =$$

Where :

$$\begin{aligned} SS_1 &= \sum X_i^2 - (\sum X_i)^2 / n \\ &= 224,66 - (220,52)^2 / 25 \\ &= 224,66 - 1942,4816 \\ &= -717,8216 \end{aligned}$$

$$376,36$$

$$= 4,14$$

$$SD =$$

$$=$$

$$=$$

$$SD = 0,41$$

1. Post-test

$$SD =$$

Where :

$$\begin{aligned} SS_1 &= \sum X_i^2 - (\sum X_i)^2 / n \\ &= 379,34 - (379,34)^2 / 25 \\ &= 379,34 - 5730,7856 \\ &= -5351,4456 \end{aligned}$$

$$= 379,34 -$$

$$= 2,98$$

$$SD =$$

$$=$$

$$=$$

$$SD = 0,35$$

B. Control class

1. Pre-test

$$SD =$$

Where :

$$\begin{aligned} SS_2 &= X_2^2 - () \\ &= 240,4 - () \\ &= 240,4 - \\ &= 240,4 - 235,44 \\ 292,41 & \\ &= 4,96 \\ SD &= \\ &= \\ &= \\ SD &= 0,46 \end{aligned}$$

1. Post-test

$$SD =$$

Where :

$$\begin{aligned} SS_2 &= X_2^2 - () \\ &= 300,08 - () \\ &= 300,08 - \\ &= 300,08 - \\ &= 300,08 - \\ &= 7,67 \\ SD &= \\ &= \\ &= \\ SD &= 0,57 \end{aligned}$$

APPENDIX 9

The significant Different

$X_1 = 3,88$ $SS_1 = 2,98$

$X_2 = 3,42$ $SS_2 = 7,67$

1.T-test

T =

=

=

=

=

=

T_{hitung} = 3,28

2.T-table

For level of significance (D) = 0,05

Degree of freedom (df) = $(N_1+N_2)-2 = 25+25-2 = 48$

t-Table = 1,677

Appendix 10

RENCANA PELAKSANAAN PEMBELAJARAN (For Experimental Class)

Satuan Pendidikan	: SMAN 5 Rawang
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / Genap
Tema	: Vowels sound
Linguistic Aspect	: speaking (pronunciation)
Pertemuan	: 2 X 40 menit (pertemuan 1)

A. STANDARKOMPETENSI

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

B. KOMPETENSI DASAR

Untuk mengekspresikan makna dalam transaksional (untuk menyelesaikan sesuatu) dan interpersonal (bersosialisasi) percakapan formal dan informal secara akurat, lancar, dan tepat menggunakan ekspresi lisan yang sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengekspresikan keterkejutan dan keheranan, menerima undangan, menawarkan, dan janji temu.

C. INDIKATOR

Setelah mempelajari materi ini siswa diharapkan dapat:

- 1.Mengidentifikasi cara membuat, menerima atau menolak undangan
- 2.Membaca dengan keras transkrip dialog berpasangan
- 3.Mengidentifikasi jenis suara dan simbol bahasa Inggris
- 4.Mengidentifikasi transkripsi fonetis kata-kata dalam tongue twister

5. Ucapkan huruf atau suara dengan benar

Karakter siswa yang diharapkan:

Siswa dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (resonsibility) dan berani (courage).

D. MATERI PEMBELAJARAN

MEETING	MATERIAL
1	Definition Of Vowel Sounds

E. METODE PEMBELAJARAN

Self talk strategy

F. LANGKAH-LANGKAH

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Apersepsi</p> <ol style="list-style-type: none">1. Mengucapkan salam2. Guru menyapa para siswa dan membuka pelajaran3. Guru memeriksa kehadiran siswa4. Guru menjelaskan tujuan pelajaran hari ini <p>Motivasi</p> <p>Motivasi akan pentingnya menguasai materi ini dengan baik, untuk membantu siswa dalam memahami kalimat lisan dan tulis .</p>	10 Menit
Inti	<ol style="list-style-type: none">1. Guru bertanya kepada siswa bagaimana cara pengucapan2. Siswa diberi contoh cara pengucapan	60 Menit

	<ol style="list-style-type: none"> 3. Siswa mengidentifikasi kata-kata sulit untuk diucapkan dan dibaca dengan keras 4. Guru memperkenalkan siswa tentang twister lidah 5. Guru menjelaskan transkripsi fonetik bahasa Inggris 6. Guru melatih siswa untuk mengucapkan beberapa kata dengan benar 7. Guru mengelompokkan siswa menjadi berpasangan 8. Guru membaca kalimat twister lidah dan meminta siswa untuk mendengarkan dengan seksama 9. Siswa tidak diperbolehkan mencatat apa pun saat mendengarkan 10. Guru membaca tongue twister lagi dan menginstruksikan siswa untuk bekerja berpasangan untuk menulis kalimat yang telah mereka dengar. 11. Guru meminta beberapa perwakilan siswa untuk menulis hasil karya mereka di papan tulis 12. Guru membahas dan mengoreksi jawaban siswa 13. Siswa diminta berdiri dan membuat garis 14. Guru membagi siswa menjadi empat kelompok 15. Semua siswa dari kelompok pertama dan kedua melakukan kompetisi dengan membaca kalimat tongue twister yang tersedia dalam slide satu per satu secepat mungkin 16. Kelompok yang menyelesaikan kalimat sebelumnya dan dengan benar menjadi pemenang <p style="text-align: center;">Konfirmasi</p> <ol style="list-style-type: none"> 1. Guru bertanya jawab tentang hal-hal yang belum diketahui siswa 2. Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	
--	---	--

Penutup	<ol style="list-style-type: none"> 1. Dengan bimbingan guru, siswa diminta untuk membuat rangkuman materi. 2. Siswa dan guru melakukan refleksi. 3. Guru memberikan tugas rumah (PR) 4. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya 	10 Menit
---------	--	----------

G. ALAT DAN BAHAN

1. Alat:

- a) Papan tulis
- b) Spidol

2. Sumber belajar

- a) Buku paket bahasa Inggris
- b) Buku lain yang relevan

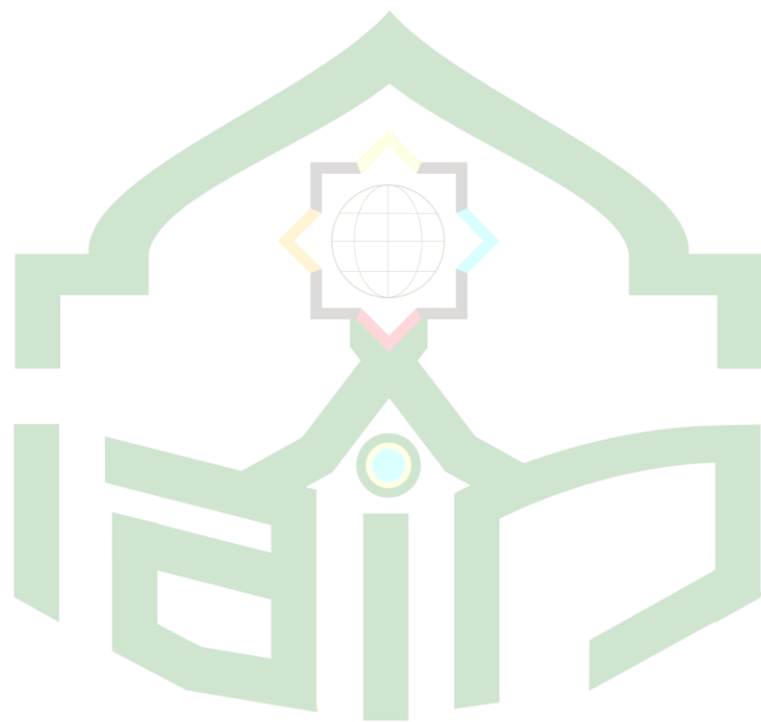
H. PENILAIAN

1. Teknik : performance assessment
2. Bentuk : Tes Lisan
3. Pedoman Penilaian:

Table of the rating scale of students score

Rating Skill to communicate orally

Rating	Skill to communicate orally
4.01-5.00	Excellent
3.01-4.00	Very good
2.01-3.00	Good
1.01-2.00	Average
0.00-1.00	Poor



INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

RENCANA PELAKSANAAN PEMBELAJARAN

(For Experimental Class)

Satuan Pendidikan	: SMAN 5 Rawang
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / Genap
Tema	: Vowels sound
Linguistic Aspect	: speaking (pronunciation)
Pertemuan	: 2 X 40 menit (pertemuan 2)

A. STANDARKOMPETENSI

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

B. KOMPETENSI DASAR

Untuk mengekspresikan makna dalam transaksional (untuk menyelesaikan sesuatu) dan interpersonal (bersosialisasi) percakapan formal dan informal secara akurat, lancar, dan tepat menggunakan ekspresi lisan yang sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengekspresikan keterkejutan dan keheranan, menerima undangan, menawarkan, dan janji temu.

C. INDIKATOR

Setelah mempelajari materi ini siswa diharapkan dapat:

1. Mengidentifikasi cara membuat, menerima atau menolak undangan
2. Membaca dengan keras transkrip dialog berpasangan
3. Mengidentifikasi jenis suara dan simbol bahasa Inggris
4. Mengidentifikasi transkripsi fonetis kata-kata dalam tongue twister
5. Ucapkan huruf atau suara dengan benar

Karakter siswa yang diharapkan:

Siswa dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (resonsibility) dan berani (courage).

D. MATERI PEMBELAJARAN

MEETING	MATERIAL
2	Long Vowel Sounds

E. METODE PEMBELAJARAN

Self talk strategy

F. LANGKAH-LANGKAH

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Apersepsi</p> <ol style="list-style-type: none"> 1. Mengucapkan salam 2. Guru menyapa para siswa dan membuka pelajaran 3. Guru memeriksa kehadiran siswa 4. Guru menjelaskan tujuan pelajaran hari ini <p>Motivasi</p> <p>Motivasi akan pentingnya menguasai materi ini dengan baik, untuk membantu siswa dalam memahami kalimat lisan dan tulis .</p>	10 Menit
Inti	<ol style="list-style-type: none"> 1. Guru bertanya kepada siswa bagaimana cara pengucapan 2. Siswa diberi contoh cara pengucapan 3. Siswa mengidentifikasi kata-kata sulit untuk diucapkan dan dibaca dengan keras 4. Guru memperkenalkan siswa tentang twister lidah 5. Guru menjelaskan transkripsi fonetik bahasa Inggris 	60 Menit

	<ol style="list-style-type: none"> 6. Guru melatih siswa untuk mengucapkan beberapa kata dengan benar 7. Guru mengelompokkan siswa menjadi berpasangan 8. Guru membaca kalimat twister lidah dan meminta siswa untuk mendengarkan dengan seksama 9. Siswa tidak diperbolehkan mencatat apa pun saat mendengarkan 10. Guru membaca tongue twister lagi dan menginstruksikan siswa untuk bekerja berpasangan untuk menulis kalimat yang telah mereka dengar. 11. Guru meminta beberapa perwakilan siswa untuk menulis hasil karya mereka di papan tulis 12. Guru membahas dan mengoreksi jawaban siswa 13. Siswa diminta berdiri dan membuat garis 14. Guru membagi siswa menjadi empat kelompok 15. Semua siswa dari kelompok pertama dan kedua melakukan kompetisi dengan membaca kalimat tongue twister yang tersedia dalam slide satu per satu secepat mungkin 16. Kelompok yang menyelesaikan kalimat sebelumnya dan dengan benar menjadi pemenang <p>Konfirmasi</p> <ol style="list-style-type: none"> 1. Guru bertanya jawab tentang hal-hal yang belum diketahui siswa 2. Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	
<p>Penutup</p>	<ol style="list-style-type: none"> 1. Dengan bimbingan guru, siswa diminta untuk membuat rangkuman materi. 2. Siswa dan guru melakukan refleksi. 3. Guru memberikan tugas rumah (PR) 4. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya 	<p>10 Menit</p>

G. ALAT DAN BAHAN

1. Alat:
 - a) Papan tulis
 - b) Spidol
2. Sumber belajar
3. Buku paket bahasa inggris
4. Buku lain yang relevan

H. PENILAIAN

1. Teknik : performance assessment
2. Bentuk : Tes Lisan
3. Pedoman Penilaian:

**Table of the rating scale of students score
Rating Skill to communicate orally**

Rating	Skill to communicate orally
4.01-5.00	Excellent
3.01-4.00	Very good
2.01-3.00	Good
1.01-2.00	Average
0.00-1.00	Poor

RENCANA PELAKSANAAN PEMBELAJARAN

(For Experimental Class)

Satuan Pendidikan : SMAN 5 Rawang

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X / Genap

Tema : Vowels sound

Linguistic Aspect : speaking (pronunciation)

Pertemuan : 2 X 40 menit (pertemuan 3)

A. STANDARKOMPETENSI

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

B. KOMPETENSI DASAR

Untuk mengekspresikan makna dalam transaksional (untuk menyelesaikan sesuatu) dan interpersonal (bersosialisasi) percakapan formal dan informal secara akurat, lancar, dan tepat menggunakan ekspresi lisan yang sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengekspresikan keterkejutan dan keheranan, menerima undangan, menawarkan, dan janji temu.

C. INDIKATOR

Setelah mempelajari materi ini siswa diharapkan dapat:

- Mengidentifikasi cara membuat, menerima atau menolak undangan
- Membaca dengan keras transkrip dialog berpasangan
- Mengidentifikasi jenis suara dan simbol bahasa Inggris

- Mengidentifikasi transkripsi fonetis kata-kata dalam tongue twister
- Ucapkan huruf atau suara dengan benar

Karakter siswa yang diharapkan:

Siswa dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (resonsibility) dan berani (courage).

D. MATERI PEMBELAJARAN

MEETING	MATERIAL
3	Short Vowel Sounds

E. METODE PEMBELAJARAN

Self talk strategy

F. LANGKAH-LANGKAH

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Apersepsi</p> <ol style="list-style-type: none"> 1. Mengucapkan salam 2. Guru menyapa para siswa dan membuka pelajaran 3. Guru memeriksa kehadiran siswa 4. Guru menjelaskan tujuan pelajaran hari ini <p>Motivasi</p> <p>Motivasi akan pentingnya menguasai materi ini dengan baik, untuk membantu siswa dalam memahami kalimat lisan dan tulis .</p>	10 Menit
Inti	<ol style="list-style-type: none"> 1. Guru bertanya kepada siswa bagaimana cara pengucapan 2. Siswa diberi contoh cara pengucapan 3. Siswa mengidentifikasi kata-kata sulit untuk diucapkan dan dibaca dengan keras 	60 Menit

	<ol style="list-style-type: none"> 4. Guru memperkenalkan siswa tentang twister lidah 5. Guru menjelaskan transkripsi fonetik bahasa Inggris 6. Guru melatih siswa untuk mengucapkan beberapa kata dengan benar 7. Guru mengelompokkan siswa menjadi berpasangan 8. Guru membaca kalimat twister lidah dan meminta siswa untuk mendengarkan dengan seksama 9. Siswa tidak diperbolehkan mencatat apa pun saat mendengarkan 10. Guru membaca tongue twister lagi dan menginstruksikan siswa untuk bekerja berpasangan untuk menulis kalimat yang telah mereka dengar. 11. Guru meminta beberapa perwakilan siswa untuk menulis hasil karya mereka di papan tulis 12. Guru membahas dan mengoreksi jawaban siswa 13. Siswa diminta berdiri dan membuat garis 14. Guru membagi siswa menjadi empat kelompok 15. Semua siswa dari kelompok pertama dan kedua melakukan kompetisi dengan membaca kalimat tongue twister yang tersedia dalam slide satu per satu secepat mungkin 16. Kelompok yang menyelesaikan kalimat sebelumnya dan dengan benar menjadi pemenang <p style="text-align: center;">Konfirmasi</p> <ol style="list-style-type: none"> 1. Guru bertanya jawab tentang hal-hal yang belum diketahui siswa 2. Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	
Penutup	<ol style="list-style-type: none"> 1. Dengan bimbingan guru, siswa diminta untuk membuat rangkuman materi. 2. Siswa dan guru melakukan refleksi. 	10 Menit

	<ol style="list-style-type: none"> 3. Guru memberikan tugas rumah (PR) 4. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya 	
--	--	--

G. ALAT DAN BAHAN

1. Alat:
 - a. Papan tulis
 - b. Spidol
2. Sumber belajar
3. Buku paket bahasa inggris
4. Buku lain yang relevan

H. PENILAIAN

1. Teknik : performance assessment
2. Bentuk : Tes Lisan
3. Pedoman Penilaian:

**Table of the rating scale of students score
Rating Skill to communicate orally**

Rating	Skill to communicate orally
4.01-5.00	Excellent
3.01-4.00	Very good
2.01-3.00	Good
1.01-2.00	Average
0.00-1.00	Poor

RENCANA PELAKSANAAN PEMBELAJARAN

(For Experimental Class)

Satuan Pendidikan : SMAN 5 Rawang

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X / Genap

Tema : Vowels sound

Linguistic Aspect : speaking (pronunciation)

Pertemuan : 2 X 40 menit (pertemuan 4)

A. STANDARKOMPETENSI

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

B. KOMPETENSI DASAR

Untuk mengekspresikan makna dalam transaksional (untuk menyelesaikan sesuatu) dan interpersonal (bersosialisasi) percakapan formal dan informal secara akurat, lancar, dan tepat menggunakan ekspresi lisan yang sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengekspresikan keterkejutan dan keheranan, menerima undangan, menawarkan, dan janji temu.

C. INDIKATOR

Setelah mempelajari materi ini siswa diharapkan dapat:

- Mengidentifikasi cara membuat, menerima atau menolak undangan
- Membaca dengan keras transkrip dialog berpasangan
- Mengidentifikasi jenis suara dan simbol bahasa Inggris

- Mengidentifikasi transkripsi fonetis kata-kata dalam tongue twister
- Ucapkan huruf atau suara dengan benar

Karakter siswa yang diharapkan:

Siswa dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (resonsibility) dan berani (courage).

D. MATERI PEMBELAJARAN

MEETING	MATERIAL
4	Kinds Of Vowel Sounds

E. METODE PEMBELAJARAN

Self talk strategy

F. LANGKAH-LANGKAH

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Apersepsi</p> <ol style="list-style-type: none"> 1. Mengucapkan salam 2. Guru menyapa para siswa dan membuka pelajaran 3. Guru memeriksa kehadiran siswa 4. Guru menjelaskan tujuan pelajaran hari ini <p>Motivasi</p> <p>Motivasi akan pentingnya menguasai materi ini dengan baik, untuk membantu siswa dalam memahami kalimat lisan dan tulis .</p>	10 Menit
Inti	<ol style="list-style-type: none"> 1. Guru bertanya kepada siswa bagaimana cara pengucapan 2. Siswa diberi contoh cara pengucapan 3. Siswa mengidentifikasi kata-kata sulit untuk 	60 Menit

	<p>diucapkan dan dibaca dengan keras</p> <ol style="list-style-type: none"> 4. Guru memperkenalkan siswa tentang twister lidah 5. Guru menjelaskan transkripsi fonetik bahasa Inggris 6. Guru melatih siswa untuk mengucapkan beberapa kata dengan benar 7. Guru mengelompokkan siswa menjadi berpasangan 8. Guru membaca kalimat twister lidah dan meminta siswa untuk mendengarkan dengan seksama 9. Siswa tidak diperbolehkan mencatat apa pun saat mendengarkan 10. Guru membaca tongue twister lagi dan menginstruksikan siswa untuk bekerja berpasangan untuk menulis kalimat yang telah mereka dengar. 11. Guru meminta beberapa perwakilan siswa untuk menulis hasil karya mereka di papan tulis 12. Guru membahas dan mengoreksi jawaban siswa 13. Siswa diminta berdiri dan membuat garis 14. Guru membagi siswa menjadi empat kelompok 15. Semua siswa dari kelompok pertama dan kedua melakukan kompetisi dengan membaca kalimat tongue twister yang tersedia dalam slide satu per satu secepat mungkin 16. Kelompok yang menyelesaikan kalimat sebelumnya dan dengan benar menjadi pemenang <p>Konfirmasi</p> <ol style="list-style-type: none"> 1. Guru bertanya jawab tentang hal-hal yang belum diketahui siswa 2. Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	
Penutup	<ol style="list-style-type: none"> 1. Dengan bimbingan guru, siswa diminta untuk membuat rangkuman materi. 	10 Menit

	2. Siswa dan guru melakukan refleksi. 3. Guru memberikan tugas rumah (PR) 4. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya	
--	---	--

G. ALAT DAN BAHAN

1. Alat:
 - a. Papan tulis
 - b. Spidol
2. Sumber belajar
3. Buku paket bahasa inggris
4. Buku lain yang relevan

H. PENILAIAN

1. Teknik : performance assessment
2. Bentuk : Tes Lisan
3. Pedoman Penilaian:

**Table of the rating scale of students score
Rating Skill to communicate orally**

Rating	Skill to communicate orally
4.01-5.00	Excellent
3.01-4.00	Very good
2.01-3.00	Good
1.01-2.00	Average
0.00-1.00	Poor

RENCANA PELAKSANAAN PEMBELAJARAN

(For Experimental Class)

Satuan Pendidikan	: SMAN 5 Rawang
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / Genap
Tema	: Vowels sound
Linguistic Aspect	: speaking (pronunciation)
Pertemuan	: 2 X 40 menit (pertemuan 5)

A. STANDAR KOMPETENSI

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

B. KOMPETENSI DASAR

Untuk mengekspresikan makna dalam transaksional (untuk menyelesaikan sesuatu) dan interpersonal (bersosialisasi) percakapan formal dan informal secara akurat, lancar, dan tepat menggunakan ekspresi lisan yang sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengekspresikan keterkejutan dan keheranan, menerima undangan, menawarkan, dan janji temu.

C. INDIKATOR

Setelah mempelajari materi ini siswa diharapkan dapat:

- Mengidentifikasi cara membuat, menerima atau menolak undangan
- Membaca dengan keras transkrip dialog berpasangan
- Mengidentifikasi jenis suara dan simbol bahasa Inggris

- Mengidentifikasi transkripsi fonetis kata-kata dalam tongue twister
- Ucapkan huruf atau suara dengan benar

Karakter siswa yang diharapkan:

Siswa dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (resonsibility) dan berani (courage).

D. MATERI PEMBELAJARAN

MEETING	MATERIAL
5	Monophthong Of Vowel Sounds

E. METODE PEMBELAJARAN

Self talk strategy

F. LANGKAH-LANGKAH

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Apersepsi</p> <ol style="list-style-type: none"> 1. Mengucapkan salam 2. Guru menyapa para siswa dan membuka pelajaran 3. Guru memeriksa kehadiran siswa 4. Guru menjelaskan tujuan pelajaran hari ini <p>Motivasi</p> <p>Motivasi akan pentingnya menguasai materi ini dengan baik, untuk membantu siswa dalam memahami kalimat lisan dan tulis .</p>	10 Menit
Inti	<ol style="list-style-type: none"> 1. Guru bertanya kepada siswa bagaimana cara pengucapan 2. Siswa diberi contoh cara pengucapan 3. Siswa mengidentifikasi kata-kata sulit untuk 	60 Menit

	<p>diucapkan dan dibaca dengan keras</p> <ol style="list-style-type: none"> 4. Guru memperkenalkan siswa tentang twister lidah 5. Guru menjelaskan transkripsi fonetik bahasa Inggris 6. Guru melatih siswa untuk mengucapkan beberapa kata dengan benar 7. Guru mengelompokkan siswa menjadi berpasangan 8. Guru membaca kalimat twister lidah dan meminta siswa untuk mendengarkan dengan seksama 9. Siswa tidak diperbolehkan mencatat apa pun saat mendengarkan 10. Guru membaca tongue twister lagi dan menginstruksikan siswa untuk bekerja berpasangan untuk menulis kalimat yang telah mereka dengar. 11. Guru meminta beberapa perwakilan siswa untuk menulis hasil karya mereka di papan tulis 12. Guru membahas dan mengoreksi jawaban siswa 13. Siswa diminta berdiri dan membuat garis 14. Guru membagi siswa menjadi empat kelompok 15. Semua siswa dari kelompok pertama dan kedua melakukan kompetisi dengan membaca kalimat tongue twister yang tersedia dalam slide satu per satu secepat mungkin 16. Kelompok yang menyelesaikan kalimat sebelumnya dan dengan benar menjadi pemenang <p>Konfirmasi</p> <ol style="list-style-type: none"> 1. Guru bertanya jawab tentang hal-hal yang belum diketahui siswa 2. Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	
Penutup	<ol style="list-style-type: none"> 1. Dengan bimbingan guru, siswa diminta untuk membuat rangkuman materi. 	10 Menit

	<ol style="list-style-type: none"> 2. Siswa dan guru melakukan refleksi. 3. Guru memberikan tugas rumah (PR) 4. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya 	
--	---	--

G. ALAT DAN BAHAN

1. Alat:
 - a. Papan tulis
 - b. Spidol
2. Sumber belajar
3. Buku paket bahasa inggris
4. Buku lain yang relevan

H. PENILAIAN

1. Teknik : performance assessment
2. Bentuk : Tes Lisan
3. Pedoman Penilaian:

**Table of the rating scale of students score
Rating Skill to communicate orally**

Rating	Skill to communicate orally
4.01-5.00	Excellent
3.01-4.00	Very good
2.01-3.00	Good
1.01-2.00	Average
0.00-1.00	Poor

RENCANA PELAKSANAAN PEMBELAJARAN

(For Experimental Class)

Satuan Pendidikan : SMAN 5 Rawang

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X / Genap

Tema : Vowels sound

Linguistic Aspect : speaking (pronunciation)

Pertemuan : 2 X 40 menit (pertemuan 6)

A. STANDARKOMPETENSI

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

B. KOMPETENSI DASAR

Untuk mengekspresikan makna dalam transaksional (untuk menyelesaikan sesuatu) dan interpersonal (bersosialisasi) percakapan formal dan informal secara akurat, lancar, dan tepat menggunakan ekspresi lisan yang sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengekspresikan keterkejutan dan keheranan, menerima undangan, menawarkan, dan janji temu.

C. INDIKATOR

Setelah mempelajari materi ini siswa diharapkan dapat:

- Mengidentifikasi cara membuat, menerima atau menolak undangan
- Membaca dengan keras transkrip dialog berpasangan
- Mengidentifikasi jenis suara dan simbol bahasa Inggris

- Mengidentifikasi transkripsi fonetis kata-kata dalam tongue twister
- Ucapkan huruf atau suara dengan benar

Karakter siswa yang diharapkan:

Siswa dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (resonsibility) dan berani (courage).

D. MATERI PEMBELAJARAN

MEETING	MATERIAL
6	Diphthong Vowel Sounds

E. METODE PEMBELAJARAN

Self talk strategy

F. LANGKAH-LANGKAH

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Apersepsi</p> <ol style="list-style-type: none"> 1. Mengucapkan salam 2. Guru menyapa para siswa dan membuka pelajaran 3. Guru memeriksa kehadiran siswa 4. Guru menjelaskan tujuan pelajaran hari ini <p>Motivasi</p> <p>Motivasi akan pentingnya menguasai materi ini dengan baik, untuk membantu siswa dalam memahami kalimat lisan dan tulis .</p>	10 Menit
Inti	<ol style="list-style-type: none"> 1. Guru bertanya kepada siswa bagaimana cara pengucapan 2. Siswa diberi contoh cara pengucapan 3. Siswa mengidentifikasi kata-kata sulit untuk 	60 Menit

	<p>diucapkan dan dibaca dengan keras</p> <ol style="list-style-type: none"> 4. Guru memperkenalkan siswa tentang twister lidah 5. Guru menjelaskan transkripsi fonetik bahasa Inggris 6. Guru melatih siswa untuk mengucapkan beberapa kata dengan benar 7. Guru mengelompokkan siswa menjadi berpasangan 8. Guru membaca kalimat twister lidah dan meminta siswa untuk mendengarkan dengan seksama 9. Siswa tidak diperbolehkan mencatat apa pun saat mendengarkan 10. Guru membaca tongue twister lagi dan menginstruksikan siswa untuk bekerja berpasangan untuk menulis kalimat yang telah mereka dengar. 11. Guru meminta beberapa perwakilan siswa untuk menulis hasil karya mereka di papan tulis 12. Guru membahas dan mengoreksi jawaban siswa 13. Siswa diminta berdiri dan membuat garis 14. Guru membagi siswa menjadi empat kelompok 15. Semua siswa dari kelompok pertama dan kedua melakukan kompetisi dengan membaca kalimat tongue twister yang tersedia dalam slide satu per satu secepat mungkin 16. Kelompok yang menyelesaikan kalimat sebelumnya dan dengan benar menjadi pemenang <p>Konfirmasi</p> <ol style="list-style-type: none"> 1. Guru bertanya jawab tentang hal-hal yang belum diketahui siswa 2. Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	
Penutup	<ol style="list-style-type: none"> 1. Dengan bimbingan guru, siswa diminta untuk membuat rangkuman materi. 	10 Menit

	<ol style="list-style-type: none"> 2. Siswa dan guru melakukan refleksi. 3. Guru memberikan tugas rumah (PR) 4. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya 	
--	---	--

G. ALAT DAN BAHAN

1. Alat:
 - a. Papan tulis
 - b. Spidol
2. Sumber belajar
3. Buku paket bahasa inggris
4. Buku lain yang relevan

H. PENILAIAN

1. Teknik : performance assessment
2. Bentuk : Tes Lisan
3. Pedoman Penilaian:

**Table of the rating scale of students score
Rating Skill to communicate orally**

Rating	Skill to communicate orally
4.01-5.00	Excellent
3.01-4.00	Very good
2.01-3.00	Good
1.01-2.00	Average
0.00-1.00	Poor

Appendix 11

RENCANA PELAKSANAAN PEMBELAJARAN

(For Control Class)

Satuan Pendidikan	: SMAN 5 Rawang
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / Genap
Tema	: Vowels sound
Linguistic Aspect	: speaking (pronunciation)
Pertemuan	: 2 X 40 menit (pertemuan 1)

A. STANDARKOMPETENSI

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

I. KOMPETENSI DASAR

Untuk mengekspresikan makna dalam transaksional (untuk menyelesaikan sesuatu) dan interpersonal (bersosialisasi) percakapan formal dan informal secara akurat, lancar, dan tepat menggunakan ekspresi lisan yang sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengekspresikan keterkejutan dan keheranan, menerima undangan, menawarkan, dan janji temu.

J. INDIKATOR

Setelah mempelajari materi ini siswa diharapkan dapat:

6. Mengidentifikasi cara membuat, menerima atau menolak undangan
7. Membaca dengan keras transkrip dialog berpasangan
8. Mengidentifikasi jenis suara dan simbol bahasa Inggris
9. Mengidentifikasi transkripsi fonetis kata-kata dalam tongue twister
10. Ucapkan huruf atau suara dengan benar

Karakter siswa yang diharapkan:

Siswa dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (resonsibility) dan berani (courage).

K. MATERI PEMBELAJARAN

MEETING	MATERIAL
1	Definition Of Vowel Sounds

L. METODE PEMBELAJARAN

Conventional Method

M. LANGKAH-LANGKAH

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Apersepsi</p> <ol style="list-style-type: none"> 5. Mengucapkan salam 6. Guru menyapa para siswa dan membuka pelajaran 7. Guru memeriksa kehadiran siswa 8. Guru menjelaskan tujuan pelajaran hari ini <p>Motivasi</p> <p>Motivasi akan pentingnya menguasai materi ini dengan baik, untuk membantu siswa dalam memahami kalimat lisan dan tulis .</p>	10 Menit
Inti	<ol style="list-style-type: none"> 17. Guru bertanya kepada siswa bagaimana cara pengucapan 18. Siswa diberi contoh cara pengucapan 19. Siswa mengidentifikasi kata-kata sulit untuk diucapkan dan dibaca dengan keras 20. Guru memperkenalkan siswa tentang twister lidah 21. Guru menjelaskan transkripsi fonetik bahasa 	60 Menit

	<p>Inggris</p> <ol style="list-style-type: none"> 22. Guru melatih siswa untuk mengucapkan beberapa kata dengan benar 23. Guru mengelompokkan siswa menjadi berpasangan 24. Guru membaca kalimat twister lidah dan meminta siswa untuk mendengarkan dengan seksama 25. Siswa tidak diperbolehkan mencatat apa pun saat mendengarkan 26. Guru membaca tongue twister lagi dan menginstruksikan siswa untuk bekerja berpasangan untuk menulis kalimat yang telah mereka dengar. 27. Guru meminta beberapa perwakilan siswa untuk menulis hasil karya mereka di papan tulis 28. Guru membahas dan mengoreksi jawaban siswa 29. Siswa diminta berdiri dan membuat garis 30. Guru membagi siswa menjadi empat kelompok 31. Semua siswa dari kelompok pertama dan kedua melakukan kompetisi dengan membaca kalimat tongue twister yang tersedia dalam slide satu per satu secepat mungkin 32. Kelompok yang menyelesaikan kalimat sebelumnya dan dengan benar menjadi pemenang <p style="text-align: center;">Konfirmasi</p> <ol style="list-style-type: none"> 3. Guru bertanya jawab tentang hal-hal yang belum diketahui siswa 4. Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	
Penutup	<ol style="list-style-type: none"> 5. Dengan bimbingan guru, siswa diminta untuk membuat rangkuman materi. 6. Siswa dan guru melakukan refleksi. 7. Guru memberikan tugas rumah (PR) 8. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya 	10 Menit

N. ALAT DAN BAHAN

3. Alat:

c) Papan tulis

d) Spidol

4. Sumber belajar

c) Buku paket bahasa inggris

d) Buku lain yang relevan

O. PENILAIAN

1. Teknik : performance assessment

2. Bentuk : Tes Lisan

3. Pedoman Penilaian:

**Table of the rating scale of students score
Rating Skill to communicate orally**

Rating	Skill to communicate orally
4.01-5.00	Excellent
3.01-4.00	Very good
2.01-3.00	Good
1.01-2.00	Average
0.00-1.00	Poor

RENCANA PELAKSANAAN PEMBELAJARAN

(For Control Class)

Satuan Pendidikan	: SMAN 5 Rawang
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / Genap
Tema	: Vowels sound
Linguistic Aspect	: speaking (pronunciation)
Pertemuan	: 2 X 40 menit (pertemuan 2)

A. STANDARKOMPETENSI

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

I. KOMPETENSI DASAR

Untuk mengekspresikan makna dalam transaksional (untuk menyelesaikan sesuatu) dan interpersonal (bersosialisasi) percakapan formal dan informal secara akurat, lancar, dan tepat menggunakan ekspresi lisan yang sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengekspresikan keterkejutan dan keheranan, menerima undangan, menawarkan, dan janji temu.

J. INDIKATOR

Setelah mempelajari materi ini siswa diharapkan dapat:

6. Mengidentifikasi cara membuat, menerima atau menolak undangan
7. Membaca dengan keras transkrip dialog berpasangan
8. Mengidentifikasi jenis suara dan simbol bahasa Inggris
9. Mengidentifikasi transkripsi fonetis kata-kata dalam tongue twister
10. Ucapkan huruf atau suara dengan benar

Karakter siswa yang diharapkan:

Siswa dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (resonsibility) dan berani (courage).

K. MATERI PEMBELAJARAN

MEETING	MATERIAL
2	Long Vowel Sounds

L. METODE PEMBELAJARAN

Conventional Method

M. LANGKAH-LANGKAH

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Apersepsi</p> <ol style="list-style-type: none"> 5. Mengucapkan salam 6. Guru menyapa para siswa dan membuka pelajaran 7. Guru memeriksa kehadiran siswa 8. Guru menjelaskan tujuan pelajaran hari ini <p>Motivasi</p> <p>Motivasi akan pentingnya menguasai materi ini dengan baik, untuk membantu siswa dalam memahami kalimat lisan dan tulis .</p>	10 Menit
Inti	<ol style="list-style-type: none"> 17. Guru bertanya kepada siswa bagaimana cara pengucapan 18. Siswa diberi contoh cara pengucapan 19. Siswa mengidentifikasi kata-kata sulit untuk diucapkan dan dibaca dengan keras 20. Guru memperkenalkan siswa tentang twister lidah 21. Guru menjelaskan transkripsi fonetik bahasa Inggris 22. Guru melatih siswa untuk mengucapkan 	60 Menit

	<p>beberapa kata dengan benar</p> <ol style="list-style-type: none"> 23. Guru mengelompokkan siswa menjadi berpasangan 24. Guru membaca kalimat twister lidah dan meminta siswa untuk mendengarkan dengan seksama 25. Siswa tidak diperbolehkan mencatat apa pun saat mendengarkan 26. Guru membaca tongue twister lagi dan menginstruksikan siswa untuk bekerja berpasangan untuk menulis kalimat yang telah mereka dengar. 27. Guru meminta beberapa perwakilan siswa untuk menulis hasil karya mereka di papan tulis 28. Guru membahas dan mengoreksi jawaban siswa 29. Siswa diminta berdiri dan membuat garis 30. Guru membagi siswa menjadi empat kelompok 31. Semua siswa dari kelompok pertama dan kedua melakukan kompetisi dengan membaca kalimat tongue twister yang tersedia dalam slide satu per satu secepat mungkin 32. Kelompok yang menyelesaikan kalimat sebelumnya dan dengan benar menjadi pemenang <p>Konfirmasi</p> <ol style="list-style-type: none"> 3. Guru bertanya jawab tentang hal-hal yang belum diketahui siswa 4. Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	
<p>Penutup</p>	<ol style="list-style-type: none"> 5. Dengan bimbingan guru, siswa diminta untuk membuat rangkuman materi. 6. Siswa dan guru melakukan refleksi. 7. Guru memberikan tugas rumah (PR) 8. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya 	<p>10 Menit</p>

N. ALAT DAN BAHAN

5. Alat:
 - c) Papan tulis
 - d) Spidol
6. Sumber belajar
7. Buku paket bahasa inggris
8. Buku lain yang relevan

O. PENILAIAN

1. Teknik : performance assessment
2. Bentuk : Tes Lisan
3. Pedoman Penilaian:

**Table of the rating scale of students score
Rating Skill to communicate orally**

Rating	Skill to communicate orally
4.01-5.00	Excellent
3.01-4.00	Very good
2.01-3.00	Good
1.01-2.00	Average
0.00-1.00	Poor

RENCANA PELAKSANAAN PEMBELAJARAN

(For Control Class)

Satuan Pendidikan	: SMAN 5 Rawang
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / Genap
Tema	: Vowels sound
Linguistic Aspect	: speaking (pronunciation)
Pertemuan	: 2 X 40 menit (pertemuan 3)

A. STANDARKOMPETENSI

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

I. KOMPETENSI DASAR

Untuk mengekspresikan makna dalam transaksional (untuk menyelesaikan sesuatu) dan interpersonal (bersosialisasi) percakapan formal dan informal secara akurat, lancar, dan tepat menggunakan ekspresi lisan yang sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengekspresikan keterkejutan dan keheranan, menerima undangan, menawarkan, dan janji temu.

J. INDIKATOR

Setelah mempelajari materi ini siswa diharapkan dapat:

1. Mengidentifikasi cara membuat, menerima atau menolak undangan
2. Membaca dengan keras transkrip dialog berpasangan
3. Mengidentifikasi jenis suara dan simbol bahasa Inggris
4. Mengidentifikasi transkripsi fonetis kata-kata dalam tongue twister
5. Ucapkan huruf atau suara dengan benar

Karakter siswa yang diharapkan:

Siswa dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (resonsibility) dan berani (courage).

K. MATERI PEMBELAJARAN

MEETING	MATERIAL
3	Short Vowel Sounds

L. METODE PEMBELAJARAN

Conventional Method

M. LANGKAH-LANGKAH

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Apersepsi</p> <ol style="list-style-type: none">5. Mengucapkan salam6. Guru menyapa para siswa dan membuka pelajaran7. Guru memeriksa kehadiran siswa8. Guru menjelaskan tujuan pelajaran hari ini <p>Motivasi</p> <p>Motivasi akan pentingnya menguasai materi ini dengan baik, untuk membantu siswa dalam memahami kalimat lisan dan tulis .</p>	10 Menit
Inti	<ol style="list-style-type: none">17. Guru bertanya kepada siswa bagaimana cara pengucapan18. Siswa diberi contoh cara pengucapan19. Siswa mengidentifikasi kata-kata sulit untuk diucapkan dan dibaca dengan keras20. Guru memperkenalkan siswa tentang twister lidah21. Guru menjelaskan transkripsi fonetik bahasa	60 Menit

	<p>Inggris</p> <ol style="list-style-type: none"> 22. Guru melatih siswa untuk mengucapkan beberapa kata dengan benar 23. Guru mengelompokkan siswa menjadi berpasangan 24. Guru membaca kalimat twister lidah dan meminta siswa untuk mendengarkan dengan seksama 25. Siswa tidak diperbolehkan mencatat apa pun saat mendengarkan 26. Guru membaca tongue twister lagi dan menginstruksikan siswa untuk bekerja berpasangan untuk menulis kalimat yang telah mereka dengar. 27. Guru meminta beberapa perwakilan siswa untuk menulis hasil karya mereka di papan tulis 28. Guru membahas dan mengoreksi jawaban siswa 29. Siswa diminta berdiri dan membuat garis 30. Guru membagi siswa menjadi empat kelompok 31. Semua siswa dari kelompok pertama dan kedua melakukan kompetisi dengan membaca kalimat tongue twister yang tersedia dalam slide satu per satu secepat mungkin 32. Kelompok yang menyelesaikan kalimat sebelumnya dan dengan benar menjadi pemenang <p>Konfirmasi</p> <ol style="list-style-type: none"> 3. Guru bertanya jawab tentang hal-hal yang belum diketahui siswa 4. Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	
<p>Penutup</p>	<ol style="list-style-type: none"> 5. Dengan bimbingan guru, siswa diminta untuk membuat rangkuman materi. 6. Siswa dan guru melakukan refleksi. 7. Guru memberikan tugas rumah (PR) 8. Guru menyampaikan rencana pembelajaran pada 	<p>10 Menit</p>

	pertemuan berikutnya	
--	----------------------	--

N. ALAT DAN BAHAN

5. Alat:
 - c. Papan tulis
 - d. Spidol
6. Sumber belajar
7. Buku paket bahasa inggris
8. Buku lain yang relevan

O. PENILAIAN

1. Teknik : performance assesment
2. Bentuk : Tes Lisan
3. Pedoman Penilaian:

**Table of the rating scale of students score
Rating Skill to communicate orally**

Rating	Skill to communicate orally
4.01-5.00	Excellent
3.01-4.00	Very good
2.01-3.00	Good
1.01-2.00	Average
0.00-1.00	Poor

RENCANA PELAKSANAAN PEMBELAJARAN

(For Control Class)

Satuan Pendidikan	: SMAN 5 Rawang
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / Genap
Tema	: Vowels sound
Linguistic Aspect	: speaking (pronunciation)
Pertemuan	: 2 X 40 menit (pertemuan 4)

A. STANDARKOMPETENSI

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

I. KOMPETENSI DASAR

Untuk mengekspresikan makna dalam transaksional (untuk menyelesaikan sesuatu) dan interpersonal (bersosialisasi) percakapan formal dan informal secara akurat, lancar, dan tepat menggunakan ekspresi lisan yang sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengekspresikan keterkejutan dan keheranan, menerima undangan, menawarkan, dan janji temu.

J. INDIKATOR

Setelah mempelajari materi ini siswa diharapkan dapat:

1. Mengidentifikasi cara membuat, menerima atau menolak undangan
2. Membaca dengan keras transkrip dialog berpasangan
3. Mengidentifikasi jenis suara dan simbol bahasa Inggris
4. Mengidentifikasi transkripsi fonetis kata-kata dalam tongue twister
5. Ucapkan huruf atau suara dengan benar

Karakter siswa yang diharapkan:

Siswa dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (resonsibility) dan berani (courage).

K. MATERI PEMBELAJARAN

MEETING	MATERIAL
4	Kinds Of Vowel Sounds

L. METODE PEMBELAJARAN

Conventional Method

M. LANGKAH-LANGKAH

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Apersepsi</p> <ol style="list-style-type: none">5. Mengucapkan salam6. Guru menyapa para siswa dan membuka pelajaran7. Guru memeriksa kehadiran siswa8. Guru menjelaskan tujuan pelajaran hari ini <p>Motivasi</p> <p>Motivasi akan pentingnya menguasai materi ini dengan baik, untuk membantu siswa dalam memahami kalimat lisan dan tulis .</p>	10 Menit
Inti	<ol style="list-style-type: none">17. Guru bertanya kepada siswa bagaimana cara pengucapan18. Siswa diberi contoh cara pengucapan19. Siswa mengidentifikasi kata-kata sulit untuk diucapkan dan dibaca dengan keras20. Guru memperkenalkan siswa tentang twister lidah	60 Menit

	<ol style="list-style-type: none"> 21. Guru menjelaskan transkripsi fonetik bahasa Inggris 22. Guru melatih siswa untuk mengucapkan beberapa kata dengan benar 23. Guru mengelompokkan siswa menjadi berpasangan 24. Guru membaca kalimat twister lidah dan meminta siswa untuk mendengarkan dengan seksama 25. Siswa tidak diperbolehkan mencatat apa pun saat mendengarkan 26. Guru membaca tongue twister lagi dan menginstruksikan siswa untuk bekerja berpasangan untuk menulis kalimat yang telah mereka dengar. 27. Guru meminta beberapa perwakilan siswa untuk menulis hasil karya mereka di papan tulis 28. Guru membahas dan mengoreksi jawaban siswa 29. Siswa diminta berdiri dan membuat garis 30. Guru membagi siswa menjadi empat kelompok 31. Semua siswa dari kelompok pertama dan kedua melakukan kompetisi dengan membaca kalimat tongue twister yang tersedia dalam slide satu per satu secepat mungkin 32. Kelompok yang menyelesaikan kalimat sebelumnya dan dengan benar menjadi pemenang <p style="text-align: center;">Konfirmasi</p> <ol style="list-style-type: none"> 3. Guru bertanya jawab tentang hal-hal yang belum diketahui siswa 4. Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	
Penutup	<ol style="list-style-type: none"> 5. Dengan bimbingan guru, siswa diminta untuk membuat rangkuman materi. 6. Siswa dan guru melakukan refleksi. 7. Guru memberikan tugas rumah (PR) 8. Guru menyampaikan rencana pembelajaran pada 	10 Menit

	pertemuan berikutnya	
--	----------------------	--

N. ALAT DAN BAHAN

5. Alat:
 - c. Papan tulis
 - d. Spidol
6. Sumber belajar
 7. Buku paket bahasa inggris
 8. Buku lain yang relevan

O. PENILAIAN

1. Teknik : performance assessment
2. Bentuk : Tes Lisan
3. Pedoman Penilaian:

**Table of the rating scale of students score
Rating Skill to communicate orally**

Rating	Skill to communicate orally
4.01-5.00	Excellent
3.01-4.00	Very good
2.01-3.00	Good
1.01-2.00	Average
0.00-1.00	Poor

RENCANA PELAKSANAAN PEMBELAJARAN

(For Control Class)

Satuan Pendidikan	: SMAN 5 Rawang
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / Genap
Tema	: Vowels sound
Linguistic Aspect	: speaking (pronunciation)
Pertemuan	: 2 X 40 menit (pertemuan 5)

A. STANDARKOMPETENSI

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

I. KOMPETENSI DASAR

Untuk mengekspresikan makna dalam transaksional (untuk menyelesaikan sesuatu) dan interpersonal (bersosialisasi) percakapan formal dan informal secara akurat, lancar, dan tepat menggunakan ekspresi lisan yang sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengekspresikan keterkejutan dan keheranan, menerima undangan, menawarkan, dan janji temu.

J. INDIKATOR

Setelah mempelajari materi ini siswa diharapkan dapat:

1. Mengidentifikasi cara membuat, menerima atau menolak undangan
2. Membaca dengan keras transkrip dialog berpasangan
3. Mengidentifikasi jenis suara dan simbol bahasa Inggris
4. Mengidentifikasi transkripsi fonetis kata-kata dalam tongue twister
5. Ucapkan huruf atau suara dengan benar

Karakter siswa yang diharapkan:

Siswa dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (resonsibility) dan berani (courage).

K. MATERI PEMBELAJARAN

MEETING	MATERIAL
5	Monopthong Of Vowel Sounds

L. METODE PEMBELAJARAN

Conventional Method

M. LANGKAH-LANGKAH

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Apersepsi</p> <ol style="list-style-type: none">5. Mengucapkan salam6. Guru menyapa para siswa dan membuka pelajaran7. Guru memeriksa kehadiran siswa8. Guru menjelaskan tujuan pelajaran hari ini <p>Motivasi</p> <p>Motivasi akan pentingnya menguasai materi ini dengan baik, untuk membantu siswa dalam memahami kalimat lisan dan tulis .</p>	10 Menit
Inti	<ol style="list-style-type: none">17. Guru bertanya kepada siswa bagaimana cara pengucapan18. Siswa diberi contoh cara pengucapan19. Siswa mengidentifikasi kata-kata sulit untuk diucapkan dan dibaca dengan keras20. Guru memperkenalkan siswa tentang twister lidah21. Guru menjelaskan transkripsi fonetik bahasa	60 Menit

	<p>Inggris</p> <ol style="list-style-type: none"> 22. Guru melatih siswa untuk mengucapkan beberapa kata dengan benar 23. Guru mengelompokkan siswa menjadi berpasangan 24. Guru membaca kalimat twister lidah dan meminta siswa untuk mendengarkan dengan seksama 25. Siswa tidak diperbolehkan mencatat apa pun saat mendengarkan 26. Guru membaca tongue twister lagi dan menginstruksikan siswa untuk bekerja berpasangan untuk menulis kalimat yang telah mereka dengar. 27. Guru meminta beberapa perwakilan siswa untuk menulis hasil karya mereka di papan tulis 28. Guru membahas dan mengoreksi jawaban siswa 29. Siswa diminta berdiri dan membuat garis 30. Guru membagi siswa menjadi empat kelompok 31. Semua siswa dari kelompok pertama dan kedua melakukan kompetisi dengan membaca kalimat tongue twister yang tersedia dalam slide satu per satu secepat mungkin 32. Kelompok yang menyelesaikan kalimat sebelumnya dan dengan benar menjadi pemenang <p>Konfirmasi</p> <ol style="list-style-type: none"> 3. Guru bertanya jawab tentang hal-hal yang belum diketahui siswa 4. Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	
Penutup	<ol style="list-style-type: none"> 5. Dengan bimbingan guru, siswa diminta untuk membuat rangkuman materi. 6. Siswa dan guru melakukan refleksi. 7. Guru memberikan tugas rumah (PR) 8. Guru menyampaikan rencana pembelajaran pada 	10 Menit

	pertemuan berikutnya	
--	----------------------	--

N. ALAT DAN BAHAN

5. Alat:
 - c. Papan tulis
 - d. Spidol
6. Sumber belajar
7. Buku paket bahasa inggris
8. Buku lain yang relevan

O. PENILAIAN

1. Teknik : performance assessment
2. Bentuk : Tes Lisan
3. Pedoman Penilaian:

**Table of the rating scale of students score
Rating Skill to communicate orally**

Rating	Skill to communicate orally
4.01-5.00	Excellent
3.01-4.00	Very good
2.01-3.00	Good
1.01-2.00	Average
0.00-1.00	Poor

RENCANA PELAKSANAAN PEMBELAJARAN

(For Control Class)

Satuan Pendidikan	: SMAN 5 Rawang
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / Genap
Tema	: Vowels sound
Linguistic Aspect	: speaking (pronunciation)
Pertemuan	: 2 X 40 menit (pertemuan 6)

A. STANDARKOMPETENSI

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

H. KOMPETENSI DASAR

Untuk mengekspresikan makna dalam transaksional (untuk menyelesaikan sesuatu) dan interpersonal (bersosialisasi) percakapan formal dan informal secara akurat, lancar, dan tepat menggunakan ekspresi lisan yang sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengekspresikan keterkejutan dan keheranan, menerima undangan, menawarkan, dan janji temu.

I. INDIKATOR

Setelah mempelajari materi ini siswa diharapkan dapat:

1. Mengidentifikasi cara membuat, menerima atau menolak undangan
2. Membaca dengan keras transkrip dialog berpasangan
3. Mengidentifikasi jenis suara dan simbol bahasa Inggris
4. Mengidentifikasi transkripsi fonetis kata-kata dalam tongue twister
5. Ucapkan huruf atau suara dengan benar

Karakter siswa yang diharapkan:

Siswa dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (resonsibility) dan berani (courage).

J. MATERI PEMBELAJARAN

MEETING	MATERIAL
6	Diphthong Vowel Sounds

K. METODE PEMBELAJARAN

Conventional Method

L. LANGKAH-LANGKAH

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Apersepsi</p> <ol style="list-style-type: none">5. Mengucapkan salam6. Guru menyapa para siswa dan membuka pelajaran7. Guru memeriksa kehadiran siswa8. Guru menjelaskan tujuan pelajaran hari ini <p>Motivasi</p> <p>Motivasi akan pentingnya menguasai materi ini dengan baik, untuk membantu siswa dalam memahami kalimat lisan dan tulis .</p>	10 Menit
Inti	<ol style="list-style-type: none">17. Guru bertanya kepada siswa bagaimana cara pengucapan18. Siswa diberi contoh cara pengucapan19. Siswa mengidentifikasi kata-kata sulit untuk diucapkan dan dibaca dengan keras20. Guru memperkenalkan siswa tentang twister	60 Menit

	<p>lidah</p> <ol style="list-style-type: none"> 21. Guru menjelaskan transkripsi fonetik bahasa Inggris 22. Guru melatih siswa untuk mengucapkan beberapa kata dengan benar 23. Guru mengelompokkan siswa menjadi berpasangan 24. Guru membaca kalimat twister lidah dan meminta siswa untuk mendengarkan dengan seksama 25. Siswa tidak diperbolehkan mencatat apa pun saat mendengarkan 26. Guru membaca tongue twister lagi dan menginstruksikan siswa untuk bekerja berpasangan untuk menulis kalimat yang telah mereka dengar. 27. Guru meminta beberapa perwakilan siswa untuk menulis hasil karya mereka di papan tulis 28. Guru membahas dan mengoreksi jawaban siswa 29. Siswa diminta berdiri dan membuat garis 30. Guru membagi siswa menjadi empat kelompok 31. Semua siswa dari kelompok pertama dan kedua melakukan kompetisi dengan membaca kalimat tongue twister yang tersedia dalam slide satu per satu secepat mungkin 32. Kelompok yang menyelesaikan kalimat sebelumnya dan dengan benar menjadi pemenang <p>Konfirmasi</p> <ol style="list-style-type: none"> 3. Guru bertanya jawab tentang hal-hal yang belum diketahui siswa 4. Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	
Penutup	<ol style="list-style-type: none"> 5. Dengan bimbingan guru, siswa diminta untuk membuat rangkuman materi. 6. Siswa dan guru melakukan refleksi. 7. Guru memberikan tugas rumah (PR) 	10 Menit

	8. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya	
--	---	--

M. ALAT DAN BAHAN

- 5. Alat:
 - c. Papan tulis
 - d. Spidol
- 6. Sumber belajar
- 7. Buku paket bahasa inggris
- 8. Buku lain yang relevan

H. PENILAIAN

- 1. Teknik : performance assessment
- 2. Bentuk : Tes Lisan
- 3. Pedoman Penilaian:

**Table of the rating scale of students score
Rating Skill to communicate orally**

Rating	Skill to communicate orally
4.01-5.00	Excellent
3.01-4.00	Very good
2.01-3.00	Good
1.01-2.00	Average
0.00-1.00	Poor

Appendix 12

Tabel Nilai t

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
1	3,078	6,314	12,706	31,821	63, 657	1
2	1,886	2,920	4,303	6,965	9,925	2
3	1,638	2,353	3,182	4,541	5,841	3
4	1,533	2,132	2,776	3,747	4,604	4
5	1,476	2,015	2,571	3,365	4,032	5
6	1,440	1,943	2,447	3,143	3,707	6
7	1,415	1,895	2,365	2,998	3,499	7
8	1,397	1,860	2,306	2,896	3,355	8
9	1,383	1,833	2,262	2,821	3,250	9
10	1,372	1,812	2,228	2,764	3,169	10
11	1,363	1,796	2,201	2,718	3,106	11
12	1,356	1,782	2,179	2,681	3,055	12
13	1,350	1,771	2,160	2,650	3,012	13
14	1,345	1,761	2,145	2,624	2,977	14
15	1,341	1,753	2,131	2,602	2,947	15
16	1,337	1,746	2,120	2,583	2,921	16
17	1,333	1,740	2,110	2,567	2,898	17
18	1,330	1,734	2,101	2,552	2,878	18
19	1,328	1,729	2,093	2,539	2,861	19
20	1,325	1,725	2,086	2,528	2,845	20
21	1,323	1,721	2,080	2,518	2,831	21
22	1,321	1,717	2,074	2,508	2,819	22

23	1,319	1,714	2,069	2,500	2,807	23
24	1,318	1,711	2,064	2,492	2,797	24
25	1,316	1,708	2,060	2,485	2,787	25
26	1,315	1,706	2,056	2,479	2,779	26
27	1,314	1,703	2,052	2,473	2,771	27
28	1,313	1,701	2,048	2,467	2,763	28
29	1,311	1,699	2,045	2,462	2,756	29
30	1,310	1,697	2,042	2,457	2,750	30
31	1,309	1,696	2,040	2,453	2,744	31
32	1,309	1,694	2,037	2,449	2,738	32
33	1,308	1,692	2,035	2,445	2,733	33
34	1,307	1,691	2,032	2,441	2,728	34
35	1,306	1,690	2,030	2,438	2,724	35
36	1,306	1,688	2,028	2,434	2,719	36
37	1,305	1,687	2,026	2,431	2,715	37
38	1,304	1,686	2,024	2,429	2,712	38
39	1,303	1,685	2,023	2,426	2,708	39

Sumber: *Aplikasi Analisis Multivariate Dengan Program SPSS* (Dr. Imam Ghozali)

Tabel Nilai t

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
40	1,303	1,684	2,021	2,423	2,704	40
41	1,303	1,683	2,020	2,421	2,701	41
42	1,302	1,682	2,018	2,418	2,698	42
43	1,302	1,681	2,017	2,416	2,695	43
44	1,301	1,680	2,015	2,414	2,692	44
45	1,301	1,679	2,014	2,412	2,690	45
46	1,300	1,679	2,013	2,410	2,687	46
47	1,300	1,678	2,012	2,408	2,685	47
48	1,299	1,677	2,011	2,407	2,682	48
49	1,299	1,677	2,010	2,405	2,680	49
50	1,299	1,676	2,009	2,403	2,678	50
51	1,298	1,675	2,008	2,402	2,676	51
52	1,298	1,675	2,007	2,400	2,674	52
53	1,298	1,674	2,006	2,399	2,672	53
54	1,297	1,674	2,005	2,397	2,670	54
55	1,297	1,673	2,004	2,396	2,668	55
56	1,297	1,673	2,003	2,395	2,667	56
57	1,297	1,672	2,002	2,394	2,665	57
58	1,296	1,672	2,002	2,392	2,663	58
59	1,296	1,671	2,001	2,391	2,662	59
60	1,296	1,671	2,000	2,390	2,660	60
61	1,296	1,670	2,000	2,389	2,659	61
62	1,295	1,670	1,999	2,388	2,657	62

63	1,295	1,669	1,998	2,387	2,656	63
64	1,295	1,669	1,998	2,386	2,655	64
65	1,295	1,669	1,997	2,385	2,654	65
66	1,295	1,668	1,997	2,384	2,652	66
67	1,294	1,668	1,996	2,383	2,651	67
68	1,294	1,668	1,995	2,382	2,650	68
69	1,294	1,667	1,995	2,382	2,649	69
70	1,294	1,667	1,994	2,381	2,648	70
71	1,294	1,667	1,994	2,380	2,647	71
72	1,293	1,666	1,993	2,379	2,646	72
73	1,293	1,666	1,993	2,379	2,645	73
74	1,293	1,666	1,993	2,378	2,644	74
75	1,293	1,665	1,992	2,377	2,643	75
76	1,293	1,665	1,992	2,376	2,642	76
77	1,293	1,665	1,991	2,376	2,641	77
78	1,292	1,665	1,991	2,375	2,640	78

Sumber: *Aplikasi Analisis Multivariate Dengan Program SPSS* (Dr. Imam Ghozali)

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Tabel Nilai t

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
79	1,292	1,664	1,990	2,374	2,640	79
80	1,292	1,664	1,990	2,374	2,639	80
81	1,292	1,664	1,990	2,373	2,638	81
82	1,292	1,664	1,989	2,373	2,637	82
83	1,292	1,663	1,989	2,372	2,636	83
84	1,292	1,663	1,989	2,372	2,636	84
85	1,292	1,663	1,988	2,371	2,635	85
86	1,291	1,663	1,988	2,370	2,634	86
87	1,291	1,663	1,988	2,370	2,634	87
88	1,291	1,662	1,987	2,369	2,633	88
89	1,291	1,662	1,987	2,369	2,632	89
90	1,291	1,662	1,987	2,368	2,632	90
91	1,291	1,662	1,986	2,368	2,631	91
92	1,291	1,662	1,986	2,368	2,630	92
93	1,291	1,661	1,986	2,367	2,630	93
94	1,291	1,661	1,986	2,367	2,629	94
95	1,291	1,661	1,985	2,366	2,629	95
96	1,290	1,661	1,985	2,366	2,628	96
97	1,290	1,661	1,985	2,365	2,627	97
98	1,290	1,661	1,984	2,365	2,627	98
99	1,290	1,660	1,984	2,365	2,626	99
Inf.	1,290	1,660	1,984	2,364	2,626	Inf.

Sumber: *Aplikasi Analisis Multivariate Dengan Program SPSS* (Dr. Imam Ghozali)

DOCUMENTATION









INSTITUT AGAMA ISLAM NEGERI
KERINCI

CURRICULUM VITAE

Nama : LAURA SEPTIALNI
Student number : 08.829.14
Place of birth : KOTO DUMO
Date of birth : 6 SEPTEMBER 1996
Address : RT II, DESA KOTO DUMO,
Father name : KECAMATAN TAHAH
KAMPUNG, KOTA SUNGAI PENUH
Father name : ZAHRIAL
Mother name : NURJASNI
Job : STUDENT OF ENGLISH DEPARTMENT AT
IAIN KERINCI



Education

No	Schools	Places	Graduated
1	SD NO 27/III KOTO DUMO	KOTO DUMO	2008
2	SMPN 11 SUNGAI PENUH	SUNGAI PENUH	2011
3	SMAN 4 SUNGAI PENUH	SUNGAI PENUH	2014
4	INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI	SUNGAI PENUH	2020

INSTITUT AGAMA ISLAM NEGERI

K E R I N C I
Sungai Penuh,th
The Researcher

2020

LAURA SEPTIALNI
NIM: 08.829.14