



**ENHANCING THE VIIIIB STUDENTS' PRONUNCIATION ACCURACY  
IN READING A DESCRIPTIVE TEXT BY IMPLEMENTING  
THE READING ALOUD TECHNIQUE AT  
SMP PLUS DARUS SHOLAH JEMBER**

**THESIS**

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**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2017**



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Composed to fulfil one of the requirements to obtain S1 degree at the English  
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JEMBER UNIVERSITY**

**2017**

## DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Turmudi and Husnul Khotimah. Thank you very much for your never ending love.
2. My beloved wife, Nita Puji Rahayu. Thank you for your love, attention, and never ending support.
3. All of my friends who I cannot mention one by one. I am so thankful to know you all in my life.

**MOTTO**

“Your correct pronunciation reflects your speaking intention, it’s just like your actions taken today reflects your tremendous achievement in the future.”



## STATEMENT OF THESIS AUTHENTICITY

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I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, May 2017

The writer,

Khoirul Anam

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**ENHANCING THE VIIIIB STUDENTS' PRONUNCIATION ACCURACY  
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**THESIS**

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## ACKNOWLEDGMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT for blessing me and giving me strength so that I can finish writing my thesis entitled “Enhancing the VIII B Students’ Pronunciation Accuracy in Reading a Descriptive Text by Implementing the Reading Aloud Technique at SMP Plus Darus Sholah Jember”.

In relation to the writing and finishing of this thesis, I would like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean of Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Department;
3. The Chairperson of the English Education Study Program;
4. My Consultants, Dr. Aan Erlyana Fardhani, M.Pd. and Dra. Made Adi Andayani T., M.Ed. I do really thank for your time, knowledge, guidance, patience, and careful correction that had led me compile and finish my thesis;
5. The Examination Committee;
6. The Principal of SMP Plus Darus Sholah Jember, the English teacher, the Staff, and class VIII B students who gave me permission and chance, and helped me to obtain the data for the research;
7. My beloved almamater, Jember University.

I believe that this thesis might have some weaknesses. Therefore, any valuable criticism and suggestions will be wisely appreciated.

Jember, May 2017

Khoirul Anam

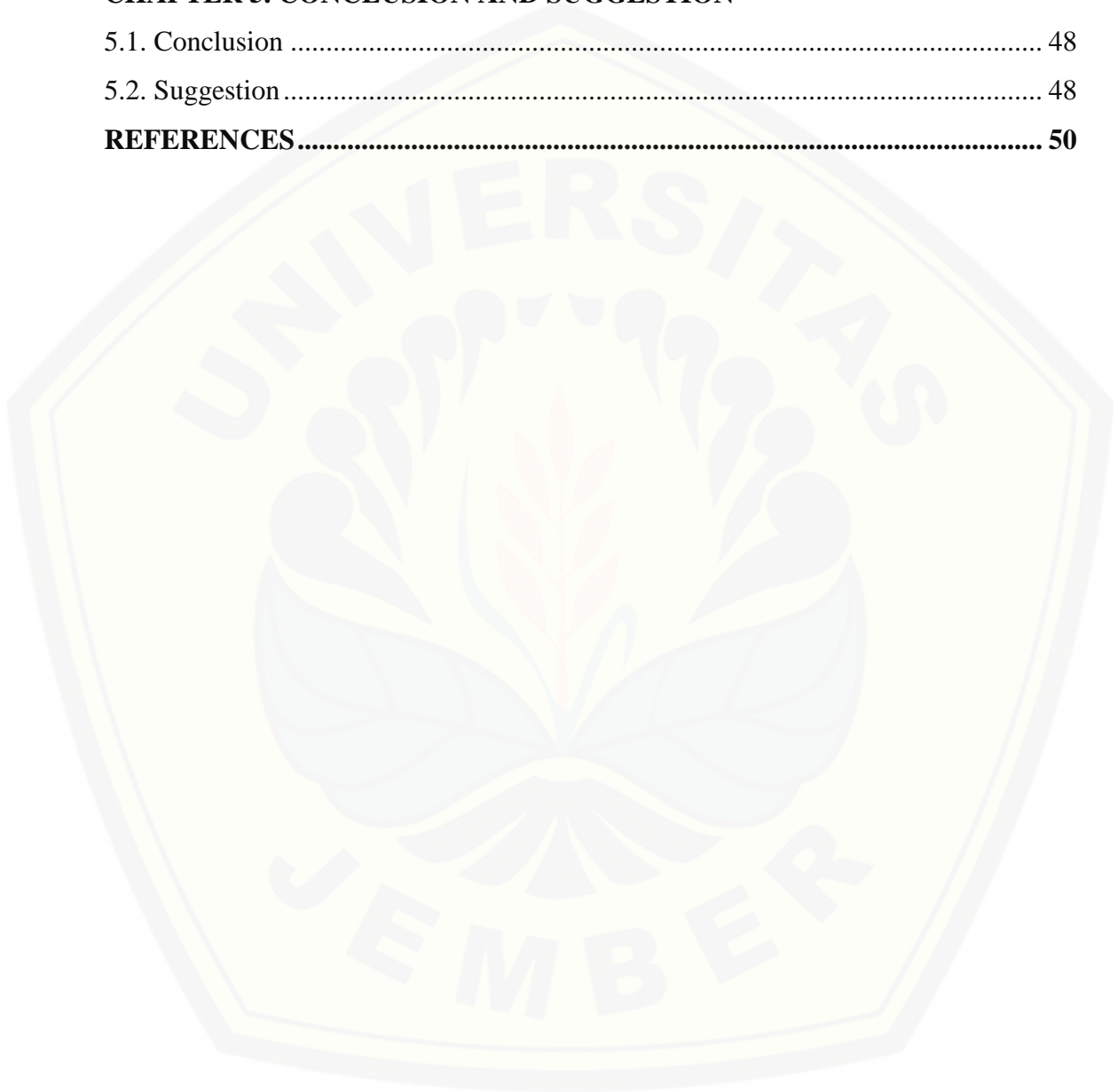


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## SUMMARY

Enhancing the VIIIB Students' Pronunciation Accuracy in Reading a Descriptive Text by Implementing the Reading Aloud Technique at SMP Plus Darus Sholah Jember; Khoirul Anam, 120210401048; 2017; 49 pages; English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This research was conducted by applying a classroom action research. This action research aimed to enhance the second year students' word pronunciation accuracy by implementing the Reading Aloud Technique in a Descriptive Text at SMP Plus Darus Sholah Jember. The researcher used the Reading Aloud Technique because the researcher believed the technique could improve the word pronunciation accuracy of the students of class VIIIB after having the treatment.

This research applied the purposive method in choosing the research area and participants. The research was conducted in SMP Plus Darus Sholah Jember and class VIIIB was chosen as the participants because the students in this class had the lowest score on the pronunciation pretest. After the research participants were determined, there were two cycles administered in the class to give the treatment. These two cycles consisted of three meetings in which the first two meetings were for the treatment and the third meeting was for a pronunciation test. The treatment was a series of activities adapted from Gabrielatos (2002) and Haycraft B. (1985).

The research was conducted by instructing the students to read the provided descriptive text (having theme of animals), pay attention and listen to the researcher reading aloud the text, mark a '/' and '//' to indicate the pause and fullstop respectively and also underline the stressed syllables and bracket the unstressed ones, pronounce the difficult words in an isolated way by repeating what the teacher said, and then practice the reading aloud together. In the research, the third activity was omitted due to the students' request as they felt it would be easier to follow the activities without this third activity. Besides there was a pronunciation test after these activities had been carried out to measure the students' pronunciation improvement.



According to the research result, Cycle 1 was not successful. The percentage of the students' achievement level was merely 68.75% out of 70.00% as the targeted one. This percentage indicated that there were only 16 students attending the test 1 and there were only 11 students achieving the acceptable achievement level out of 37 students in the classroom. It happened because there were 11 students met their parents in their dormitories and other 10 purposely were absent without any notification. The research result of Cycle 2, however, it was much better than before. There were 29 students joining pronunciation test 2 in which 27 students achieved the acceptable achievement level. There were totally 8 students did not achieved the acceptable achievement level including the students who did not attend the test that day. As a result, the percentage of the students' achievement level increased as much as 93.10%. It showed that they had achieved the targeted achievement level.

According to research result, it was proved that the technique could enhance the students' pronunciation ability. It was because the activities designed enabled the students to learn a new language, in this case by listening carefully and repeating what the researcher said continuously in the form of oral reading (Kelly, 2000:15). As a result, they could perform their oral reading of a precise pronunciation better (Jacobs, 2011). Finally, the treatment administered in the classroom was able to make the students enhance their pronunciation ability as the theory stating that the reading aloud technique was applicable to enhance the students' pronunciation ability (Huang, 2010 & Jacobs, 2011). On the other hand, another finding showed that the students' self-confidence in practicing pronunciation did not easily emerge. It was stated that the technique could enhance the students' self-confidence (Ninsuwan, 2015). The research proved that there was no change on this and it might take a longer time to take effect. Although the technique was not successful to promote the students' self-confidence, it could enhance the VIII B students' pronunciation accuracy in reading a Descriptive Text at SMP Plus Darus Sholah Jember as the aim of the research.



## CHAPTER 1. INTRODUCTION

This chapter discussed some issues related to the topics underpinning the research. They are Research Background, Research Problem, Research Objective, and Research Significance.

### 1.1. Research Background

As an international language, English is spoken worldwide. English is not merely spoken at the location applying it as a mother tongue or the first language like in England and the United States, but also other countries use it as the second language as in Malaysia, India, Philippine, etc. Even, the people living in the countries regarding English as a foreign language also use English in a certain atmosphere, like in the office or other institutional departments. The condition indicates that English is spoken in all over the world so it can be stated as an international language.

Dealing with the use of English, it covers two forms of expression. They are written and oral forms as stated on curriculum of 2006 that the secondary school students are able to achieve the functional goal, it is to communicate in both oral and written expressions (BSNP, 2006:123). This target requires students to master written form in which it relates to the reading and writing skills whereas the oral form in which it relates to listening and speaking. In daily communication, the four skills are supported by three language components: They are vocabulary, grammar, and pronunciation.

As one of the language components, pronunciation becomes so influential to the students' ability of speaking skills. It is because the utterance can be easily understood if the students pronounce the words correctly to build a communicative utterance. It is known normally that the breakdown or misunderstanding of communication happens because of mispronouncing words or sentence uttered

(Hewings, 2004:10). This circumstance represents the students' condition in which the English teacher informed the researcher that the students mainly the first year students, in which they frequently said something which was hard to understand because of their incorrect pronunciation.

Based on the interview result with the English teacher, it can be reported that there are three causes dealing with this condition. The first was because of the limited intake of pronunciation. This was because the pronunciation teaching was hardly administered due to the limited time because it had to be integrated with the other language skill, the second cause was a matter of an embarrassment in pronouncing English words correctly and the last one was the mother tongue influence. To overcome this, the English teacher did the Drilling Technique. Simply, he said the words and then instructed the students to repeat them. This was done in a Conversation Class on Wednesday. He informed that it was not easy to integrate the pronunciation teaching with the Conversation Class. In this class, the students were given a piece of paper containing a certain theme and then the students had to memorize the dialog and then perform and practice it in pair. It absolutely needed much time to do it and it took much a longer time if it was integrated with pronunciation teaching. He further informed that it was not effective teaching and learning and it needed other English skill which was suitable to be integrated with pronunciation.

Besides, there was also a pretest done on the first and sixth of September 2016 to know the real recent students' pronunciation ability. The pretest was administered toward four classes of the second grade, they are classes VIIB, VIIC, VIIF, and VIIG. Based on the result, it could be reported that many students got difficulties in pronouncing some words. Most of them were originally coming from class VIIB. It was known when the researcher gave them a piece of paper containing a descriptive text, had them read the text loudly, and the researcher scored them. Classically, the pretest result showed that students' achievement on word pronunciation accuracy was merely as much as 33.33% out of 70% for the minimum percentage of students'

achievement. Even, they were also unable to pronounce some common words used in daily communication. Some of them are:

1. 'house' was pronounced as /hɔs/ instead of /haʊs/,
2. 'male' was pronounced as /mel/ instead of /meɪl/,
3. 'brown' was pronounced as /brɔn/ instead of /braʊn/,
4. 'female' was pronounced as /'fi:mel/ instead of /'fi:meɪl/,
5. 'quiet' was pronounced as /qwɪt/ instead of /kwaɪt/.

This result reflected that the students were unable to pronounce the English words correctly. This was as what the researcher got from the English teacher through the interview that the students were not always be able to produce English words correctly because of the three causes explained before, they are lack of pronunciation practice, being embarrassed of practicing pronunciation, being influenced of mother tongue.

Finding this case, the researcher talked to the teacher and suggested one solution to help the students overcome their problem. To decrease their mother tongue influence, build up their confidence, and provide the pronunciation practice, the researcher provides a simple descriptive text and then he read it aloud in front of the class. It was a Reading Aloud Technique that could enable students to pay attention to the teacher reading it aloud. By paying attention to him, they can comprehend the content of the text easily because the teacher arranges meaning group and placing pauses and stops correctly. Besides, the teacher's words pronunciation and suitable stress, rhythm, and intonation is also helpful for the pronunciation teaching which are influenced by the mother tongue (Huang, 2010). After they pay attention and notice these important things, they get the example of the difficult word pronunciation in an isolated way and then practice pronunciation by reading the text aloud themselves in an integrated way with reading skill. The English teacher appreciated this solution and gave the researcher opportunity to conduct the research at the school.

Getting the opportunity to conduct the research, the researcher conducted a Classroom Action Research aiming to improve the VIIIIB students' pronunciation accuracy in reading a Descriptive Text. The research title was "Enhancing the VIIIIB students' pronunciation accuracy in Reading a Descriptive Text by implementing the Reading Aloud Technique at SMP Plus Darus Sholah Jember.

### **1.2. Research Problem**

Can the implementation of Reading Aloud Technique enhance the VIIIIB students' pronunciation accuracy in reading a Descriptive Text at SMP Plus Darus Sholah Jember?

### **1.3. Research Objective**

The research objective was to enhance the VIIIIB students' pronunciation accuracy in reading a Descriptive Text by implementing the Reading Aloud Technique at SMP Plus Darus Sholah Jember.

### **1.4. Research Significance**

Hopefully, the research result can be useful for the future researchers, English teachers, and students.

#### **1.4.1. Future Researcher**

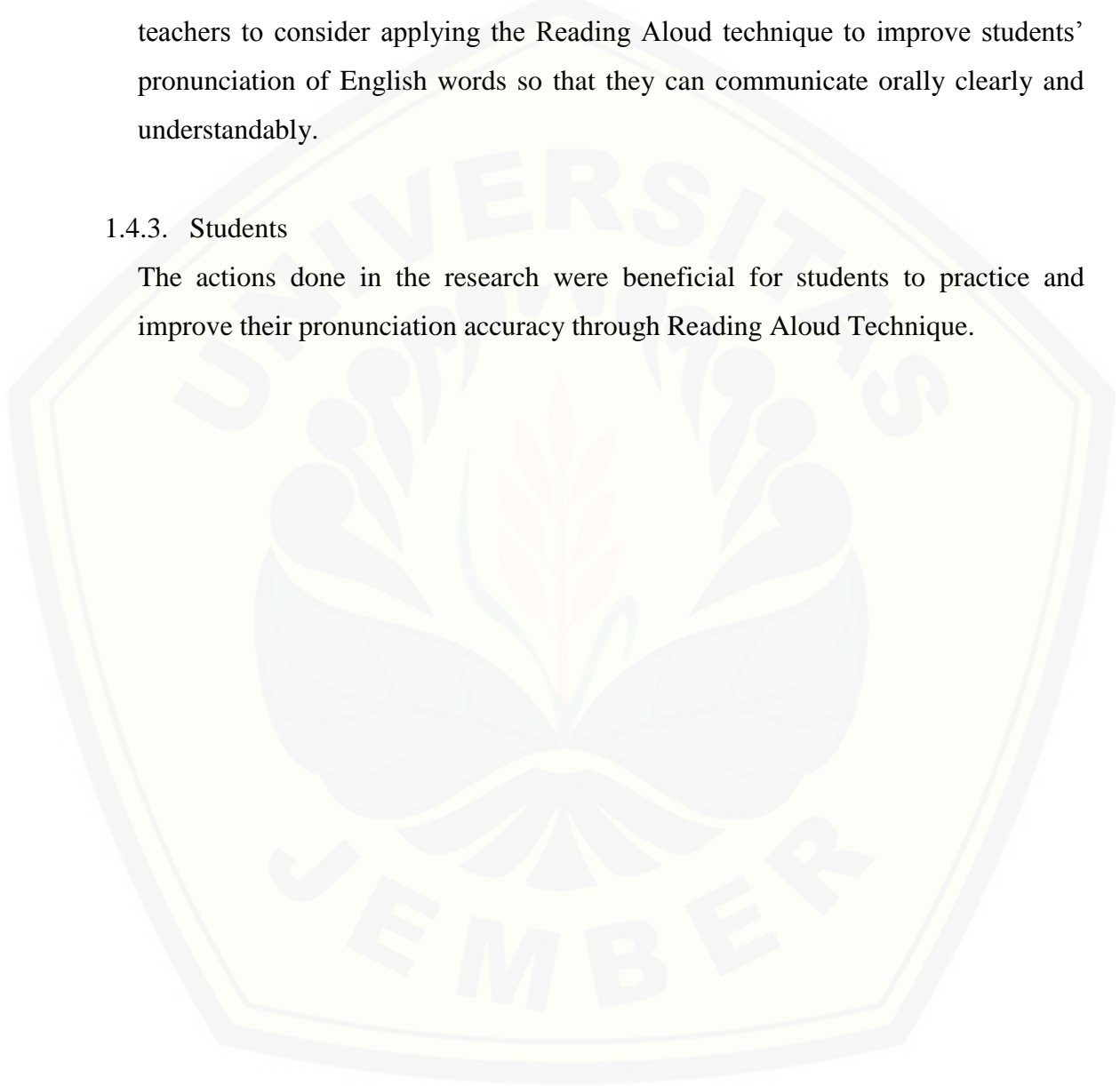
The research result could be used as a reference to conduct further researches dealing with the implementation of the Reading Aloud Technique in different research area and research design to strengthen the research result. The future researcher can apply the technique by using different research design like the Experimental Research to different research subjects with various grades and use different texts such as Narrative, Report, News Item, Hortatory Exposition and so on to ensure that the technique is applicable and valuable to make students' pronunciation accuracy enhanced.

#### 1.4.2. English Teacher

The result of the research can be an information and suggestion for English teachers to consider applying the Reading Aloud technique to improve students' pronunciation of English words so that they can communicate orally clearly and understandably.

#### 1.4.3. Students

The actions done in the research were beneficial for students to practice and improve their pronunciation accuracy through Reading Aloud Technique.





## CHAPTER 2. REVIEW OF RELATED LITERATURE

This second chapter consists of some theories underpinning the research topics, they are: The Definition of Pronunciation, Students' Pronunciation Accuracy, the Aim of the Pronunciation Teaching, Factors Affecting Pronunciation Learning, the Teaching Techniques of Pronunciation, the Effectiveness of Reading Aloud Technique in Teaching Pronunciation, the Current Way of Teaching Pronunciation in Class VIII of Darus Sholah Jember, and the Action Hypothesis.

### 2.1. The Definition of Pronunciation

Pronunciation is a term used referring to the sounds produced by a person to make a certain word, phrase, or utterance. These word, phrase, or utterance have a certain meaningful intention from a speaker to an interlocutor. In other word, it can be said that pronunciation refers to the phonology of the language, it is a meaningful perception and production of the language sounds and how they impact on the interlocutors (Burns & Claire, 2003). Besides, Hewings (2004:3) points out that pronunciation is someone's utterance consisting the main components such as the individual sounds making up speech and having raising and falling intonation to convey the meaning. Thus, pronunciation is someone's uttering consisting of word, phrase, or sentence which has falling and raising intonation so that it builds up an understandable intention. The falling and raising intonation may be in individual word or in a group of words forming up a sentence that leads them to an accurate pronunciation.

### 2.2. Students' Pronunciation Accuracy

In producing the sounds, one will do it in her own language and often times it carries different accent from one to others. It is known that there are some accents as American, British, or even Australian accent and their pronunciation must not the same each others. Even, there is not two individuals pronounce exactly

the same within a region (Hewings, 2004). This is in line as what Jones' say that each individual will have her own accent used differently by each individual. No single person pronounce as exactly as the same as others due to the locality, early influences and social surroundings as well (1995:3). He further points out that it is valuable of having understandable utterance for people worldwide including those who are foreign learners of English.

Corresponding to this phenomenon, foreign learners of English are required to be able to communicate orally with a precise understandable pronunciation. Hewings (2004:13) states that it is unachievable for ESL/EFL to pronounce as the same as the native-speaker. The most important thing is the understandable pronunciation in every time they communicate orally with both the native English speaker and non-native English speaker. It is in line with Jones' opinion in which he suggested the circumstance becomes two kinds of success of pronunciation, they are good speech and bad speech. The good speech is a way of speaking which is intelligible to all ordinary people whereas the bad pronunciation is a way of speaking that is hard for most people to understand (Jones, 1995:4). It indicates that the accuracy in oral production is needed. In this case, the intelligibility of students' pronunciation is needed to be globally accepted by the interlocutors which is as be the aim of the pronunciation teaching.

### **2.3. The Aim of Pronunciation Teaching**

Simply, the pronunciation teaching is aimed to attain the students' understandable pronunciation when they are speaking. In making it come true, there are top five important things dealing with the pronunciation features must be taught in the classroom that will be explained in the following sub subchapter.



### 2.3.1. Important Features Taught in the Classroom

It is said that there are features must be taught in the class to achieve the understandable pronunciation as a goal of pronunciation teaching. As the goal of pronunciation teaching, these top five features must be taught:

#### 1. Consonants

It is intended to prevent students from replacing the English correct consonant pronunciation with their closest consonant in their mother tongue. For example the Japanese students tend to say *Banilla Milkshake* rather than *Vanilla Milkshake*. They tend to replace the sound of /v/ to /b/ which is easier to pronounce by their mother tongue. It shows that the consonant in English needs to be taught to overcome this circumstance.

#### 2. Consonant Clusters

It is intended to help students pronounce a group of consonants that makes a single sound. For example the consonant cluster /sp/ in 'spot' and /str/ in 'structure'.

#### 3. Vowel Length

It is intended to help students know and practice them well in differentiating the longer vowel than other which are almost similar. For example, the pronunciation of 'this' and 'these'. In this case, the word 'this' might be heard as 'these' if a long vowel is used.

#### 4. Word Stress

It is intended to help students be able to place the right stress in the syllable(s) in a certain word to be easily understood by interlocutor when they are speaking. For example when the word 'eVENT' is uttered 'Event', it can make the listener difficult to know what the speaker's intention is.

#### 5. Tonic Words

It is intended to help students to know and practice the tonic words, the words that becomes the important words in a certain utterance and thus must be stressed than the other words. For example when A says "Was it expensive?" and B

answers “Quite expensive”. A expects B to say “**Q**UITE expensive” with the word *quite* as the tonic word to tell A that the price was extremely expensive rather than “quite ex**P**ENsive” with the word *expensive* as the tonic word.

(Hewings, 2004: 15)

Dealing with the research which would be conducted, the researcher would teach the students by taking into account of the Word Stress within the text. In other words, the researcher would teach them how to pronounce the different phonemic English words and the right stress. These two features are known as the segmental and suprasegmental pronunciation features respectively that will be explained in the next sub subchapter.

### 2.3.2. Segmental and Suprasegmental Features

There are two main features known as the segmental and suprasegmental feature. Kelly (2000:1-3) states that the segmental feature is the feature dealing with the phoneme of English. It represents the different sound within a language such as the different sound of vowels, diphthongs, and consonants. In the meantime, the suprasegmental feature deals with the features of speech that commonly apply to groups of segments such as the stress and intonation.

As the segmental feature of English, vowels and diphthongs are voiced whereas the consonants are not, but they sometimes are unvoiced (voiceless). Voiced means the production of sounds will cause the vibration in the vocal cords, however unvoiced (voiceless) will not. Here is the table summarizing the explanation above.

**Table 2.1. Vowels, Diphthongs, and Consonants in English**

Vowels		Diphthongs		Consonants			
i:	See	eɪ	Cake	p	Pin	b	Bin
ɪ	Hit	ɔɪ	Boy	k	Cat	g	Gat
ʊ	Book	aɪ	High	θ	Thick	ð	The
u:	Food	ɪə	Near	f	Fan	v	Van
e	Left	ʊə	Poor	s	Sin	z	Zoo
ə	About	eə	Pair	ʃ	Shark	ʒ	Measure
ɜ:	Shirt	əʊ	Go	tʃ	Church	dʒ	Judge
ɔ:	Call	aʊ	House	h	Hello	r	Raw
æ	Hat			m	Man	j	Yes
ʌ	Run			n	No	w	Win
ɑ:	Far			ŋ	Sing		
ɒ	Dog			l	Lame		

(Kelly, 2000:2)

Based on the table above, it is known that the segmental feature consists of three different sound divisions. They are vowel, diphthong, and consonant. There are 12 vowels and 8 diphthongs in which they are voiced. In the meantime, there are 24 consonants of English. Seven of them are unvoiced (voiceless) which are typed in the bold shade.

After knowing the segmental feature, it is necessary to know another suprasegmental one. This suprasegmental feature relates to the term which are called as a stress, an intonation, and the sounds change in connected speech (Kelly, 2000). The stress means the different voice or tune said louder than the other syllable(s) in a certain word or the combination of weak and strong stress making an intonation of a certain sentence so that the pitch of the voice in the sentence will go up and down. Besides, the sounds change in connected speech is the ending sound

of a certain word meets with the beginning sound of another word. Here are the examples:

1. Stress:

'Teacher (have a stress in the first syllable)

Com'plain (have a stress in the second syllable)

In,terpre'tation (have two stresses, they are on the word 'ter' for the weak stress, and the word 'ta' for the strong one)

(Harmer, 1998:50)

2. Intonation



Bob is on the Phone

(The sentence starts from the high tones on the subject 'Bob' and then it goes down on the word 'is' and goes down again on the words 'on the' but it rises on the word 'phone' as the object)

(Cook, 2000:2)

3. Connected Speech

1.) Consonant to vowel

Example: an -Australian -animal

2.) Consonant to consonant

Example: next -week; seven -months

3.) Vowel to vowel

Some sounds such as r, w and j (y) are inserted to link adjacent words ending and beginning with a vowel:

Example: where (r\_) are you?

you (w\_) ought to on Saturday (y\_) evening

- 4.) Sounds that are shortened When words begin with an unstressed sound they are often pronounced as a short schwa (ə) sound:

Example: when do they arrive? five o'clock

ə            ə            ə

(Burns & Claire, 2003:6)

In the research, the researcher will teach the students the segmental features and the suprasegmental feature. Nevertheless, the researcher will merely focus on the word stress for suprasegmental feature. In achieving it successfully, the teacher's role in teaching the students as well as the students' role needs to be taken into account. They are discussed in the following sub subchapters.

### 2.3.3. The Teacher's Role

Pronunciation is a kind of a language component which can maximize the students' oral communication. The oral communication is a listening-speaking activities between the speaker and the interlocutors. In class activity, this pronunciation will be taught in an integrate way with these skills. It is as what Dalton's said that educators have a tendency to focus on production as the main problem in affecting the successfulness of learners. In fact, most researchers reveals that the problem is likely to be reception. He thinks that a clear received listening could be the best source for imitating the new sounds of English. He further says that students will convert the sounds of English into their closest mother tongue if they do not get the received clear listening (Dalton, 1997). It indicates that the more students listen to clear sound of English, the better pronunciation they have. It is as one of the teacher's role to facilitate them by giving right and clear input of English sounds when he/she teaches them in the classroom.



Besides, Kenworthy (1987: 1-2) points out the teacher's role as follows:

1. Helping learners to hear

It is unanswerable that it is a must for teachers to help students to perceive the English sounds. Commonly, the students will have a tendency to imitate the sounds from the English teacher rather than from the other resource sound of English.

2. Helping learners to make sounds

It is the continuation from helping learners to hear. After listening to the English teacher, learners will try to produce new sounds. Therefore, the English teacher must assist the learners to make new sounds of English.

3. Providing feedback

After learners produce new sounds, it is a must for the teachers to comment or provide them with the information about their performance. The teacher may correct their errors in uttering the English pronunciation. It is important for the teachers to do this as it means they provide the feedback and guidance to the learners and help them to pronounce the difficult pronunciation if they cannot produce it (Hancock, 2003).

4. Pointing out what's going on

The teacher needs to make students know what they must pay attention to and what to work on. It means that students need to know about the feature of pronunciation such as stress that can be in important feature in affecting the meaning of the utterance said.

5. Establishing priorities

This is the continuation of the previous teacher's role in teaching pronunciation. It deals with the intelligibility of their pronunciation. After knowing the importance of pronunciation feature, it is a must for the teachers to make students know how to make it work when they practice it intelligibly with the interlocutors.

#### 6. Devising activities

Because of the complexity of the pronunciation learning, the teacher needs consider to provide certain activities which are helpful for learners' for maximum pronunciation learning.

#### 7. Assessing progress

The teacher has to assess the progress of the learners' pronunciation. Actually, it is a kind of feedback in which it provides information about the students' pronunciation ability progress.

Those are the teacher's role in the classroom in which they can lead students in achieving the understandable pronunciation. The seven points can make students be able to pronounce the English words correctly since it is a structured way of providing students with the correct pronunciation, helping them to be aware of pronunciation features, assisting them to practice it in various activities, assessing their progress on it. Moreover, the seven points will be achievable if the students can do their roles in the classroom which is presented in the next sub subchapter.

#### 2.3.4. The Learners' Role

In achieving the successful goal of pronunciation teaching, learners are required to have an important role. Simply, during the pronunciation teaching, all the learners' need is to respond. However, Kenworthy (1987: 2-3) says that the learners' role is not merely as simple as respond to what teacher says or instruct, but they have to have willingness to take responsibility for their own learning. It means that the learners must have the awareness of knowing the importance of keep learning and keep improving their own progress. In this case, the teachers need to motivate them to have such an important role like this.

Besides, J. Haycraft (1986: 11) says that learners tend to learn how to use English rather than how to analyze it. They will do it as best as possible if they practice the language they need. By considering this, the teachers can motivate them that using English is their own need in future so that the learners will be motivated



to practice the English in class as a respond to the English teachers' instruction in pronunciation teaching.

#### **2.4. Factors Affecting Pronunciation Learning**

Learners need to maintain their own role in their process of pronunciation learning. In the process of pronunciation learning, the learners may be affected by some factors. Kenworthy (1987: 4-8) explains them as the following:

##### **1. The native language factor**

There are many nationalities which have their own mother tongue. This mother tongue is a native language factor which can affect the learners' pronunciation. It will be clearly different the pronunciation of the native speaker and those who are not. Responding to this condition, Jones advocates that the mother tongue or the locality is leading the difference of the production of sounds (Jones, 1995). Advocating Jones' thought, Haycraft also writes that the mother tongue factor can interfere the students' oral production and they are likely to have obtained the bad habit from hearing or practicing the wrong patterns (Haycraft B., 1985). This indicates the mother tongue is the influential factors of learners' production of English sounds.

##### **2. The age factor**

It is commonly assumed that someone pronounces a second or a foreign language like a native, they probably started learning from their childhood. Conversely, if someone starts learning English from their adulthood, they will not as perfect as those who are learning from their childhood.

##### **3. Amount of Exposure**

This is another factor which is dealing with the amount of exposure of English that learners have. In other words, the social surroundings of learners themselves. It is one of the learners' variety causes that can affect learners' different pronunciation which is called as influences and social surroundings influences (Jones, 1995).

Therefore, it can be said that the learners' environment can affect learners' performance of English pronunciation.

#### 4. Phonetic ability

This is the next factors affecting the learners' performance in pronouncing English utterance. According to Kelly (2000:9), phonetics refers to the study of sounds. It is the study of how producing English sounds correctly. Therefore, e phonetic ability is the capability of learners to produce the sounds correctly.

#### 5. Attitude and identity

This is the next factor that deals with the learners' attitude and motivation in language learning. If the learners obtain this attitude and motivation, they will have a positive feelings toward the speakers of the new language so that their new language ability will be more native-like accents and be more accurate.

#### 6. Motivation and concern for good pronunciation

This is the last factor and the continuation of the previous factor. Learners will get a better achievement if they have had their positive feelings towards the speaker's new language. The learners may ask the speaker to correct their incorrect pronunciation whenever they talk so that they attain good pronunciation. It is a concern for learners to maximize their own English pronunciation ability. Conversely, for those who have not motivation and concern to it, they will have a worse pronunciation. Thus, the result of each individual will be different from one to others.

These six factors are important to be obtained and maintained by the students in learning pronunciation. That is why the teacher needs to raise and take into account these factors to determine the suitable teaching technique.

### **2.5. The Teaching Techniques of Pronunciation**

After knowing the factors above, it is necessary for teacher to be smart and careful in determining the teaching techniques and activities in pronunciation teaching. In this case, the teaching technique is a Reading Aloud (RA) and the detail

activities will be discussed in the four different sub subchapters, they are the teaching steps of pronunciation; selecting the reading material; the focused aspects in reading aloud the text; and the pronunciation exercises.

### 2.5.1. The Teaching Steps of Pronunciation

First of all, it is necessary for teacher to make sure the learners be familiar with certain features of spoken English. In making them familiar, the following suggestions are necessary to know:

1. Indicating the pauses; or in other words, indicate the meaningful parts of the language (not necessarily a complete sentence). Simply, in can be determined as indicating the suitable pause, whether it is a comma (by indicating / or +) or it is a fullstop (by marking // or ++),
2. Underlining the stressed syllables,
3. Putting unstressed vowels into bracket,
4. Crossing out vowels/consonants which are not pronounced,
5. Circling vowels/consonants which have 'interacted' and produced a new sounds (sound linking), and indicate the nature of this sound

(Gabrielatos, 2002)

In this research, the students were required to do the first up to third due to the suitability of the research goal. The students are instructed to indicate the suitable pauses (either it is a comma, or a fullstop) and underline the stressed syllable and marking the unstressed vowels in bracket (of words).

Secondly, after letting the students know what they do, the pronunciation teaching through a Reading Aloud was administered as the following:

1. The teacher provided the suitable text, in this case a Descriptive Text,
2. The teacher read the text aloud in front of the class to allow students perceive sounds,
3. While the teacher was reading the text aloud, he instructed the students to indicate the suitable pause, whether it was a comma (by marking '/' ) or it was a

fullstop (by marking ‘/’), underlined the stressed syllables, and put the unstressed ones into bracket,

4. The teacher helped the students with the difficult words (proposed by the teacher and the students) by practicing these words in isolated way,
5. The teacher asked the students to focus on the words being pronounced since it is ‘look and listen practice’ instead of ‘reading practice’ activity. This way, they are listening to the model to figure out how to pronounce them correctly.

(Adapted from Haycraft B., 1985:47)

Practically, the teacher asked the students to follow the activities by doing the teaching instruction based on this teaching technique.

#### 2.5.2. Selecting the Reading Material

The reading material used in the research is a descriptive text. The descriptive text is a kind of text students must learn which is suitable for their level of grade based on the curriculum used in the school. This kind of text also provides the suitability because it is on the students’ need and want and it is authentic too (Huang, 2010). To maintain its suitability and authenticity, the researcher chose the descriptive text having themes of animal from the books which were suitable for grade VIII. Besides, to maintain the students want, the researcher asked the students about the theme they want to be used in the class when the research was being conducted.

#### 2.5.3. The Focused Aspect of Text Reading Aloud Activity

In the research, the focused pronunciation aspect in dealing with the pronunciation accuracy is the different phonemic English words and word stress. It means that the reading aloud that students do in classroom activities is aimed to guide and improve them in pronouncing the words existed on the text correctly by taking into account the correct phonemic English word and the right syllable(s) whether or not they need to be stressed.

#### 2.5.4. Pronunciation Exercises

Pronunciation exercises are needed to increase the students' pronunciation ability. The students need to practice pronunciation to achieve it. In relation to the pronunciation practice, Kelly (2000:16-22) suggests the following exercises for pronunciation practice in the classroom:

1. Drilling

Students repeat what teacher says.

2. Minimal pairs and related activities

Students say a certain word which having one different phoneme between two words like the word, 'cut' and 'cat'. These words has one different sound of vowels, they are /ʌ/ and /æ/ respectively.

3. Pronunciation and spelling activities

Students pronounce and spell the words correctly. The words might be either in the form of homonyms or homographs. Besides, the different written form of the 'e' as in 'cute' and 'cut' can be practiced too.

4. Taping students' English

This is actually to assess the students' progress of pronunciation ability. The students practice such pronunciation activities and the teacher monitors, reflects, and prepares to a better pronunciation activities later.

5. Listening activities

Students listen to the listening activities provided by teacher to make the students aware of pronunciation feature so that the students know and be able to practice their pronunciation.

6. Reading activities

Students read a certain passage loudly (Reading Aloud).

In the research, the researcher would apply the Reading Aloud Technique in both class activity and the pronunciation test. In this case, the reading material was in the form of a descriptive text. They read the text, paid attention to the teacher who was reading it aloud, recognized the suitable pause, stopped and knew to stress



in the right syllable(s) of words, listened to and practiced the difficult words, and then read it aloud as a practice.

## **2.6. The Effectiveness of Reading Aloud Technique in Teaching Pronunciation**

To attain the successful goals of teaching and learning, it is a must to consider the effectiveness of the media/technique used. Dealing with the teaching technique, Reading Aloud Technique is an effective technique in pronunciation teaching. These effectiveness are:

1. It can engage students' interaction because of an enjoyable reading activity (Guler, 2013; Jacobs, 2011; Huang, 2010),
2. It can improve students' self-confidence to pronounce words (Ninsuwan, 2015),
3. It can improve students' purposeful oral reading such as students' fluency and pronunciation (Jacobs, 2011),
4. It can enhance students' pronunciation ability because of presenting students' pronunciation practice (Huang, 2010).

Although there are many advantages showed above, the Reading Aloud is potentially interfere the reading comprehension and cause the students be stressful (Jacobs, 2011 & Müller, 2015). It was because the students were required to be able to know the content of the text while reading it aloud or after they were done in reading it. To overcome it, the researcher would ask the students to focus on the words being pronounced and also let them determine the theme as the teaching material. The chosen ones were protected animal and pets in which the text length were adapted and shortened for the reason of time availability.

## **2.7. The Current Way of Teaching Pronunciation in Class VIII of Darus**

### **Sholah Jember**

As stated on the previous sub chapter, the technique which was applied in the research was also aim to add another valuable advantage which was not found in the previous teaching technique. According to the interview result with the English

teacher done in the preliminary study, it could be reported that the previous pronunciation teaching was a Drilling Technique. The teacher applied it in the classroom, especially in a Conversation Class because of the simplicity. The teacher corrected the students' incorrect pronunciation and then the students were instructed to repeat what the teacher had said.

In the preliminary study, it was known that the technique purposefully aimed to increase their accurate word pronunciation and provide them with the pronunciation practice as the basic pronunciation teaching and an important tool in pronunciation work (Kelly, 2000:26). Nevertheless, he thought that the technique was unable to engage the students' interaction and neither improve their self-confidence. Therefore, the technique which was administered in the class hopefully can make students get these two advantages. Besides, the teaching technique in the research also enabled the students to learn and practice pronunciation which was integrated with reading skill.

### **2.8. The Action Hypothesis**

Based on the research problem and the literature reviews above, the action hypothesis was the implementation of the Reading Aloud technique could enhance the VIIIIB students' pronunciation accuracy in Reading a descriptive text at SMP Plus Darus Sholah Jember.



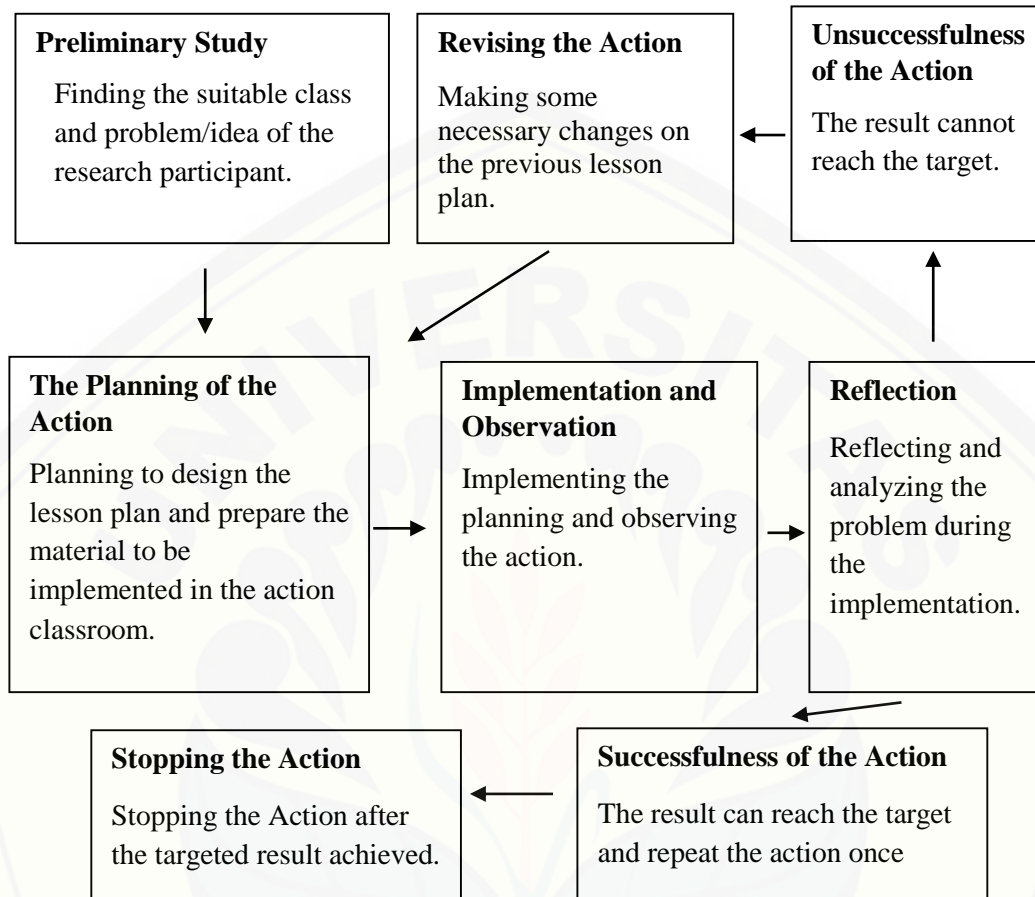
## CHAPTER 3. RESEARCH METHOD

This chapter presents some aspects in relation to the research methodology which the researcher uses in the research. It covers Research Design, Area Determination Method, Subject Determination Method, The Operational Definition of the Terms, Data Collection Method, and Data Analysis Method.

### 3.1. Research Design

The design used in the research was a Classroom Action Research. It was chosen due to the students' condition found lately in SMP Plus Darus Sholah Jember. They were lack of pronunciation ability, in this case the word pronunciation. They pronounced English words incorrectly. To overcome the students' problem, the researcher wanted to apply the Reading Aloud Technique to help them improve their pronunciation accuracy. As what Ary *et.al.* states that Action Research is the research conducted by the practitioners based on the issue in a certain location and the successful research result can be implemented in the location then (2010:514). In this case, the issue was the students' pronunciation condition and the researcher wanted to apply the Reading Aloud Technique to have their pronunciation ability improved.

The Reading Aloud Technique implemented in the classroom was done based four steps purposed by Arikunto. She says that there are four steps in a Classroom Action Research, they are the planning of the action; the implementation of the action, observation and evaluation, and data analysis and reflection of the action. In the research, the researcher applied the four steps which is illustrated by the following diagram.

**Figure 3.1. The Design of Classroom Action Research**

(Adapted from Arikunto, 2011:16)

Based on the diagram above, the research procedure could be described as follows:

#### 1. Preliminary Study

The activity was intended to find the information related to the current condition of English pronunciation teaching of the VIII class and to know the students' real recent ability in pronouncing English words. In this case, there were two activities, they are interviewing English teacher and conducting pretest. Based on the interview, it was known that the students were lack of pronunciation practice, being embarrassed of practicing pronunciation, and being influenced of mother tongue. Besides, the pretest result showed that VIIB class were the lowest achievers. Knowing it, the researcher have a structured planning to help them

increase their ability in pronouncing English words correctly by applying the Reading Aloud Technique.

## 2. Planning of the Action

After knowing the class condition based on the Preliminary Study, the researcher planned to design the suitable lesson plan and prepared the material. The details were in the following:

- 1.) Choosing the suitable theme and subtheme of the descriptive Text,
- 2.) Selecting the appropriate descriptive Text based on the curriculum of KTSP which is used in class VIII,
- 3.) Designing the lesson plan collaboratively with the English teacher for the Cycle(s),
- 4.) Constructing the pronunciation test by using English descriptive Text by taking into account the suitability of the students' level,
- 5.) Constructing the scoring guide.

## 3. Implementation and Observation

Acting was the implementation of the planning which had been made before. The acting in the research was to implement and observe the implementation itself in the class. Thus, the observation was unseparated from the researcher's activity which was done while the implementation of the research was running (Arikunto, Suhardjono, & Supardi, 2011). In the research, the researcher's activity was as a doer whereas the English teacher was as a collaborator in which he observed the students' attitudes by taking notes toward the students' behavior during the classroom activity. The researcher, as a doer of the research, would give the pronunciation teaching by conducting the class activities based on the lesson plan which uses the Reading Aloud Technique and the material prepared. The pronunciation teaching would be held in two Cycles and each Cycle was done in two meetings and then followed by the pronunciation test after the actions. For the time allocation, it was 80 minutes per meeting.

#### 4. Reflection

In this the step, researcher reflected the implementation of the planning which had been done in the previous steps. The researcher analyzed the problems during the implementation of the research. After analyzing the problems, the researcher would know their achievement on their pronunciation accuracy.

There would be two types of the students' achievement after the research implementation, they were an acceptable and unacceptable achievement level. These categories were determined by the achievement level that the students got after having the pronunciation test. The students' achievement level was based on the score which was noted down by the percentage. The following was the table of the classification score and achievement level.

**Table 3.1. Classification Pronunciation Score and the Achievement Level**

No.	Score	Achievement level
1.	81 – 100	Excellent
2.	70 – 80	Good
3.	60 – 69	Fair
4.	26 – 59	Poor
5.	0 – 25	Failed

(Adapted from Depdiknas, 2004)

According to the table above, there would be two categories representing the students' achievement on pronunciation, they were an acceptable achievement level and the other one was an unacceptable achievement level. The acceptable achievement level referred to the students' achievement whose pronunciation score was  $\geq 70$  (good and excellent achievement level) whereas the unacceptable achievement level referred to the students' achievement whose pronunciation score was  $\leq 70$  (fair, poor, and failed achievement level). Afterward, the attainment percentage of the students getting the acceptable achievement level was counted. The research result would be successful if the percentage of the students getting

the acceptable achievement level achieved as much as  $\geq 70\%$  from the total number of the students in the classroom.

#### 5. Revising and Stopping the Action

After the implementation of the action, it was known whether or not the action enabled the students to have their pronunciation accuracy enhanced. In the research, the next cycle would be conducted again whether or not the attainment percentage of the students getting the acceptable achievement level was achieved. In the research, Cycle 1 was not successful because the attainment percentage showing the students' getting the acceptable achievement level was not achieved. Knowing this, the researcher made a necessary change on the lesson plan by omitting the second activity and conducted the next cycle. After all, the target was achieved and the cycles were stopped. Finally, the researcher reported the research results based on the research findings.

### 3.2. Area Determination Method

The area determination method of the research was a Purposive Method. This kind of method was by choosing the suitable sample based on the researcher's belief in participants' appropriateness of having prior information and the data needed in the research on the research (Fraenkel, Wallen, & Hyun, 2012). In this case, SMP Plus Darus Sholah Jember was chosen in the research. There were four reasons why this school purposively chosen as the research area. First, the Reading Aloud Technique was never applied in the class, second was the Reading Aloud Technique has representative benefits such as making students confident, and reducing the mother tongue interference by providing the pronunciation practice to overcome their pronunciation problem, third was the students of grade 2 have a low capability in English word pronunciation, and the last one was the granted permission to conduct the research in the school.



### **3.3. Subject Determination Method**

Research subjects referred to the participants or community involved and treated their behavior in the research. The participants of this research was the grade VIIIIB of SMP Plus Darus Sholah Jember. The researcher determined the class as the participants of the research because of the finding on the preliminary study held on September 1<sup>st</sup>, 2016. It showed that they had the average lowest score among other class VIII students. This average score was based on the result of the pretest held to measure the students' word pronunciation accuracy in reading a descriptive text by implementing the Reading Aloud Technique

### **3.4. The Operational Definition of the Terms**

The definition of the terms existed on the title is needed to be clearly explained. They are needed to be obviously explained to avoid the misunderstanding between the writer and the readers. These operational definitions are the Students' Pronunciation Accuracy, The Descriptive Text, and The Reading Aloud Technique.

#### **3.4.1. Students' Pronunciation Accuracy**

The students' pronunciation accuracy in the research was the students' ability in pronouncing the words existing in the descriptive text correctly. The correct word pronunciation and syllable stress represents the accuracy of the word pronunciation. In the research, the students were allowed to use both British and American accent.

#### **3.4.2. The Descriptive Text**

The descriptive text is a kind of texts that is suitable for the second grade students of the secondary schools based on the KTSP 2006. The text used as the material in the research was a description of animal, they are protected animals and pets which had been determined by the students themselves.

### 3.4.3. The Reading Aloud Technique

The reading aloud technique is a kind of pronunciation teaching technique that requires students to read the text aloud. The reading aloud technique in the research focused on the clear and intelligible sounds production and the right syllable(s) stress.

## 3.5. Data Collection Method

The data collection method is the method of collecting data in this research. The data collected would be categorized in two types, they were primary data that would be obtained by administering test while secondary data was collected by doing interviews and the documentation.

### 3.5.1. Primary Data

The primary data was obtained by administering pronunciation test. The test was conducted to get the scores of students' pronunciation ability. It is a kind of test to measure the students' achievement of pronunciation ability (Hughes, 2003). In the research, the ability dealt with the students' accuracy in pronouncing the words existing on the descriptive text. This descriptive text would be the material prepared to be read aloud that was used as the pronunciation test. The test was administered after the implementation of the Reading Aloud Technique twice (two meetings).

The test implementation in the classroom was administered by inviting one student to come in front of the class while others were waiting outside the classroom. The student then read aloud a piece of paper of a descriptive text having theme of a protected animal for the first pronunciation test and a pet for the second one. In reading the text aloud, they were allowed to apply both American Accent and British and their pronunciation was recorded.

Furthermore, to administer the appropriate test, the researcher also took into account the validity and reliability. To maintain the test validity, the researcher provided the material which was based on their level, it was a descriptive text which

was stated in the curriculum KTSP. In the meantime, to maintain the test reliability, the researcher scored the test result by implementing an inter rater reliability. This was a kind of scoring techniques that used two raters. As what Hughe's points out that to maintain a reliability, in this case to reduce the subjectivity, the test can be scored by two different scorers (inter rater) or one scorer scores the same test in different occasion (2003:22).

Dealing with the research, the raters would score the result of the test in the same time when the pronunciation test was being administered. The score of the pronunciation test was counted by using the scoring table as follows:

**Table 3.2. The Scoring Table of Pronunciation Test**

No.	Students' names	Score
1.	Abyati Amalia Kartika	$S = A/B \times 100$

Notes:

S = The students' score of the correct word pronunciation

A = The number of correct word pronunciation obtained by the students

B = The total number of the words in the text

Because of applying two raters (inter rater) system, the two sets of scoring were averaged to determine the students' achievement level in the following table:

**Table 3.3. The Compilation Scoring Table of Pronunciation Test**

No.	The Students' Names	The English Teacher's Score (ETS)	The Researcher's Score (RS)	Average Score $\frac{(ETS + RS)}{2}$	Achievement level
1.	Abyati Amalia Kartika	72.73	73.64	73.18	Good
2.	Havilla Berliana	23.73	23.73	23.73	Failed

*Continued on the next page*

3.	Ria Safitri	62.72	66.36	65.54	Fair
4.	Caroline Gunawan	92.73	93.64	93.18	Excellent
5.	Saidah Fauziyah	54.54	58.18	56.36	Poor
<p>The attainment percentage of the students getting the acceptable achievement level:</p> $Pa = \frac{A}{N} \times 100\%$ <p>Notes:  Pa: The attainment percentage of the students getting the acceptable achievement level (good and excellent achievement level)  A : The number of the students getting the acceptable achievement level  N : The total number of the students in the classroom  (Adapted from Masyhud, 2014:298)</p>					

The table above shows the compilation of the two raters. The two scores were averaged and then it determined the students' pronunciation achievement level of the achievement. Afterward, it could be counted the attainment percentage of the students getting the acceptable achievement level (good and excellent achievement level) and it could be known that the implementation of the Reading Aloud Technique could increase the students' English pronunciation accuracy in the descriptive text.

### 3.5.2. Secondary Data

The secondary data will be collected by:

#### a. Doing interview

Before doing the research, the researcher interviewed the English teacher dealing with the curriculum used in the school, the techniques used in teaching pronunciation, and the students' weaknesses of pronunciation teaching.

#### b. Getting the documentation

The documentation represented the students' names (attendant list) and the test results.

### 3.6. Data Analysis Method

After implementing the activities in the classroom, there was a pronunciation test in each cycle to measure the students' pronunciation achievement. The students' pronunciation achievement was indicated by the pronunciation score. The score was counted by using the following formula:

$$S = \frac{A}{B} \times 100$$

Notes:

S = The students' score of the correct word pronunciation

A = The number of correct word pronunciation obtained by the Students

B = The total number of the words in the text

The formula above was used to know the students' pronunciation scores by implementing the inter rater scoring system. After getting the students' scores and averaging the scores, the researcher then knew the number of students achieving the acceptable achievement level (good and excellent) in which their scores were  $\geq 70$ .

After knowing the number of the students getting the acceptable achievement level, the percentage of them is counted by using the formula as follows:

$$Pa = \frac{A}{N} \times 100\%$$

Note:

Pa = The percentage of the students getting the acceptable achievement level

A = The number of the students who get the acceptable achievement level

N = The total number of the students in the class

(Adapted from Masyhud, 2014:298)

After counting the percentage of students getting the acceptable achievement level, the researcher wrote down the result about the research which had been conducted and proved that Reading Aloud Technique was useful for students to make their pronunciation accuracy enhanced.



## CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presented the conclusion of the research and the suggestion. Each item would be presented in the following section.

### 5.1. Conclusion

Based on the result of the data analysis and the discussion in the previous chapter, there was an important point being the research result. It was a successful research implementation of the Reading Aloud Technique could improve the second year students' pronunciation accuracy in the descriptive text. It was proved by a series of tests namely pretest, pronunciation test 1, and continued by pronunciation test 2. In pretest, the attainment percentage of the students' acceptable achievement level (good and excellent) was 33.33%, and then it improved significantly as much as 68.75% in Cycle 1, and 93.10% in Cycle 2. Although there were different total number of participants in each test, they were 33 students in pretest, 16 students in test 1, and 29 number in test 2, it could be said that the research was successful because the attainment percentage which showed the students' pronunciation achievement had been achieved.

### 5.2. Suggestion

As the result of this research reported that implementing the Reading Aloud Technique could improve the second year students' pronunciation accuracy in the descriptive text, the researcher gave some suggestions to the following people.

#### 1. The English teacher

Based on the research result, it was suggested to the English teacher to apply the reading aloud technique to help the students pronounce the English words correctly. This technique was applicable and was easy to be integrated with the English material, in this case descriptive text or other text type. Nevertheless, it

was recommended to integrate the technique with recount and narrative text. It could catch up their attention because the students felt they were being told a certain story of someone's experience for a recount text or fables, myth, legend, or fairytales for a narrative text. It was unanswerable that many students like listening to the stories recited by teacher nowadays.

## 2. The future researchers

It is hoped that the result of the research could be used as a reference to conduct further researches dealing with the implementation of the Reading Aloud Technique in different research area and research design to strengthen the research result. The future researcher can apply the technique by using different research design like the Experimental Research towards different research subjects with various grades and use different texts such as Narrative, Report, News Item, Hortatory Exposition and so on to ensure that the technique is applicable and valuable to enhance students' pronunciation accuracy.

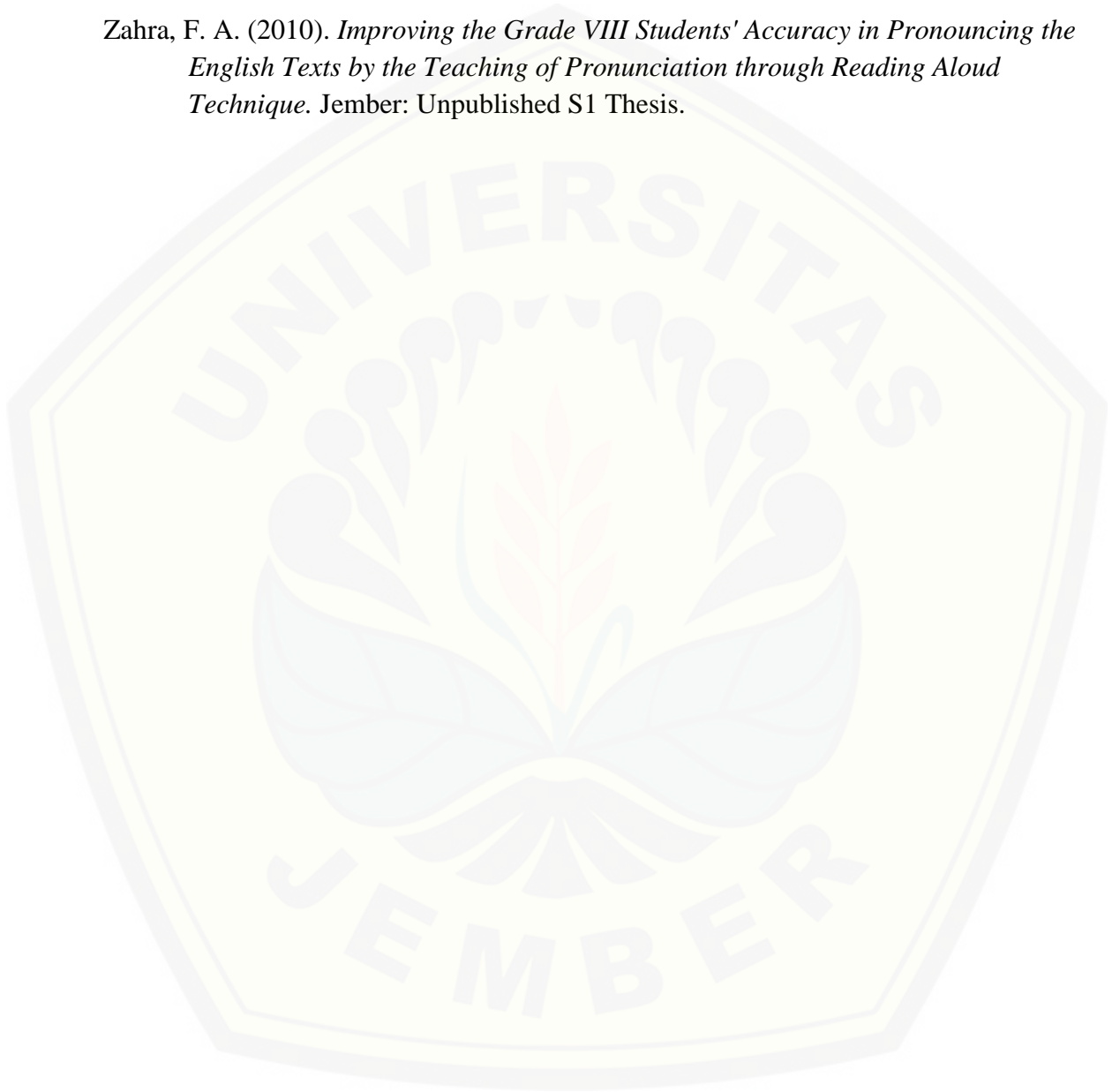
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## RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Method	Hypothesis
Enhancing the VIII B students' pronunciation accuracy in Reading a Descriptive Text by implementing the Reading Aloud Technique at SMP Plus Darus Sholah Jember.	Can the implementation of Reading Aloud Technique enhance the VIII B students' pronunciation accuracy in reading a Descriptive Text at SMP Plus Darus Sholah Jember?	<ol style="list-style-type: none"> <li>1. Dependent Variable: VIII B students' pronunciation accuracy in reading a descriptive text at SMP Plus Darus Sholah Jember.</li> <li>2. Independent Variable: The implementation of Reading Aloud Technique in reading a descriptive text to the VIII B students at SMP Plus Darus Sholah Jember</li> </ol>	<ol style="list-style-type: none"> <li>1. The implementation of RA in the pronunciation teaching.</li> <li>2. The accurate pronunciation in uttering the words existing in the text covers:                             <ol style="list-style-type: none"> <li>a) Pronouncing the words correctly by the right phoneme representing the sound of the words,</li> <li>b) Pronouncing louder on the stressed syllables,</li> <li>c) Pronouncing softer on the unstressed syllables,</li> <li>d) Pronouncing the words correctly by taking into account the right stressed and the unstressed syllables as written out in the phonetic transcription provided in each Text.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Research Participants: The VIII B of SMP Plus Darus Sholah Jember,</li> <li>2. Informant: The English teacher of class VIII at SMP Plus Darus Sholah Jember</li> <li>3. Documents:                             <ol style="list-style-type: none"> <li>a. The students' names,</li> <li>b. The students' test scores.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Research design: Classroom Action Research,</li> <li>2. Area Determination Method: Purposive Method,</li> <li>3. Research Subject Determination Method: Purposive Method,</li> <li>4. The data collection methods:                             <ol style="list-style-type: none"> <li>a. Primary data. Administering pronunciation tests,</li> <li>b. Secondary data.                                     <ol style="list-style-type: none"> <li>1) Doing an interview,</li> <li>2) Getting documentation</li> </ol> </li> </ol> </li> <li>5. The data analysis:                             <ol style="list-style-type: none"> <li>a. Counting the number of students getting the acceptable achievement level (good and excellent achievement level)</li> </ol> </li> </ol>	<p>The implementation of the Reading Aloud Technique can enhance the pronunciation accuracy in reading a descriptive text of VIII B students at SMP Plus Darus Sholah Jember.</p>

					<p>on the test,</p> <p>b. Counting the attainment percentage of the students getting the acceptable achievement level by using the following formula:</p> $Pa = \frac{A}{N} \times 100\%$ <p>Note:  Pa = The percentage of the students getting the acceptable achievement level  A = The total number of students getting the acceptable achievement level  N = The total number of the students in the classroom</p>	
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**APPENDIX B****a. The Result of Interviewing Teacher (September 6<sup>th</sup>, 2016)**

<b>No.</b>	<b>Questions</b>	<b>Responds</b>
1.	What curriculum does the school apply?	It uses a KTSP.
2.	What do you usually find towards the students in your pronunciation teaching?	They found difficulty in pronouncing English words so that I frequently got difficulty in understanding what they said in a conversation class.
3.	What teaching technique do you usually apply in the classrooms?	I apply word drilling. Simply, I say the English words and then I have them repeat what I have just said in a Conversation Class.
4.	What do you think about the effect of applying this technique?	Honestly, the students a little bit don't like it because of getting bored and it is a time-consuming activity too. But it is simple. Usually I apply it in the classroom. At first, they could pronounce the words correctly. Later, I have to repeat it in the next meeting due to their lack of pronunciation practice. Besides, I think the influence of their mother tongue and embarrassment had made their pronunciation is not good.
5.	Have you ever applied the Reading Aloud Technique?	No, I have not. I think it's a reading activity than a pronunciation one.
6.	May I conduct the research here by applying the RA?	Yes, with pleasure. But, please take into account of the text length.

**b. Documentation Guide**

<b>No.</b>	<b>The Supporting Data Required</b>	<b>Resources</b>
1.	The students' names	School document
2.	The students' pretest score	Researcher's document

**APPENDIX C****The Text for Pretest****My Lovely Kittens**

My cat, Betty, have four kittens in my house. The first is Robin. He is a big male. His hair is brown with black markings. I put a black ribbon on his neck. The second is a male too. His name is Oscar. He has brown hair with white markings. He has a white ribbon around his neck. The two other kittens are brown haired with no markings. They are female. They are Ruby and Joice. Ruby has a red ribbon on her neck while Joice has a pink ribbon. Even though they are not quite the same, they are so cute and I love them all.

-110 words-

(Adapted from Priyana, J. *et. al.*, 2008:14)

**The Phonetic Transcription of the Text**

*maɪ 'ləvli 'kɪtənz*

*maɪ kæt, 'betɪ, hæv fɔ: 'kɪtənz ɪn maɪ haʊs. ðə fɜ:st ɪz 'Rɒbɪn. hɪ ɪz ə bɪg meɪl. hɪs heər ɪz braʊn wɪθ blæk 'ma:kɪŋz. aɪ pʊt ə blæk 'rɪbən ən hɪs nek. ðə 'sekənd ɪz ə meɪl tu: . hɪs neɪm ɪz 'Oz kər. hɪ hæz braʊn heər wɪθ waɪt 'ma:kɪŋz. hɪ hæz ə waɪt 'rɪbən ə'raʊnd hɪz nek. ðə tu: 'aðər 'kɪtənz a: braʊn heəd wɪθ noʊ ma:kɪŋz. ðeɪ a: 'fi:meɪl. ðeɪ a: 'Rɒbɪ ænd 'Joɪs. 'Rɒbɪ hæz ə red 'rɪbən ən hər nek whaɪl 'Joɪs hæz ə pɪŋk 'rɪbən. 'i:vən ðəʊ ðeɪ a: nat kʊaɪt ðə sem, ðeɪ a: soʊ kjʊ:t ænd aɪ ləv ðəm ɔll.*

## APPENDIX D

## Pretest Score of Class VIII B

## 1. The English teacher's Pretest Score

No.	Name	$S = \frac{A}{B} \times 100$	Score
1.	Abyati Amalia Kartika	$S = \frac{80}{110} \times 100$	72.73
2.	Alfiyatut Toyibah	$S = \frac{87}{110} \times 100$	79.09
3.	Amalia Khusnul Khotimah	$S = \frac{78}{110} \times 100$	70.90
4.	Anis Sulfa Agustin	$S = \frac{68}{110} \times 100$	61.82
5.	Arefa Lucky Maulida	$S = \frac{77}{110} \times 100$	70.00
6.	Amalia Suci Romadona	$S = \frac{59}{110} \times 100$	53.64
7.	Caroline Gunawan	$S = \frac{102}{110} \times 100$	92.73
8.	Destia Fitriatus Sholeha	$S = \frac{71}{110} \times 100$	64.54
9.	Devi Maureta Putri	$S = \frac{80}{110} \times 100$	72.73
10.	Elsa Mona Candida	$S = \frac{58}{110} \times 100$	52.73
11.	Halimatus Sa'diyah	$S = \frac{58}{110} \times 100$	52.73
12.	Holilatus Sahdiyah	$S = \frac{68}{110} \times 100$	61.82
13.	Lusiana Vibiola Putri	$S = \frac{61}{110} \times 100$	44.45
14.	Nailiatul Maghfiroh	$S = \frac{54}{110} \times 100$	49.09
15.	Nanda Amalus Sholehah	$S = \frac{77}{110} \times 100$	70.00
16.	Nanda Diva Aiswary	$S = \frac{86}{110} \times 100$	78.18
17.	Nur Laili Nurul Wahidah	$S = \frac{90}{110} \times 100$	81.82

Continued on the next page



18.	Nurul Julaika	$S = \frac{67}{110} \times 100$	60.91
19.	Putri Wardiani	$S = \frac{61}{110} \times 100$	55.45
20.	Putri Zakiyah Zaneta Sari	$S = \frac{66}{110} \times 100$	60.00
21.	Radika Lista Dirana	$S = \frac{55}{110} \times 100$	50.00
22.	Rani Maulida Sari	$S = \frac{62}{110} \times 100$	56.36
23.	Ria Safitri	$S = \frac{74}{110} \times 100$	67.72
24.	Rifni Miftahur Rohmah	$S = \frac{74}{110} \times 100$	67.27
25.	Septi Arevana Maulida Umar	$S = \frac{89}{110} \times 100$	80.90
26.	Wahyu Fitri Fajriyanti	$S = \frac{74}{110} \times 100$	67.27
27.	Widiyana Putri Permatasari	$S = \frac{66}{110} \times 100$	60.82
28.	Aurillia Zahra R	$S = \frac{68}{110} \times 100$	61.82
29.	Siti Wulandari	$S = \frac{60}{110} \times 100$	54.54
30.	Nur Hakimah	$S = \frac{92}{110} \times 100$	83.64
31.	Leni Nur Cahya N	$S = \frac{66}{110} \times 100$	60.00
32.	Zulfa Lailiyah	$S = \frac{67}{110} \times 100$	60.91
33.	Syaidah Fauziyah	$S = \frac{60}{110} \times 100$	54.54

## 2. The Researcher's Pretest Score

No.	Name	$S = \frac{A}{B} \times 100$	Score
1.	Abyati Amalia Kartika	$S = \frac{81}{110} \times 100$	73.64
2.	Alfiyatut Toyibah	$S = \frac{87}{110} \times 100$	79.09
3.	Amalia Khusnul Khotimah	$S = \frac{77}{110} \times 100$	70.00
4.	Anis Sulfa Agustin	$S = \frac{71}{110} \times 100$	64.54
5.	Arefa Lucky Maulida	$S = \frac{77}{110} \times 100$	70.00
6.	Amalia Suci Romadona	$S = \frac{60}{110} \times 100$	54.54
7.	Caroline Gunawan	$S = \frac{103}{110} \times 100$	93.64
8.	Destia Fitriatus Sholeha	$S = \frac{68}{110} \times 100$	61.81
9.	Devi Maureta Putri	$S = \frac{81}{110} \times 100$	73.64
10.	Elsa Mona Candida	$S = \frac{58}{110} \times 100$	52.73
11.	Halimatus Sa'diyah	$S = \frac{59}{110} \times 100$	53.64
12.	Holilatus Sahdiyah	$S = \frac{71}{110} \times 100$	64.54
13.	Lusiana Vibiola Putri	$S = \frac{66}{110} \times 100$	60.00
14.	Nailiatul Maghfiroh	$S = \frac{54}{110} \times 100$	49.09
15.	Nanda Amalus Sholehah	$S = \frac{80}{110} \times 100$	72.73
16.	Nanda Diva Aiswary	$S = \frac{90}{110} \times 100$	81.82
17.	Nur Laili Nurul Wahidah	$S = \frac{82}{110} \times 100$	74.54
18.	Nurul Julaika	$S = \frac{67}{110} \times 100$	60.91
19.	Putri Wardiani	$S = \frac{61}{110} \times 100$	55.45

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20.	Putri Zakiyah Zaneta Sari	$S = \frac{69}{110} \times 100$	62.73
21.	Radika Lista Dirana	$S = \frac{55}{110} \times 100$	50.00
22.	Rani Maulida Sari	$S = \frac{61}{110} \times 100$	55.45
23.	Ria Safitri	$S = \frac{73}{110} \times 100$	66.36
24.	Rifni Miftahur Rohmah	$S = \frac{71}{110} \times 100$	64.54
25.	Septi Arevana Maulida Umar	$S = \frac{86}{110} \times 100$	78.18
26.	Wahyu Fitri Fajriyanti	$S = \frac{72}{110} \times 100$	65.45
27.	Widiyana Putri Permatasari	$S = \frac{68}{110} \times 100$	61.82
28.	Aurillia Zahra R	$S = \frac{73}{110} \times 100$	66.36
29.	Siti Wulandari	$S = \frac{62}{110} \times 100$	56.36
30.	Nur Hakimah	$S = \frac{89}{110} \times 100$	80.91
31.	Leny Nur Cahya N	$S = \frac{63}{110} \times 100$	57.27
32.	Zulfa Lailiyah	$S = \frac{67}{110} \times 100$	60.91
33.	Syaidah Fauziyah	$S = \frac{64}{110} \times 100$	58.18

### 3. The Compilation Pretest Score

No	The Students' Names	The English Teacher's Score (ETS)	The Researcher's Score (RS)	Average Score $\frac{(ETS + RS)}{2}$	Achievement Level
1.	Abyati Amalia Kartika	72.73	73.64	73.18	Good
2.	Alfiyatut Toyibah	79.09	79.09	79.09	Good
3.	Amalia Khusnul Khotimah	70.90	70.00	70.04	Good
4.	Anis Sulfa Agustin	61.82	64.54	63.18	Fair
5.	Arefa Lucky Maulida	70.00	70.00	70.00	Good
6.	Amalia Suci Romadona	53.64	54.54	54.09	Poor
7.	Caroline Gunawan	92.73	93.64	93.18	Excellent
8.	Destia Fitriatus Sholeha	64.54	61.81	63.17	Fair
9.	Devi Maureta Putri	72.73	73.64	73.18	Good
10.	Elsa Mona Candida	52.73	52.73	52.73	Poor
11.	Halimatus Sa'diyah	52.73	53.64	53.18	Poor
12.	Holilatus Sahdiyah	61.82	64.54	63.18	Fair
13.	Lusiana Vibiola Putri	55.45	60.00	57.72	Poor
14.	Nailiatul Maghfiroh	49.09	49.09	49.09	Poor
15.	Nanda Amalus Sholehah	70.00	72.73	71.36	Good
16.	Nanda Diva Aiswary	78.18	81.82	80.00	Good
17.	Nur Laili Nurul Wahidah	81.82	74.54	78.18	Good
18.	Nurul Julaika	60.91	60.91	60.91	Fair
19.	Putri Wardiani	55.45	55.45	55.45	Poor

*Continued on the next page*

20.	Putri Zakiyah Zaneta Sari	60.00	62.73	61.36	Fair
21.	Radika Lista Dirana	50.00	50.00	50.00	Poor
22.	Rani Maulida Sari	56.36	55.45	55.90	Poor
23.	Ria Safitri	62.72	66.36	65.54	Fair
24.	Rifni Miftahur Rohmah	67.27	64.54	69.90	Fair
25.	Septi Arevana Maulida Umar	80.90	78.18	79.54	Good
26.	Wahyu Fitri Fajriyanti	67.27	65.45	66.36	Fair
27.	Widiyana Putri Permatasari	60.82	61.82	61.32	Fair
28.	Aurillia Zahra R	61.82	66.36	64.09	Fair
29.	Siti Wulandari	54.54	56.36	55.45	Poor
30.	Nur Hakimah	83.64	80.91	82.27	Excellent
31.	Leni Nur Cahya N	60.00	57.27	58.63	Poor
32.	Zulfa Lailiyah	60.91	60.91	60.91	Fair
33.	Saidah Fauziyah	54.54	58.18	56.36	Poor
<p>The percentage of students getting the acceptable achievement level:</p> $Pa = \frac{A}{N} \times 100\%$ <p>Notes:</p> <ol style="list-style-type: none"> <li>1. Acceptable achievement level refers to good and excellent achievement level</li> <li>2. Pa: The attainment percentage of the students getting the acceptable achievement level</li> <li>3. A : The number of the students getting the acceptable achievement level</li> <li>4. N : The total number of the students in the classroom</li> </ol> <p>(Adapted from Masyhud, 2015:70)</p>					$Pa = \frac{11}{33} \times 100\%$ $= 33.33\%$



## APPENDIX E

## Pretest Score of Class VIII C

## 1. The English Teacher's Pretest Score of Class VIII C

No.	Name	$S = \frac{A}{B} \times 100$	Score
1.	Aini Aulia Farah	$S = \frac{77}{110} \times 100$	70.00
2.	Ayu Aziroh	$S = \frac{79}{110} \times 100$	71.82
3.	Aprillia Sekar Wulandari	$S = \frac{79}{110} \times 100$	71.82
4.	Asyita Nabila Firdausi	$S = \frac{80}{110} \times 100$	72.73
5.	Ayu Putri Puspitasari	$S = \frac{77}{110} \times 100$	70.00
6.	Azizah Ulfah Masykur	$S = \frac{72}{110} \times 100$	65.45
7.	Berlian Nur Zahro	$S = \frac{72}{110} \times 100$	65.45
8.	Fidyah Putri Junia	$S = \frac{76}{110} \times 100$	69.09
9.	Ina Kojja'ah	$S = \frac{74}{110} \times 100$	67.27
10.	Laila Nurdiana	$S = \frac{78}{110} \times 100$	70.91
11.	Laili Faiqotul Maqfiroh	$S = \frac{85}{110} \times 100$	77.27
12.	Laurensia Ekawidyawati Bere Manek	$S = \frac{90}{110} \times 100$	81.82
13.	Lia Ulfa Kholiday	$S = \frac{93}{110} \times 100$	84.54
14.	Nabila Ayu Rasyida	$S = \frac{77}{110} \times 100$	73.64
15.	Nasiatul Amalia	$S = \frac{80}{110} \times 100$	72.73
16.	Nur Fitria Putri Eka Sholeha	$S = \frac{79}{110} \times 100$	71.82
17.	Putri Amanda Sari	$S = \frac{83}{110} \times 100$	75.45
18.	Putri Devita Sari	$S = \frac{76}{110} \times 100$	69.09

Continued on the next page

19.	Reisya Meilani Juli A	$S = \frac{77}{110} \times 100$	70.00
20.	Riza Farahdiba	$S = \frac{79}{110} \times 100$	71.82
21.	Rona Kusuma	$S = \frac{80}{110} \times 100$	72.73
22.	Sevia Aylula Putry	$S = \frac{65}{110} \times 100$	59.09
23.	Siti Aisyasyah	$S = \frac{77}{110} \times 100$	70.00
24.	Yasmin Humairoh	$S = \frac{87}{110} \times 100$	79.09
25.	Muhammad Rifqi Taufikurrohman	$S = \frac{90}{110} \times 100$	81.82
26.	Yuliana J Afriani	$S = \frac{95}{110} \times 100$	86.36
27.	Amalia Firdaus	$S = \frac{60}{110} \times 100$	54.54

**2. The Researcher's Pretest Score**

No.	Name	$S = \frac{A}{B} \times 100$	Score
1.	Aini Aulia Farah	$S = \frac{79}{110} \times 100$	71.82
2.	Ayu Aziroh	$S = \frac{79}{110} \times 100$	71.82
3.	Aprillia Sekar Wulandari	$S = \frac{76}{110} \times 100$	69.09
4.	Asyita Nabila Firdausi	$S = \frac{81}{110} \times 100$	73.64
5.	Ayu Putri Puspitasari	$S = \frac{77}{110} \times 100$	70.00
6.	Azizah Ulfah Masykur	$S = \frac{75}{110} \times 100$	68.18
7.	Berlian Nur Zahro	$S = \frac{73}{110} \times 100$	66.36
8.	Fidyah Putri Junia	$S = \frac{75}{110} \times 100$	68.18
9.	Ina Kojja'ah	$S = \frac{70}{110} \times 100$	63.64
10.	Laila Nurdiana	$S = \frac{78}{110} \times 100$	70.91
11.	Laili Faiqotul Maqfiroh	$S = \frac{88}{110} \times 100$	80.00
12.	Laurensia Ekawidyawati Bere Manek	$S = \frac{88}{110} \times 100$	80.00
13.	Lia Ulfa Kholiday	$S = \frac{93}{110} \times 100$	84.54
14.	Nabila Ayu Rasyida	$S = \frac{82}{110} \times 100$	74.54
15.	Nasiatul Amalia	$S = \frac{81}{110} \times 100$	73.64
16.	Nur Fitria Putri Eka Sholeha	$S = \frac{79}{110} \times 100$	71.82
17.	Putri Amanda Sari	$S = \frac{81}{110} \times 100$	73.64

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18.	Putri Devita Sari	$S = \frac{77}{110} \times 100$	70.00
19.	Reisya Meilani Juli A	$S = \frac{78}{110} \times 100$	70.91
20.	Riza Farahdiba	$S = \frac{79}{110} \times 100$	71.82
21.	Rona Kusuma	$S = \frac{80}{110} \times 100$	72.73
22.	Sevia Aylula Putry	$S = \frac{67}{110} \times 100$	60.91
23.	Siti Aisyasyah	$S = \frac{78}{110} \times 100$	70.91
24.	Yasmin Humairoh	$S = \frac{87}{110} \times 100$	79.09
25.	Muhammad Rifqi Taufikurrohman	$S = \frac{90}{110} \times 100$	81.82
26.	Yuliana J Afriani	$S = \frac{96}{110} \times 100$	87.27
27.	Amalia Firdaus	$S = \frac{61}{110} \times 100$	55.45

### 3. The Compilation Pretest Score

No	The Students' Names	The English Teacher's Score (ETS)	The Researcher's Score (RS)	Average Score $\frac{(ETS + RS)}{2}$	Achievement Level
1.	Aini Aulia Farah	70.00	71.82	70.91	Good
2.	Ayu Aziroh	71.82	71.82	71.82	Good
3.	Aprillia Sekar Wulandari	71.82	69.09	70.45	Good
4.	Asyita Nabila Firdausi	72.73	73.64	73.18	Good
5.	Ayu Putri Puspitasari	70.00	70.00	70.00	Good
6.	Azizah Ulfah Masykur	65.45	68.18	66.81	Fair
7.	Berlian Nur Zahro	65.45	66.36	65.90	Fair
8.	Fidyah Putri Junia	69.09	68.18	68.63	Fair
9.	Ina Kojja'ah	67.27	63.64	65.45	Fair
10.	Laila Nurdiana	70.91	70.91	70.91	Good
11.	Laili Faiqotul Maqfiroh	77.27	80.00	78.63	Good
12.	Laurensia Ekawidyawati Bere Manek	81.82	80.00	80.91	Excellent
13.	Lia Ulfa Kholiday	84.54	84.54	84.54	Excellent
14.	Nabila Ayu Rasyida	73.64	74.54	74.09	Good
15.	Nasiatul Amalia	72.73	73.64	73.18	Good
16.	Nur Fitria Putri Eka Sholeha	71.82	71.82	71.82	Good
17.	Putri Amanda Sari	75.45	73.64	74.54	Good

*Continued on the next page*



18.	Putri Devita Sari	69.09	70.00	69.54	Fair
19.	Reisya Meilani Juli A	70.00	70.91	70.45	Good
20.	Riza Farahdiba	71.82	71.82	71.82	Good
21.	Rona Kusuma	72.73	72.73	74.54	Good
22.	Sevia Aylula Putry	59.09	60.91	60.00	Fair
23.	Siti Aisyasyah	70.00	70.91	70.45	Good
24.	Yasmin Humairoh	79.09	79.09	79.09	Good
25.	Muhammad Rifqi Taufikurrohman	81.82	81.82	81.82	Excellent
26.	Yuliana J Afriani	86.36	87.27	86.81	Excellent
27.	Amalia Firdaus	54.54	55.45	55.00	Poor
<p>The percentage of students getting the acceptable achievement level:</p> $Pa = \frac{A}{N} \times 100\%$ <p>Notes:</p> <ol style="list-style-type: none"> <li>1. Acceptable achievement level refers to good and excellent achievement level</li> <li>2. Pa: The attainment percentage of the students getting the acceptable achievement level</li> <li>3. A : The number of the students getting the acceptable achievement level</li> <li>4. N : The total number of the students in the classroom</li> </ol> <p>(Adapted from Masyhud, 2015:70)</p>					$Pa = \frac{20}{27} \times 100\%$ $= 74.07\%$

**APPENDIX F****Pretest Score of Class VIII F****1. The English Teacher's Pretest Score**

No.	Name	$S = \frac{A}{B} \times 100$	Score
1.	Aida Naja Sabiela	$S = \frac{79}{110} \times 100$	71.82
2.	Annisa Zahrowani	$S = \frac{75}{110} \times 100$	68.18
3.	Aufelia Meiza Mauida	$S = \frac{88}{110} \times 100$	80.00
4.	Azzahra Nuril Firdaus	$S = \frac{98}{110} \times 100$	89.09
5.	Dea Amaliatuz Zakiya	$S = \frac{95}{110} \times 100$	86.36
6.	Dea Wilda Aluv Hadfian	$S = \frac{81}{110} \times 100$	73.64
7.	Faizah Amirah Faradila	$S = \frac{78}{110} \times 100$	70.91
8.	Febri Safinatur Rohmah	$S = \frac{57}{110} \times 100$	51.82
9.	Iffah Azizah	$S = \frac{68}{110} \times 100$	61.82
10.	Iswatul Haida Ferdianti	$S = \frac{82}{110} \times 100$	74.54
11.	Izzah Badiatil Fadiyah	$S = \frac{76}{110} \times 100$	69.09
12.	Lisa Maretha Wulandari	$S = \frac{77}{110} \times 100$	70.00
13.	Lulu Hammadah	$S = \frac{80}{110} \times 100$	72.73
14.	Lutfah Rozzalina	$S = \frac{87}{110} \times 100$	79.09
15.	Madinatul Munawaroh	$S = \frac{86}{110} \times 100$	78.18

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16.	Mailindza Sofia Arisyanto	$S = \frac{96}{110} \times 100$	87.27
17.	Mentari Indah Kirana	$S = \frac{90}{110} \times 100$	81.82
18.	Naila Hanun Namira	$S = \frac{81}{110} \times 100$	73.64
19.	Nazila Khiyaratul Uula	$S = \frac{100}{110} \times 100$	90.91
20.	Nuril Izza Afqorina Putri MZ	$S = \frac{87}{110} \times 100$	79.09
21.	Nuril Yuliani Yendrika	$S = \frac{81}{110} \times 100$	73.64
22.	Nurul Hayatus Syifa	$S = \frac{67}{110} \times 100$	60.91
23.	Regina Amelia Muslim	$S = \frac{78}{110} \times 100$	70.91
24.	Siti Hauraa Nafiisa	$S = \frac{79}{110} \times 100$	71.82
25.	Siti Nur Aini	$S = \frac{79}{110} \times 100$	71.82
26.	Siti Nur Azizah	$S = \frac{80}{110} \times 100$	72.73
27.	Siti Nur Aini	$S = \frac{65}{110} \times 100$	59.09
28.	Siti Nurqomariyatul Huriyah	$S = \frac{80}{110} \times 100$	72.73
29.	Siti Sulfa Wulandari	$S = \frac{82}{110} \times 100$	74.54
30.	Siti Wasiatur Rohmah	$S = \frac{98}{110} \times 100$	89.09
31.	Vika Maulida	$S = \frac{82}{110} \times 100$	74.54
32.	Wahyu Lestari	$S = \frac{84}{110} \times 100$	76.36

## 2. The Researcher's Pretest Score

No.	Name	$S = \frac{A}{B} \times 100$	Score
1.	Aida Naja Sabiela	$S = \frac{82}{110} \times 100$	74.54
2.	Annisa Zahrowani	$S = \frac{75}{110} \times 100$	68.18
3.	Aufelia Meiza Mauida	$S = \frac{89}{110} \times 100$	80.91
4.	Azzahra Nuril Firdaus	$S = \frac{95}{110} \times 100$	86.36
5.	Dea Amaliatuz Zakiya	$S = \frac{96}{110} \times 100$	87.27
6.	Dea Wilda Aluv Hadfian	$S = \frac{80}{110} \times 100$	72.73
7.	Faizah Amirah Faradila	$S = \frac{79}{110} \times 100$	71.82
8.	Febri Safinatur Rohmah	$S = \frac{57}{110} \times 100$	51.82
9.	Iffah Azizah	$S = \frac{71}{110} \times 100$	64.54
10.	Iswatul Haida Ferdianti	$S = \frac{83}{110} \times 100$	75.45
11.	Izzah Badiatil Fadiyah	$S = \frac{75}{110} \times 100$	68.18
12.	Lisa Maretha Wulandari	$S = \frac{78}{110} \times 100$	70.91
13.	Lulu Hammadah	$S = \frac{76}{110} \times 100$	69.09
14.	Lutfah Rozzalina	$S = \frac{88}{110} \times 100$	80.00
15.	Madinatul Munawaroh	$S = \frac{86}{110} \times 100$	78.18
16.	Mailindza Sofia Arisyanto	$S = \frac{96}{110} \times 100$	87.27
17.	Mentari Indah Kirana	$S = \frac{87}{110} \times 100$	79.09
18.	Naila Hanun Namira	$S = \frac{82}{110} \times 100$	74.54
19.	Nazila Khiyaratul Uula	$S = \frac{98}{110} \times 100$	89.09

*Continued on the next page*

20.	Nuril Izza Afqorina Putri MZ	$S = \frac{88}{110} \times 100$	80.00
21.	Nuril Yuliandini Yendrika	$S = \frac{80}{110} \times 100$	72.73
22.	Nurul Hayatus Syifa	$S = \frac{67}{110} \times 100$	60.91
23.	Regina Amelia Muslim	$S = \frac{79}{110} \times 100$	71.82
24.	Siti Hauraa Nafiisa	$S = \frac{80}{110} \times 100$	72.73
25.	Siti Nur Aini	$S = \frac{80}{110} \times 100$	72.73
26.	Siti Nur Azizah	$S = \frac{80}{110} \times 100$	72.73
27.	Siti Nur Aini	$S = \frac{67}{110} \times 100$	60.91
28.	Siti Nurqomariyatul Huriyah	$S = \frac{82}{110} \times 100$	74.54
29.	Siti Sulfa Wulandari	$S = \frac{80}{110} \times 100$	72.73
30.	Siti Wasiatur Rohmah	$S = \frac{96}{110} \times 100$	87.27
31.	Vika Maulida	$S = \frac{84}{110} \times 100$	76.36
32.	Wahyu Lestari	$S = \frac{84}{110} \times 100$	76.36



### 3. The Compilation Pretest Score of Class VIII F

No	The Students' Names	The English Teacher's Score (ETS)	The Researcher's Score (RS)	Average Score $\frac{(ETS + RS)}{2}$	Achievement Level
1.	Aida Naja Sabiela	71.82	74.54	73.18	Good
2.	Annisa Zahrowani	68.18	68.18	68.18	Fair
3.	Aufelia Meiza Mauida	80.00	80.91	80.45	Good
4.	Azzahra Nuril Firdaus	89.09	86.36	87.72	Excellent
5.	Dea Amaliatuz Zakiya	86.36	87.27	86.81	Excellent
6.	Dea Wilda Aluv Hadfian	73.64	72.73	73.18	Good
7.	Faizah Amirah Faradila	70.91	71.82	71.36	Good
8.	Febri Safinatur Rohmah	51.82	51.82	51.82	Poor
9.	Iffah Azizah	61.82	64.54	63.18	Fair
10.	Iswatul Haida Ferdianti	74.54	75.45	75.00	Good
11.	Izzah Badiatil Fadiyah	69.09	68.18	68.63	Fair
12.	Lisa Maretha Wulandari	70.00	70.91	70.45	Good
13.	Lulu Hammadah	72.73	69.09	70.91	Good
14.	Lutfah Rozzalina	79.09	80.00	79.54	Good
15.	Madinatul Munawaroh	78.18	78.18	78.18	Good
16.	Mailindza Sofia Arisyanto	87.27	87.27	87.27	Excellent
17.	Mentari Indah Kirana	81.82	79.09	80.45	Excellent
18.	Naila Hanun Namira	73.64	74.54	74.09	Good

*Continued on the next page*

19.	Nazila Khiyaratul U	90.91	89.09	90.00	Excellent
20.	Nuril Izza Afqorina PMZ	79.09	80.00	79.54	Good
21.	Nuril Yuliandini Yendrika	73.64	72.73	73.18	Good
22.	Nurul Hayatus Syifa	60.91	60.91	60.91	Fair
23.	Regina Amelia Muslim	70.91	71.82	71.36	Good
24.	Siti Hauraa Nafiisa	71.82	72.73	72.27	Good
25.	Siti Nur Aini	71.82	72.73	72.27	Good
26.	Siti Nur Azizah	72.73	72.73	72.73	Good
27.	Siti Nur Aini	59.09	60.91	60.00	Fair
28.	Siti N Huriyah	72.73	74.54	73.63	Good
29.	Siti Sulfa Wulandari	74.54	72.73	73.63	Good
30.	Siti Wasiatur Rohmah	89.09	87.27	88.18	Excellent
31.	Vika Maulida	74.54	76.36	75.45	Good
32.	Wahyu Lestari	76.36	76.36	76.36	Good
<p>The percentage of students getting the acceptable achievement level:</p> $Pa = \frac{A}{N} \times 100\%$ <p>Notes:</p> <ol style="list-style-type: none"> <li>1. Acceptable achievement level refers to good and excellent achievement level</li> <li>2. Pa: The attainment percentage of the students getting the acceptable achievement level</li> <li>3. A : The number of the students getting the acceptable achievement level</li> <li>4. N : The total number of the students in the classroom</li> </ol> <p>(Adapted from Masyhud, 2015:70)</p>					
$Pa = \frac{26}{32} \times 100\%$ $= 81.25\%$					

## APPENDIX G

## The Pretest Score of Class VIII G

## 1. The English Teacher's Pretest Score

No.	Name	$S = \frac{A}{B} \times 100$	Score
1.	Achmad Prasetya Utama	$S = \frac{83}{110} \times 100$	75.45
2.	Adhim Wildan Humaidi A.F	$S = \frac{66}{110} \times 100$	60.00
3.	Ahmad Riyanto	$S = \frac{67}{110} \times 100$	60.91
4.	Ahsin Anwaruddin	$S = \frac{67}{110} \times 100$	60.91
5.	Alfian Ridho Alfaroh	$S = \frac{81}{110} \times 100$	73.64
6.	Andrewku Gharis Al Azizi	$S = \frac{80}{110} \times 100$	72.73
7.	Aqil Luthfan Afifie	$S = \frac{79}{110} \times 100$	71.82
8.	As'adzul Fikar	$S = \frac{76}{110} \times 100$	69.09
9.	Danis Indra Pranata	$S = \frac{70}{110} \times 100$	69.09
10.	Davino Rarendra	$S = \frac{85}{110} \times 100$	77.27
11.	Dewa Rizky Setiawan	$S = \frac{81}{110} \times 100$	73.64
12.	Farda faqih agil	$S = \frac{83}{110} \times 100$	75.45
13.	Farid fikal arnam	$S = \frac{59}{110} \times 100$	55.64
14.	Ghaza al ghifari	$S = \frac{70}{110} \times 100$	63.64
15.	Helmy firmansyah	$S = \frac{83}{110} \times 100$	75.45
16.	Kasyfillah mahardika ahmad farhan	$S = \frac{80}{110} \times 100$	72.73
17.	M. Hasbi abror bilmabruri	$S = \frac{80}{110} \times 100$	72.73
18.	Moch Falih Nur Dhaifullah	$S = \frac{79}{110} \times 100$	71.82

Continued on the next page

19.	Moch. Danu pamungkas	$S = \frac{90}{110} \times 100$	81.82
20.	Moh.Iqbal Maulana	$S = \frac{85}{110} \times 100$	77.27
21.	Muhammad Arief Firmansyah	$S = \frac{87}{110} \times 100$	79.09
22.	Muhammad Chaidar Al Kautsar	$S = \frac{77}{110} \times 100$	70.00
23.	Muhammad Rifqi Taufikurrohman	$S = \frac{76}{110} \times 100$	69.09
24.	Muhammad Rouhillah Rouhan	$S = \frac{77}{110} \times 100$	70.00
25.	Muhammad Sa'dudin	$S = \frac{85}{110} \times 100$	77.27
26.	Muhammad Teguh B	$S = \frac{57}{110} \times 100$	51.82
27.	Nicky ganang saputra	$S = \frac{62}{110} \times 100$	56.36
28.	Nur ladzi syahroni rezki	$S = \frac{69}{110} \times 100$	62.73
29.	Taufiq hidayat	$S = \frac{76}{110} \times 100$	69.09
30.	Mohammad Dafiqur Rohman	$S = \frac{72}{110} \times 100$	65.45
31.	Ahmad Najib Fahri	$S = \frac{76}{110} \times 100$	69.09
32.	Rizki Makrufil Karhi	$S = \frac{82}{110} \times 100$	74.54
33.	Afif Afandi	$S = \frac{78}{110} \times 100$	70.91

## 2. The Researcher's Pretest Score

No.	Name	$S = \frac{A}{B} \times 100$	Score
1.	Achmad Prasetya Utama	$S = \frac{82}{110} \times 100$	74.54
2.	Adhim Wildan Humaidi A.F	$S = \frac{67}{110} \times 100$	60.91
3.	Ahmad Riyanto	$S = \frac{67}{110} \times 100$	60.91
4.	Ahsin Anwaruddin	$S = \frac{67}{110} \times 100$	60.91
5.	Alfian Ridho Alfaroh	$S = \frac{80}{110} \times 100$	72.73
6.	Andrewku Gharis Al Azizi	$S = \frac{78}{110} \times 100$	70.91
7.	Aqil Luthfan Afifie	$S = \frac{79}{110} \times 100$	71.82
8.	As'adzul Fikar	$S = \frac{78}{110} \times 100$	70.91
9.	Danis Indra Pranata	$S = \frac{70}{110} \times 100$	63.64
10.	Davino Rarendra	$S = \frac{89}{110} \times 100$	80.90
11.	Dewa Rizky Setiawan	$S = \frac{80}{110} \times 100$	72.73
12.	Farda faqih agil	$S = \frac{81}{110} \times 100$	73.64
13.	Farid fikal arnam	$S = \frac{59}{110} \times 100$	53.64
14.	Ghaza al ghifari	$S = \frac{69}{110} \times 100$	62.73
15.	Helmy firmansyah	$S = \frac{80}{110} \times 100$	72.73
16.	Kasyfillah mahardika ahmad farhan	$S = \frac{79}{110} \times 100$	71.82
17.	M. Hasbi abror bilmabruri	$S = \frac{79}{110} \times 100$	71.82
18.	Moch Falih Nur Dhaifullah	$S = \frac{81}{110} \times 100$	73.64
19.	Moch. Danu pamungkas	$S = \frac{90}{110} \times 100$	81.82

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20.	Moh.Iqbal Maulana	$S = \frac{87}{110} \times 100$	79.09
21.	Muhammad Arief Firmansyah	$S = \frac{85}{110} \times 100$	77.27
22.	Muhammad Chaidar Al Kautsar	$S = \frac{77}{110} \times 100$	70.00
23.	Muhammad Rifqi Taufikurrohman	$S = \frac{75}{110} \times 100$	68.18
24.	Muhammad Rouhillah Rouhan	$S = \frac{74}{110} \times 100$	67.27
25.	Muhammad Sa'dudin	$S = \frac{86}{110} \times 100$	78.18
26.	Muhammad Teguh B	$S = \frac{57}{110} \times 100$	51.82
27.	Nicky ganang saputra	$S = \frac{61}{110} \times 100$	55.45
28.	Nur ladzi syahroni rezki	$S = \frac{74}{110} \times 100$	67.27
29.	Taufiq hidayat	$S = \frac{81}{110} \times 100$	73.64
30.	Mohammad Dafiqur Rohman	$S = \frac{60}{110} \times 100$	54.54
31.	Ahmad Najib Fahri	$S = \frac{76}{110} \times 100$	69.09
32.	Rizki Makrufil Karhi	$S = \frac{81}{110} \times 100$	73.64
33.	Afif Afandi	$S = \frac{77}{110} \times 100$	70.00

### 3. The Compilation Pretest Score

No	The Students' Names	The English Teacher's Score (ETS)	The Researcher's Score (RS)	Average Score $\frac{(ETS + RS)}{2}$	Achievement Level
1.	Achmad Prasetya Utama	75.45	74.54	75.00	Good
2.	Adhim Wildan Humaidi A.F	60.00	60.91	60.96	Fair
3.	Ahmad Riyanto	60.91	60.91	60.91	Fair
4.	Ahsin Anwaruddin	60.91	60.91	60.91	Fair
5.	Alfian Ridho Alfaroh	73.64	72.73	73.18	Good
6.	Andrewku Gharis Al Azizi	72.73	70.91	71.82	Good
7.	Aqil Luthfan Afifie	71.82	71.82	71.82	Good
8.	As'adzul Fikar	69.09	70.91	70.00	Good
9.	Danis Indra Pranata	69.09	63.64	66.36	Fair
10.	Davino Rarendra	77.27	80.90	79.08	Good
11.	Dewa Rizky Setiawan	73.64	72.73	73.18	Good
12.	Farda faqih agil	75.45	73.64	74.54	Good
13.	Farid fikal arnam	55.64	53.64	54.64	Poor
14.	Ghaza al ghifari	63.64	62.73	63.18	Fair
15.	Helmy firmansyah	75.45	72.73	74.09	Good
16.	Kasyfillah mahardika AH	72.73	71.82	72.27	Good
17.	M. Hasbi abror bilmabruri	72.73	71.82	71.27	Good
18.	Moch Falih Nur Dhaifullah	71.82	73.64	72.73	Good
19.	Moch. Danu P	81.82	81.82	81.82	Excellent

*Continued on the next page*

20.	Moh. Iqbal Maulana	77.27	79.09	78.18	Good
21.	Muhammad Arief F	79.09	77.27	78.18	Good
22.	Muhammad Chaidar AK	70.00	70.00	70.00	Good
23.	Muhammad Rifqi T	69.09	68.18	68.63	Fair
24.	Muhammad Rouhillah R	70.00	67.27	68.63	Fair
25.	Muhammad Sa'dudin	77.27	78.18	77.72	Good
26.	Muhammad Teguh B	51.82	51.82	51.82	Poor
27.	Nicky ganang saputra	56.36	55.45	55.90	Poor
28.	Nur ladzi syahroni rezki	62.73	67.27	65.00	Fair
29.	Taufiq hidayat	69.09	73.64	71.36	Good
30.	Mohammad Dafiqur R	65.45	54.54	60.00	Fair
31.	Ahmad Najib Fahri	69.09	69.09	69.09	Fair
32.	Rizki Makrufil Karhi	74.54	73.64	74.09	Good
33.	Afif Afandi	70.91	70.00	70.45	Good
<p>The percentage of students getting the acceptable achievement level:</p> $Pa = \frac{A}{N} \times 100\%$ <p>Notes:</p> <ol style="list-style-type: none"> <li>1. Acceptable achievement level refers to good and excellent achievement level</li> <li>2. Pa: The attainment percentage of the students getting the acceptable achievement level</li> <li>3. A : The number of the students getting the acceptable achievement level</li> <li>4. N : The total number of the students in the classroom</li> </ol> <p>(Adapted from Masyhud, 2015:70)</p>				$Pa = \frac{22}{33} \times 100\%$ $= 66.67\%$	

**APPENDIX H****The Text for Pronunciation Test 1****The Sea Eagle**

There is an eagle nesting on the tree top near my house in Pangandaran. It is a sea eagle.

It has light brown feathers, a strong and sharp yellowish beak and claws. It hunts for fish in the sea but sometimes it hunts chickens and small birds. Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognize because it has a strong, a streamline, and a sharp beak used to handle foods and to care for its feathers. Besides, it has also wide wings to fly and a streamline body with two strong legs. It looks cute but dashing with that all.

-110 words-

(Adapted from Wardiman, *et. al.*, 2008:16)

**The Phonetic Transcription of the Text****ðə si: 'i:gəl**

*ðeər ɪz ən 'i:gəl 'nestɪŋ ən ðə tri: tɒp niər maɪ haʊz ɪn pɑŋɑndɑrɑn. ɪt ɪz ə si: 'i:gəl. ɪt hæz laɪt braʊn 'feðərs, ə strɔŋ ænd fɑ:p 'jələʊwɪʃ bi:k ænd klɔwz. ɪt hʌnts fər fɪʃ ɪn ðə si: bʌt sʌm'taɪmz ɪt hʌnts 'tʃɪkənz ænd smɔl bɜ:ds. 'i:gəlz hæv 'mæni saɪzɪz, feɪpz, ænd 'kælərz, bʌt ðə si: 'i:gəl ɪz 'i:zɪ tə 'rekəgnɑɪz bɪ'kɔz ɪt hæz ə strɔŋ, ə'stri:mlaɪn, ænd ə fɑ:p bi:k ju:st tə 'hændəl fu:dz ænd tə keər fər ɪtʃ 'feðərz. bi'saɪdz, ɪt hæz əlsəʊ waɪd wɪŋz tə flɑɪ ænd ə 'stri:mlaɪn 'bɑdɪ wɪθ tu: strɔŋ legz. ɪt lʊks kjʊt bʌt 'dæʃɪŋ wɪθ ðæt ɔl.*

## APPENDIX I

## The Score of Pronunciation Test 1

## 1. The Teacher's Score

No.	Students' Name	$S = \frac{A}{B} \times 100$	Score
1.	Abyati Amalia Kartika	$S = \frac{101}{110} \times 100$	91.82
2.	Anis Sulfa Agustin	$S = \frac{72}{110} \times 100$	72.73
3.	Arefa Lucky Maulida	$S = \frac{87}{110} \times 100$	79.09
4.	Amalia Suci Romadona	$S = \frac{72}{110} \times 100$	65.45
5.	Caroline Gunawan	$S = \frac{106}{110} \times 100$	96.36
6.	Devi Maureta Putri	$S = \frac{82}{110} \times 100$	74.55
7.	Fitri Ainun Nazla	$S = \frac{92}{110} \times 100$	83.64
8.	Holilatus Sahdiyah	$S = \frac{75}{110} \times 100$	68.18
9.	Nanda Amalus Sholehah	$S = \frac{94}{110} \times 100$	85.45
10.	Nurul Julaika	$S = \frac{92}{110} \times 100$	83.64
11.	Putri Wardiani	$S = \frac{73}{110} \times 100$	66.36
12.	Ria Safitri	$S = \frac{77}{110} \times 100$	70.00
13.	Wahyu Fitri Fajriyanti	$S = \frac{87}{110} \times 100$	79.09
14.	Siti Wulandari	$S = \frac{94}{110} \times 100$	85.45
15.	Nur Hakimah	$S = \frac{93}{110} \times 100$	84.55
16.	Zulfa Lailiyah	$S = \frac{92}{110} \times 100$	83.64



**2. The Researcher's Score**

No.	Students' Name	$S = \frac{A/B}{110} \times 100$	Score
1.	Abyati Amalia Kartika	$S = \frac{102}{110} \times 100$	92.73
2.	Anis Sulfa Agustin	$S = \frac{69}{110} \times 100$	62.73
3.	Arefa Lucky Maulida	$S = \frac{90}{110} \times 100$	81.82
4.	Amalia Suci Romadona	$S = \frac{72}{110} \times 100$	65.45
5.	Caroline Gunawan	$S = \frac{106}{110} \times 100$	96.36
6.	Devi Maureta Putri	$S = \frac{78}{110} \times 100$	70.91
7.	Fitri Ainun Nazla	$S = \frac{92}{110} \times 100$	83.64
8.	Holilatus Sahdiyah	$S = \frac{75}{110} \times 100$	68.18
9.	Nanda Amalus Sholehah	$S = \frac{94}{110} \times 100$	85.45
10.	Nurul Julaika	$S = \frac{94}{110} \times 100$	85.45
11.	Putri Wardiani	$S = \frac{78}{110} \times 100$	70.91
12.	Ria Safitri	$S = \frac{76}{110} \times 100$	69.09
13.	Wahyu Fitri Fajriyanti	$S = \frac{90}{110} \times 100$	81.82
14.	Siti Wulandari	$S = \frac{95}{110} \times 100$	86.36
15.	Nur Hakimah	$S = \frac{93}{110} \times 100$	84.55
16.	Zulfa Lailiyah	$S = \frac{93}{110} \times 100$	84.55

**3. The Compilation Score**

No	The Students' Names	The English Teacher's Score (ETS)	The Researcher's Score (RS)	Average Score $\frac{(ETS + RS)}{2}$	Achievement Level
1.	Abyati Amalia Kartika	91.82	92.73	92.27	Excellent
2.	Anis Sulfa Agustin	72.73	62.73	64.09	Fair
3.	Arefa Lucky Maulida	79.09	81.82	80.45	Good
4.	Amalia Suci Romadona	65.45	65.45	65.45	Fair
5.	Caroline Gunawan	96.36	96.36	96.36	Excellent
6.	Devi Maureta Putri	74.55	70.91	72.73	Good
7.	Fitri Ainun Nazla	83.64	83.64	83.64	Excellent
8.	Holilatus Sahdiyah	68.18	68.18	68.18	Fair
9.	Nanda Amalus Sholehah	85.45	85.45	85.45	Excellent
10.	Nurul Julaika	83.64	85.45	84.55	Excellent
11.	Putri Wardiani	66.36	70.91	68.64	Fair
12.	Ria Safitri	70.00	69.09	69.55	Fair
13.	Wahyu Fitri Fajriyanti	79.09	81.82	80.45	Good
14.	Siti Wulandari	85.45	86.36	85.91	Excellent
15.	Nur Hakimah	84.55	84.55	84.55	Excellent
16.	Zulfa Lailiyah	83.64	84.55	84.09	Excellent

*Continued on the next page*

The percentage of students getting the acceptable achievement level:

$$Pa = \frac{A}{N} \times 100\%$$

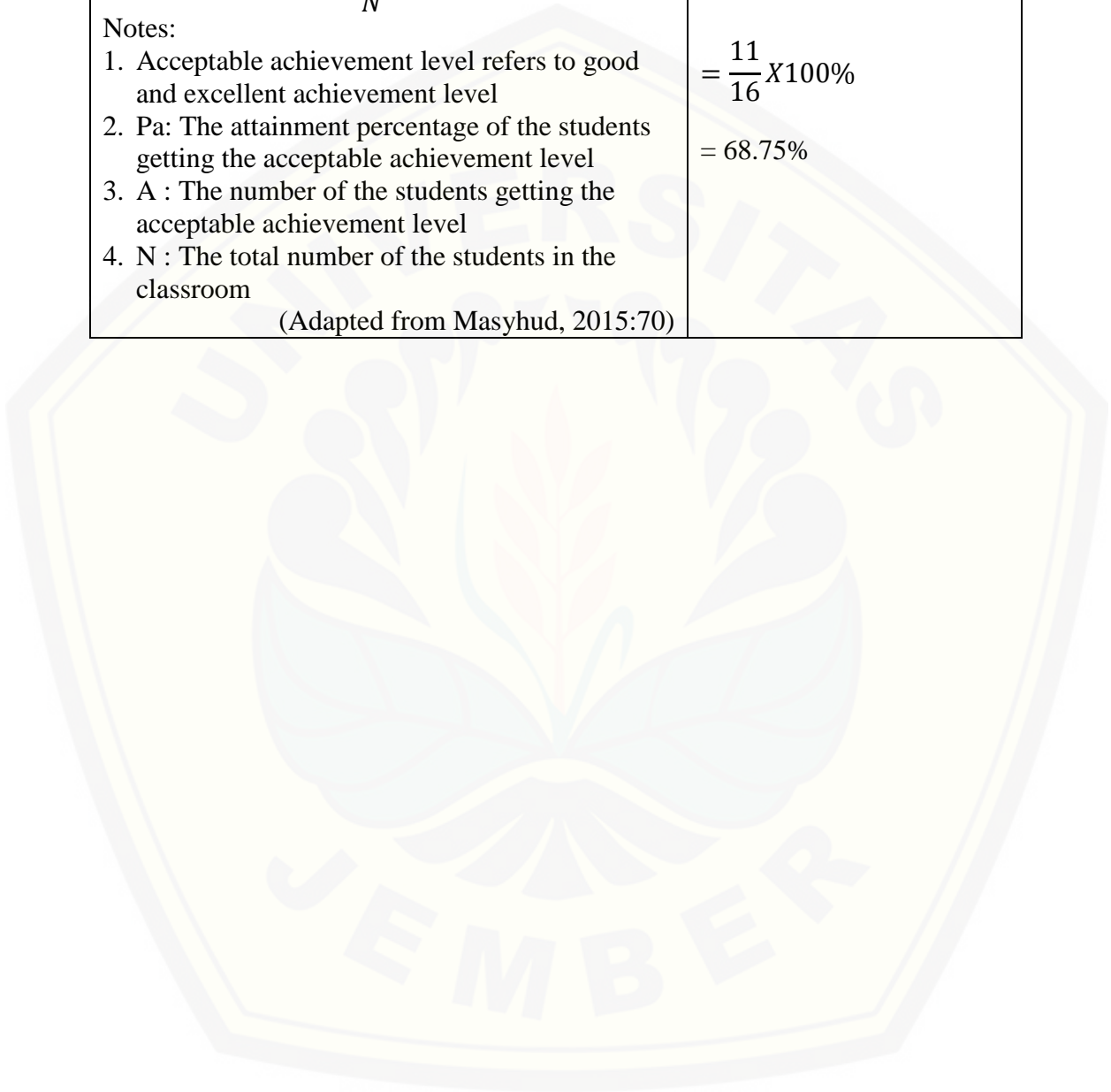
Notes:

1. Acceptable achievement level refers to good and excellent achievement level
2. Pa: The attainment percentage of the students getting the acceptable achievement level
3. A : The number of the students getting the acceptable achievement level
4. N : The total number of the students in the classroom

(Adapted from Masyhud, 2015:70)

$$= \frac{11}{16} \times 100\%$$

$$= 68.75\%$$



**APPENDIX J****The Text for Pronunciation Test 2****My Funny Hamster**

I have a funny hamster in my house. I call him Bony.

He has thick soft fur covering all his body. The fur is brownish with darker on the back and lighter on belly. He has black eyes, little ears, flat nose, and sharp teeth to chew his food properly. He is very cute and funny because of the pouches he has inside the mouth and the way he runs around. He looks so cute when his cheeks look bigger because of the full food in the pouches inside the cheeks. Besides, he runs like a small kangaroo because he leaps from one place to other smoothly.

-110 words-

**The Phonetic Transcription of the Text****maɪ 'fʌni 'hæmstər**

*aɪ hæv ə 'fʌni 'hæmstər ɪn maɪ haʊs. aɪ kɔl hɪm 'Bɒni. hɪ hæz θɪk sɔft fər 'kʌvəriŋ ɔl hɪz 'bɒdi. ðə fər ɪz 'braʊniʃ wɪθ 'darker an ðə bæk ænd 'laɪtər an 'belɪ. hɪ hæz blæk aɪz, 'lɪtəl ɪəz, flæt noʊz, ænd sa:p ti:θ tə tʃu: hɪz fu:d 'prapərli. hɪ ɪz 'veri kjut ænd 'fʌni bɪ'kɔz ɔf ðə paʊtʃɪs hɪ hæz ɪn'saɪd ðə maʊθ ænd ðə wei hɪ rʌnz ə'raʊnd. hɪ lɔks sʊ kjut when hɪz tʃi:ks lɔk 'bɪgər bɪ'kɔz ɔf ðə fʊl fu:d ɪn ðə paʊtʃɪs ɪn'saɪd ðə tʃi:ks. bɪ'saɪdz, hɪ rʌnz laɪk ə smɔl kæŋgə'ru: bɪ'kɔz hɪ li:ps frʌm wʌn pleɪs tə 'aðər smu:θli.*

**APPENDIX K****The Score of Pronunciation Test 2****1. The English Teacher's Score**

<b>No.</b>	<b>Students' Name</b>	<b>S = A/B x 100</b>	<b>Score</b>
1.	Abyati Amalia Kartika	$S = \frac{97}{110} \times 100$	88.18
2.	Alfiyatut Toyibah	$S = \frac{89}{110} \times 100$	80.91
3.	Amalia Khusnul Khotimah	$S = \frac{83}{110} \times 100$	75.45
4.	Anis Sulfa Agustin	$S = \frac{81}{110} \times 100$	73.64
5.	Arefa Lucky Maulida	$S = \frac{78}{110} \times 100$	70.91
6.	Arifah Sulisyiyani	$S = \frac{90}{110} \times 100$	81.82
7.	Caroline Gunawan	$S = \frac{106}{110} \times 100$	96.36
8.	Destia Fitriatus Sholeha	$S = \frac{88}{110} \times 100$	80.00
9.	Elsa Mona Candida	$S = \frac{95}{110} \times 100$	86.36
10.	Fitri Ainun Nazla	$S = \frac{90}{110} \times 100$	81.82
11.	Halimatus Sa'diyah	$S = \frac{67}{110} \times 100$	60.91
12.	Havilla Berliana	$S = \frac{89}{110} \times 100$	80.91
13.	Holilatus Sahdiyah	$S = \frac{81}{110} \times 100$	73.64
14.	Lusiana Vibiola Putri	$S = \frac{80}{110} \times 100$	72.73
15.	Nailiatul Maghfiroh	$S = \frac{83}{110} \times 100$	75.45
16.	Nanda Diva Aiswary	$S = \frac{90}{110} \times 100$	81.82
17.	Nur Laili Nurul Wahidah	$S = \frac{75}{110} \times 100$	68.18
18.	Nurul Julaika	$S = \frac{87}{110} \times 100$	79.09
19.	Putri Zakiyah Zaneta Sari	$S = \frac{97}{110} \times 100$	88.18

*Continued on the next page*



20.	Rani Maulida Sari	$S = \frac{95}{110} \times 100$	85.36
21.	Rifni Miftahur Rohmah	$S = \frac{100}{110} \times 100$	90.91
22.	Wahyu Fitri Fajriyanti	$S = \frac{83}{110} \times 100$	75.45
23.	Widiyana Putri Permatasari	$S = \frac{97}{110} \times 100$	88.18
24.	Aurillia Zahra R	$S = \frac{87}{110} \times 100$	79.09
25.	Putri Lailatul M	$S = \frac{92}{110} \times 100$	83.64
26.	Siti Wulandari	$S = \frac{77}{110} \times 100$	70.00
27.	Nur Hakimah	$S = \frac{84}{110} \times 100$	76.36
28.	Leni Nur Cahya N	$S = \frac{79}{110} \times 100$	71.82
29.	Saidah Fauziyah	$S = \frac{92}{110} \times 100$	86.36

**2. The Researcher's Score**

No.	Students' Name	$S = A/B \times 100$	Score
1.	Abyati Amalia Kartika	$S = \frac{96}{110} \times 100$	87.27
2.	Alfiyatut Toyibah	$S = \frac{89}{110} \times 100$	80.91
3.	Amalia Khusnul Khotimah	$S = \frac{86}{110} \times 100$	78.18
4.	Anis Sulfa Agustin	$S = \frac{84}{110} \times 100$	76.36
5.	Arefa Lucky Maulida	$S = \frac{78}{110} \times 100$	70.91
6.	Arifah Sulisyiyani	$S = \frac{92}{110} \times 100$	83.64
7.	Caroline Gunawan	$S = \frac{103}{110} \times 100$	93.64
8.	Destia Fitriatus Sholeha	$S = \frac{86}{110} \times 100$	78.18
9.	Elsa Mona Candida	$S = \frac{95}{110} \times 100$	86.36
10.	Fitri Ainun Nazla	$S = \frac{88}{110} \times 100$	80.00
11.	Halimatus Sa'diyah	$S = \frac{65}{110} \times 100$	59.09
12.	Havilla Berliana	$S = \frac{89}{110} \times 100$	80.91
13.	Holilatus Sahdiyah	$S = \frac{78}{110} \times 100$	70.91
14.	Lusiana Vibiola Putri	$S = \frac{81}{110} \times 100$	73.64
15.	Nailiatul Maghfiroh	$S = \frac{86}{110} \times 100$	78.18
16.	Nanda Diva Aiswary	$S = \frac{91}{110} \times 100$	82.73
17.	Nur Laili Nurul Wahidah	$S = \frac{74}{110} \times 100$	67.27
18.	Nurul Julaika	$S = \frac{85}{110} \times 100$	77.27
19.	Putri Zakiyah Zaneta Sari	$S = \frac{98}{110} \times 100$	89.09
20.	Rani Maulida Sari	$S = \frac{93}{110} \times 100$	84.55

*Continued on the next page*

21.	Rifni Miftahur Rohmah	$S = \frac{96}{110} \times 100$	87.27
22.	Wahyu Fitri Fajriyanti	$S = \frac{81}{110} \times 100$	73.64
23.	Widiyana Putri Permatasari	$S = \frac{94}{110} \times 100$	85.45
24.	Aurillia Zahra R	$S = \frac{88}{110} \times 100$	80.00
25.	Putri Lailatul M	$S = \frac{89}{110} \times 100$	80.91
26.	Siti Wulandari	$S = \frac{78}{110} \times 100$	70.91
27.	Nur Hakimah	$S = \frac{79}{110} \times 100$	71.82
28.	Leni Nur Cahya N	$S = \frac{76}{110} \times 100$	69.09
29.	Saidah Fauziah	$S = \frac{92}{110} \times 100$	83.64

### 3. The Compilation Score of Pronunciation Test 2

No	The Students' Names	The English Teacher's Score (ETS)	The Researcher's Score (RS)	Average Score ( $\frac{ETS + RS}{2}$ )	Achievement Level
1.	Abyati Amalia Kartika	88.18	87.27	87.73	Excellent
2.	Alfiyatut Toyibah	80.91	80.91	80.91	Good
3.	Amalia Khusnul K	75.45	78.18	76.82	Good
4.	Anis Sulfa Agustin	73.64	76.36	75.00	Good
5.	Arefa Lucky Maulida	70.91	70.91	70.91	Good
6.	Arifah Sulisyiyani	81.82	83.64	82.73	Excellent
7	Caroline Gunawan	96.36	93.64	95.00	Excellent
8	Destia Fitriatus S	80.00	78.18	79.09	Good
9	Elsa Mona Candida	86.36	86.36	86.36	Excellent
10	Fitri Ainun Nazla	81.82	80.00	80.91	Good
11	Halimatus Sa'diyah	60.91	59.09	60.00	Fair
12	Havilla Berliana	80.91	80.91	80.91	Good
13	Holilatus Sahdiyah	73.64	70.91	72.27	Good
14	Lusiana Vibiola Putri	72.73	73.64	73.18	Good
15	Nailiatul Maghfiroh	75.45	78.18	76.82	Good
16	Nanda Diva Aiswary	81.82	82.73	82.27	Excellent
17	Nur Laili Nurul W	68.18	67.27	67.73	Fair
18	Nurul Julaika	79.09	77.27	78.18	Good

*Continued on the next page*

19	Putri Zakiyah Zaneta Sari	88.18	89.09	88.64	Excellent
20	Rani Maulida Sari	85.36	84.55	85.45	Excellent
21	Rifni Miftahur Rohmah	90.91	87.27	89.09	Excellent
22	Wahyu Fitri Fajriyanti	75.45	73.64	74.55	Good
23	Widiyana Putri Permatasari	88.18	85.45	86.82	Excellent
24	Aurillia Zahra R	79.09	80.00	79.55	Good
25	Putri Lailatul M	83.64	80.91	82.27	Excellent
26	Siti Wulandari	70.00	70.91	70.45	Good
27	Nur Hakimah	76.36	71.82	74.09	Good
28	Leni Nur Cahya N	71.82	69.09	70.45	Good
29.	Saidah Fauziyah	86.36	83.64	83.64	Excellent
Percentage of students getting the acceptable achievement level: $Pa = \frac{A}{N} \times 100\%$ Notes: 1. Acceptable achievement level refers to good and excellent achievement level 2. Pa: The attainment percentage of the students getting the acceptable achievement level 3. A : The number of the students getting the acceptable achievement level 4. N : The total number of the students in the classroom (Adapted from Masyhud, 2015:70)					$= \frac{27}{29} \times 100\%$ $= 93.10\%$



## APPENDIX L

### The Students' Phonetic Transcription

Here are the Phonetic Transcription reflecting the students' performance in pretest and tests. The bold words in the Phonetic Transcription means the students pronounced them incorrectly.

#### 1. Pretest

##### A. The Highest Scores

1.) Caroline Gunawan

a.) From the English Teacher

*maɪ 'ləʊnli 'kɪtənz*

*maɪ kæt, 'betɪ, hæv fɔ: 'kɪtənz ɪn maɪ haʊs. ðə fɜ:st ɪz 'Rabɪn. hɪ ɪz ə bɪg meɪl. hɪs heər ɪz braʊn wɪθ blæk 'merkɪŋz. aɪ pʊt ə blæk 'rɪbɒn an hɪs nek. ðə 'sekənd ɪz ə meɪl tu:. hɪs neɪm ɪz 'Ozkar. hɪ hæz braʊn heər wɪθ what 'merkɪŋz. hɪ hæz ə what 'rɪbɒn ə 'raʊnd hɪz nek. ðə tu: 'aðər 'kɪtənz a: braʊn haɪrəd wɪθ noʊ ma:kɪŋz. ðeɪ a: 'fi:meɪl. ðeɪ a: 'Rʊbi ænd 'Joɪs. 'Rʊbi hæz ə red 'rɪbɒn an hər nek whaɪl 'Joɪs hæz ə pɪŋk 'rɪbɒn. 'i:vən ðə ðeɪ a: nat kʌɪt ðə sem, ðeɪ a: sʊʊ kju:t ænd aɪ ləv ðəm ɔll.*

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{102}{110} \times 100 = 92.73$$

b.) From the Researcher

*maɪ 'ləʊnli 'kɪtənz*

*maɪ kæt, 'betɪ, hæv fɔ: 'kɪtənz ɪn maɪ haʊs. ðə fɜ:st ɪz 'Rabɪn. hɪ ɪz ə bɪg meɪl. hɪs heər ɪz braʊn wɪθ blæk 'merkɪŋz. aɪ pʊt ə blæk 'rɪbɒn an hɪs nek. ðə 'sekənd ɪz ə meɪl tu:. hɪs neɪm ɪz 'Ozkar. hɪ hæz braʊn heər wɪθ what 'merkɪŋz. hɪ hæz ə what 'rɪbɒn ə 'raʊnd hɪz nek. ðə tu: 'aðər 'kɪtənz a: braʊn heərəd wɪθ noʊ ma:kɪŋz. ðeɪ a: 'fi:meɪl. ðeɪ a: 'Rʊbi ænd 'Joɪs. 'Rʊbi hæz ə red 'rɪbɒn an hər nek whaɪl 'Joɪs hæz ə pɪŋk 'rɪbɒn. 'i:vən ðə ðeɪ a: nat kʌɪt ðə sem, ðeɪ a: sʊʊ kju:t ænd aɪ ləv ðəm ɔll.*

$$\text{Score} = \frac{A}{B} \times 100 \qquad \text{Score} = \frac{103}{110} \times 100 = 93.64$$

$$\text{Total Score is } \frac{(ETS+RS)}{2} = \frac{(92.73+93.64)}{2} = 93.18 \text{ (Excellent)}$$

## 2.) Nur Hakimah

## a.) From the English Teacher

*maɪ 'lʌvli 'kɪtənz*

*maɪ kæʔt, 'betɪ, hæv fɔ: 'kɪtənz ɪn maɪ haʊs. ðə fɜ:st ɪz 'Rabɪn. hɪ ɪz ə bɪg meɪl. hɪs heə ɪz braʊn wɪθ blæk 'ma:kɪŋz. aɪ pʊt ə blæk 'rɪbən ən hɪs nɪk. ðə 'sekənd ɪz ə mel tu: . hɪs neɪm ɪz 'Ozkar. hɪ hæz brɔn heə wɪθ whet 'ma:kɪŋz. hɪ hæz ə waɪt 'rɪbən ə'raʊnd hɪz nek. ðə tu: 'aðər 'ketənz a: brɔn haɪrəd wɪθ noʊ ma:kɪŋz. ðeɪ a: 'fɪ:meɪl. ðeɪ a: 'Rɒbɪ ænd 'Joɪs. 'Rɒbɪ hæz ə red 'rɪbən ən hər nek whel 'Joɪs hæz ə pɪŋk 'rɪbən. 'evən tu: ðeɪ a: nat kʊaɪt ðə sem, ðeɪ a: soʊ ku:t ænd aɪ ləv ðəm ʌl.*

$$\text{Score} = \frac{A}{B} \times 100 \qquad \text{Score} = \frac{92}{110} \times 100 = 83.64$$

## b.) From the Researcher

*maɪ 'lʌvli 'kɪtənz*

*maɪ kæʔt, 'betɪ, hæv fɔ: 'kɪtənz ɪn maɪ haʊs. ðə fɜ:st ɪz 'Rabɪn. hɪ ɪz ə bɪg mel. hɪs heə ɪz brɔn wɪθ blæk 'ma:kɪŋz. aɪ pʊt ə blæk 'rɪbən ən hɪs nɪk. ðə 'səkənd ɪz ə mel tu: . hɪs neɪm ɪz 'Ozkar. hɪ hæz brɔn heə wɪθ waɪt 'ma:rkɪŋz. hɪ hæz ə waɪt 'rɪbən ə'raʊnd hɪz nɪk. ðə tu: 'aðər 'ketənz a: brɔn haɪrəd wɪθ noʊ ma:kɪŋz. ðeɪ a: 'fɪ:meɪl. ðeɪ a: 'Rɒbɪ ænd 'Joɪs. 'Rɒbɪ hæz ə rɪd 'rɪbən ən hər nɪk whel 'Joɪs hæz ə pɪŋk 'rɪbən. 'i:ven tu: ðeɪ a: nat kʊaɪt ðə sem, ðeɪ a: soʊ kju:t ænd aɪ ləv ðəm ʌl.*

$$\text{Score} = \frac{A}{B} \times 100 \qquad \text{Score} = \frac{89}{110} \times 100 = 80.91$$

$$\text{Total Score is } \frac{(ETS+RS)}{2} = \frac{(83.64+80.91)}{2} = 82.27 \text{ (Excellent)}$$

**B. The Lowest Scores**

## 1.) Nailiatul Maghfiroh

## a.) From the English Teacher

*mai 'lɔvli 'ketənz*

*mai kAt, 'beti, hiv fu: 'ketənz in mai hɔs. ðə fɪ:st ɪz 'Rabɪn. he ɪz ə baɪg mel. hɪs haɪr ɪz brɔn wɪt blɪk 'merkɪŋz. aɪ pət ə blɪk 'rɪbɔn an hɪs nɪk. ðə 'sekənd ɪz ə mel tu:. hɪs nem ɪz 'Ozkar. hɪ hɪz brɔn haɪr wɪt whet 'merkɪŋz. he hɪz ə whet 'rɪbɔn ərənd hɪz nɪk. ðə to 'atər 'ketənz a: brɔn haɪrəd wɪt noʊ merkɪŋz. teɪ a: 'fɪ:mel. teɪ a: 'Rɔbi ænd 'Joɪs. 'Rɔbi hæz ə rɪd 'rɪbɔn an her nɪk whɪl 'Joɪs hɪz ə pɪŋk 'rɪbɔn. even tɔk teɪ a: nat qwɪt ðə sem, ðeɪ a: soʊ ku:t ænd aɪ lʌv təm all.*

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{54}{110} \times 100 = 49.09$$

## b.) From the Researcher

*mai 'lɔvli 'ketənz*

*mai kAt, 'beti, hiv fu: 'ketənz in mai hɔs. ðə fɪ:st ɪz 'Rabɪn. he ɪz ə baɪg mel. hɪs haɪr ɪz brɔn wɪt blɪk 'merkɪŋz. aɪ pət ə blɪk 'rɪbɔn an hɪs nɪk. ðə 'sekənd ɪz ə mel tu:. hɪs nem ɪz 'Ozkar. hɪ hɪz brɔn haɪr wɪt whet 'merkɪŋz. he hɪz ə whet 'rɪbɔn ərənd hɪz nɪk. ðə to 'atər 'ketənz a: brɔn haɪrəd wɪt noʊ merkɪŋz. ðeɪ a: 'fɪ:mel. teɪ a: 'Rɔbi ænd 'Joɪs. 'Rɔbi hæz ə rɪd 'rɪbɔn an her nɪk whɪl 'Joɪs hɪz ə pɪŋk 'rɪbɔn. even tɔk ðeɪ a: nat qwɪt ðə sem, ðeɪ a: soʊ ku:t ænd aɪ lʌv təm all.*

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{54}{110} \times 100 = 49.09$$

$$\text{The total Score is } \frac{(ETS+RS)}{2} = \frac{(49.09+49.09)}{2} = 49.09 \text{ (Poor)}$$

## 2.) Radika Lista Diana

## a.) From the English Teacher

*maɪ 'lɒvli 'ketənz*

*maɪ kʌt, 'betɪ, hæv fu: 'ketənz ɪn maɪ hɔ:s. ðə fɪ:st ɪz 'Rabɪn. hə ɪz ə bɪg mel. hɪs hɑ:ɪ ɪz brɔ:n wɪθ blæk 'merkɪŋz. əɪ pæt ə blæk 'rɪbɔ:n ən hɪs nɪk. ðə 'sekənd ɪz ə mel tu:. hɪs nem ɪz 'Ozkar. hə heɪz brɔ:n heər wɪt whet 'merkɪŋz. hə heɪz ə whet 'rɪbɔ:n ərənd hɪz nɪk. ðə to 'ɔ:tər 'ketənz a: brɔ:n haɪrəd wɪθ noʊ merkɪŋz. ðeɪ a: 'fɪ:mel. ðeɪ a: 'Rɒbɪ ænd 'Joɪs. 'Rɒbɪ hɪz ə rɪd 'rɪbɔ:n ən her nɪk wɪl 'Joɪs hɪz ə pɪŋk 'rɪbɔ:n. even tɔ:k ðeɪ a: nat qwɪt ðə sem, ðeɪ a: soʊ ku:t ænd əɪ ləv ðəm all.*

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{55}{110} \times 100 = 50.00$$

## b.) From the Researcher

*maɪ 'lɒvli 'ketənz*

*maɪ kʌt, 'betɪ, hæv fu: 'ketənz ɪn maɪ hɔ:s. ðə fɪ:st ɪz 'Rabɪn. hə ɪz ə bɪg mel. hɪs hɑ:ɪ ɪz brɔ:n wɪθ blæk 'merkɪŋz. əɪ pæt ə blæk 'rɪbɔ:n ən hɪs nɪk. ðə 'sekənd ɪz ə mel tu:. hɪs nem ɪz 'Ozkar. hə heɪz brɔ:n heər wɪt whet 'merkɪŋz. hə heɪz ə whet 'rɪbɔ:n ərənd hɪz nɪk. ðə to 'ɔ:tər 'ketənz a: brɔ:n haɪrəd wɪθ noʊ merkɪŋz. ðeɪ a: 'fɪ:mel. ðeɪ a: 'Rɒbɪ ænd 'Joɪs. 'Rɒbɪ hɪz ə rɪd 'rɪbɔ:n ən her nɪk wɪl 'Joɪs hɪz ə pɪŋk 'rɪbɔ:n. even tɔ:k ðeɪ a: nat qwɪt ðə sem, ðeɪ a: soʊ ku:t ænd əɪ ləv ðəm all.*

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{55}{110} \times 100 = 50.00$$

$$\text{The total Score is } \frac{(ETS+RS)}{2} = \frac{(50.00+50.00)}{2} = 50.00 \text{ (Poor)}$$

### C. The Average Scores

1.) Arefa Lucky Maulida

a.) From the English Teacher

*mai 'lɒvli 'ketənz*

*mai kæt, 'beti, hæv fɔ: 'kitənz in mai hɔs. ðə fi:st iz 'Rabɪn. hi iz ə beg mel. his heər iz brɔn wiθ blæk 'ma:kɪŋz. aɪ pʊt ə blæk 'ribɔn an his nek. ðə 'sekənd iz ə mel tu:. his nem iz 'Ozkar. hi hæz brɔn haɪr wit waɪt 'ma:kɪŋz. hi hæz ə whet 'ribɔn ə'rɔnd hi: nek. ðə tu: 'atər 'kitənz a: brɔn haɪred wiθ noʊ ma:kɪŋz. ðei a: 'fi:mel. ðei a: 'Rɔbi ænd 'Joɪs. 'Rɔbi hæz ə red 'ribɔn an hər nek waɪl 'Joɪs hæz ə piŋk 'ribən. 'i:vm toʊ ðei a: nat qwɪt ðə sem, ðei a: soʊ ku:t ænd aɪ lɒv təm ɔll.*

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{70}{110} \times 100 = 70.00$$

b.) From the Researcher

*mai 'lɒvli 'ketənz*

*mai kæt, 'beti, hæv fɔ: 'kitənz in mai hɔs. ðə fi:st iz 'Rabɪn. hi iz beg mel. his heər iz brɔn wiθ blæk 'ma:kɪŋz. aɪ pʊt ə blæk 'ribɔn an his nɪk. ðə 'sekənd iz ə mel tu:. his nem iz 'Ozkar. hi hæz brɔn haɪrəd wiθ waɪt 'ma:kɪŋz. hi hæz ə whet 'ribɔn ə'rɔnd hi: nɪk. ðə tu: 'atər 'kitənz a: brɔn haɪred wiθ noʊ ma:kɪŋz. ðei a: 'fi:mel. ðei a: 'Rɔbi ænd 'Joɪs. 'Rɔbi hæz ə red 'ribɔn an hər nek waɪl 'Joɪs hæz ə piŋk 'ribən. 'i:vm toʊ ðei a: nat qwɪt ðə sem, ðei a: soʊ ku:t ænd aɪ lɒv təm ɔll.*

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{77}{110} \times 100 = 70.00$$

$$\text{The total Score is } \frac{(ETS+RS)}{2} = \frac{(70.00+70.00)}{2} = 70.00 \text{ (Good)}$$



## 2.) Amalia Khusnul Khotimah

## a.) From the English Teacher

*mai* 'lɒvli 'kɪtənz

*mai* kæt, 'beti, hæv fɔ: 'kɪtənz in *mai* hɔs. ðə fɜ:st ɪz 'Rabɪn. hə ɪz a beg mel. hɪs heər ɪz brɔn wɪθ blæk 'merkɪŋz. aɪ pʊt ə blæk 'rɪbɔn an hɪs nek. ðə 'sekənd ɪz ə mel tu: . hɪs nem ɪz 'Ozkar. hɪ hæz brɔn haɪr wɪθ whet 'ma:kɪŋz. hɪ hæz ə whet 'rɪbɔn ə'rɔnd hɪz nek. ðə tu: 'atər 'kɪtənz a: brɔn haɪred wɪθ noʊ 'ma:kɪŋz. ðeɪ a: 'fi:mel. ðeɪ a: 'Rɒbɪ ænd 'Joɪs. 'Rɒbɪ hæz ə red 'rɪbɔn an her nɪk whaɪl 'Joɪs hez ə pɪŋk 'rɪbɔn. 'i:vən tuʊ ðeɪ a: nat qwɪt ðə sem, ðeɪ a: soʊ ku:t ænd aɪ lɒv ðəm ɔll.

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{78}{110} \times 100 = 70.90$$

## b.) From the Researcher

*mai* 'lɒvli 'kɪtənz

*mai* kæt, 'beti, hæv fɔ: 'kɪtənz in *mai* hɔs. ðə fɜ:st ɪz 'Rabɪn. hə ɪz a beg mel. hɪs heər ɪz brɔn wɪθ blæk 'merkɪŋz. aɪ pʊt ə blæk 'rɪbɔn an hɪs nek. ðə 'sekənd ɪz ə mel tu: . hɪs nem ɪz 'Ozkar. hɪ hæz brɔn haɪr wɪθ whet 'merkɪŋz. hɪ hæz ə whet 'rɪbɔn ə'rɔnd hɪz nɪk. ðə tu: 'atər 'kɪtənz a: brɔn haɪred wɪθ noʊ 'merkɪŋz. ðeɪ a: 'fi:mel. ðeɪ a: 'Rɒbɪ ænd 'Joɪs. 'Rɒbɪ hæz ə red 'rɪbɔn an her nɪk whaɪl 'Joɪs hæz ə pɪŋk 'rɪbɔn. 'i:vən tuʊ ðeɪ a: nat qwɪt ðə sem, ðeɪ a: soʊ ku:t ænd aɪ lɒv ðəm ɔll.

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{77}{110} \times 100 = 70.00$$

$$\text{The total Score is } \frac{(ETS+RS)}{2} = \frac{(70.90+70.00)}{2} = 70.45 \text{ (Good)}$$

## 2. Pronunciation Test 1

### A. The Highest Score

1.) Caroline Gunawan

a.) From the English Teacher

ðə si: 'i:gəl

ðeər ɪz ən 'i:gəl 'nestɪŋ ən ðə tri: tæp nɪər maɪ haʊz ɪn pɑŋgɑndɑrɑn. ɪt ɪz ə si: 'i:gəl. ɪt hæz laɪt brɒn 'fi:ðərs, ə strɔŋj ænd fɑ:p 'jələʊwɪf bi:k ænd klɔwz. ɪt hɑnts fər fɪf ɪn ðə si: bæt sɑm'taɪmz ɪt hɑnts 'tʃɪkənz ænd smɑl bɜ:ds. 'i:gəlz hæv 'mæni saɪzɪz, feɪpz, ænd 'kælərz, bæt ðə si: 'i:gəl ɪz 'i:zɪ tə 'rekəgnɑɪz bɪ'kɔz ɪt hæz ə strɔŋj, ə'stri:mlaɪn, ænd ə fɑ:p bi:k jusæt tə 'hændəl fu:dz ænd tə keər fər ɪtʒ 'fi:ðərz. bɪ'saɪdz, ɪt hæz əlsəʊ waɪd wɪnz tə flɑɪ ænd ə 'stri:mlaɪn 'bɑdɪ wɪθ tu: strɔŋj legz. ɪt lɔks kjut bæt 'dæfɪŋ wɪθ ðæt ɔl.

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{106}{110} \times 100 = 96.36$$

b.) From the Researcher

ðə si: 'i:gəl

ðeər ɪz ən 'i:gəl 'nestɪŋ ən ðə tri: tæp nɪər maɪ haʊz ɪn pɑŋgɑndɑrɑn. ɪt ɪz ə si: 'i:gəl. ɪt hæz laɪt brɒn 'fi:ðərs, ə strɔŋj ænd fɑ:p 'jələʊwɪf bi:k ænd klɔwz. ɪt hɑnts fər fɪf ɪn ðə si: bæt sɑm'taɪmz ɪt hɑnts 'tʃɪkənz ænd smɑl bɜ:ds. 'i:gəlz hæv 'mæni saɪzɪz, feɪpz, ænd 'kælərz, bæt ðə si: 'i:gəl ɪz 'i:zɪ tə 'rekəgnɑɪz bɪ'kɔz ɪt hæz ə strɔŋj, ə'stri:mlaɪn, ænd ə fɑ:p bi:k jusæt tə 'hændəl fu:dz ænd tə keər fər ɪtʒ 'fi:ðərz. bɪ'saɪdz, ɪt hæz əlsəʊ waɪd wɪnz tə flɑɪ ænd ə 'stri:mlaɪn 'bɑdɪ wɪθ tu: strɔŋj legz. ɪt lɔks kjut bæt 'dæfɪŋ wɪθ ðæt ɔl.

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{106}{110} \times 100 = 96.36$$

$$\text{The Total Score is } \frac{(ETS+RS)}{2} = \frac{96.36+96.36}{2} = 96.36 \text{ (Excellent)}$$

## 2.) Abyati Amalia Kartika

## a.) From The English Teacher

ðə si: 'i:gəl

ðeər ɪ ən 'i:gəl 'nestɪŋ ən ðə tri: tæp **ner** maɪ **hɔ:z** ɪn pɑŋɑndɑrɑn. ɪt **æz** ə si: 'i:gəl. ɪt hæz laɪt **brɔ:n** '**fɪ:ðərs**, ə strɔ:ŋ ænd fɑ:p 'jeloʊwɪf bi:k ænd klɑ:wz. ɪt hɑnts fər fɪf ɪn ðə si: bæt sɑm'tɑmz ɪt hɑnts 'fɪkənz ænd smɑl **bɪds**. 'i:gəlz hæv 'mæni **sɑ:z**, feɪpz, ænd 'kɑlərz, bæt ðə si: 'i:gəl ɪz 'i:zɪ tə 'rekəgnɑɪz bɪ'kɔ:z ɪt hæz ə strɔ:ŋ, ə'stri:mlɑɪn, ænd ə fɑ:p bi:k jʌst tə 'hændəl fu:dz ænd tə keər fər ɪt **'fɪ:ðərz**. bɪ'sɑɪdz, ɪt hæz əlsəʊ wɑɪd wɪnz tə flɑɪ ænd ə 'stri:mlɑɪn 'bɑdɪ wɪθ tu: strɔ:ŋ legz. ɪt lɔks **ku:t** bæt 'dæfɪŋ wɪθ ðæt ɔl.

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{101}{110} \times 100 = 91.82$$

## b.) From the Researcher

ðə si: 'i:gəl

ðeər ɪ ən 'i:gəl 'nestɪŋ ən ðə tri: tæp **ner** maɪ **hɔ:z** ɪn pɑŋɑndɑrɑn. ɪt **æz** ə si: 'i:gəl. ɪt hæz laɪt **brɔ:n** '**fɪ:ðərs**, ə strɔ:ŋ ænd fɑ:p 'jeloʊwɪf bi:k ænd klɑ:wz. ɪt hɑnts fər fɪf ɪn ðə si: bæt sɑm'tɑmz ɪt hɑnts 'fɪkənz ænd smɑl **bɪ:ds**. 'i:gəlz hæv 'mæni **sɑ:z**, feɪpz, ænd 'kɑlərz, bæt ðə si: 'i:gəl ɪz 'i:zɪ tə 'rekəgnɑɪz bɪ'kɔ:z ɪt hæz ə strɔ:ŋ, ə'stri:mlɑɪn, ænd ə fɑ:p bi:k jʌst tə 'hændəl fu:dz ænd tə keər fər ɪt **'fɪ:ðərz**. bɪ'sɑɪdz, ɪt hæz əlsəʊ wɑɪd wɪnz tə flɑɪ ænd ə 'stri:mlɑɪn 'bɑdɪ wɪθ tu: strɔ:ŋ legz. ɪt lɔks **ku:t** bæt 'dæfɪŋ wɪθ ðæt ɔl.

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{102}{110} \times 100 = 92.73$$

$$\text{The total score is } \frac{ETS+RS}{2} = \frac{91.82+92.73}{2} = 92.27 \text{ (Excellent)}$$

**B. The Lowest Scores**

1.) Anis Sulfa Agustin

a.) From the English Teacher

ðə si: 'eŋli

ðeər ɪz ən 'eŋli 'nestɪŋ ən ðə tri: tɑp nɪər maɪ hɔz ɪn pɑŋɑndɑrɑn. ɪt ɪz ə si: 'eŋli. ɪt hɑz lɪŋ brɔn 'feðərs, ə strɔŋ ænd sep 'jeloʊwɪf bi:k ænd klawz. ɪt hɔs ɔf fɪf ɪn ðə si: bɒt sɔmtɪmz ɪt hɔs 'tʃɪkəz ænd sɑm bɪs. 'i:ɡəlz hæv 'mæni si:zɪz, fəpeɪz, ænd 'kɔləɪ, bʌt ðə si: 'eŋli ɪz 'eɪ tə 'reknɪk bɪkɔʊsə ɪt hæv ə strɔŋ, əstri:mli:n, ænd ə sep bi:k dʒʌst tə 'hændəl fɔdz ænd tə tʃer fər ɪtʒ 'feðəz. bi:si:dz, ɪt hæv əlsəʊ wɪd wɪŋz tə fli: ænd ə 'stri:mli:n 'bɑdɪ wɪθ tu: strɔŋ legz. ɪn lɪk kɒt bɒt 'dʌfɪŋ wɪθ ðæt ɔl.

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{72}{110} \times 100 = 72.73$$

b.) From the Researcher

ðə si: 'eŋɡɪl

ðɪr ɪz ən 'eŋɡɪl 'nestɪŋ ən ðə tri: tɑp nɪər maɪ hɔz ɪn pɑŋɑndɑrɑn. ɪt ɪz ə si: 'eŋɡɪl. ɪt hæv lɪŋ brɔn 'feðərs, ə strɔŋ ænd sep 'jeloʊwɪf bi:k ænd klɑs. ɪt hɔs ɔf fɪf ɪn ðə si: bɒt sɔmti:mz ɪt hɔs 'tʃɪkəs ænd smel bɪs. 'eŋɡɪl hæv 'mæni si:z, sepəz, ænd 'kɑləɪz, bu:t ðə si: 'eŋɡɪl ɪŋ 'i:zɪ tə 'rekɔkknɪk bɪ'kɔʊsə ɪt hæv ə strɔŋ, ə sremli:n, ænd ə sep bi:k usət tə 'hendl fɔds ænd tə tʃer fər ɪtʒ 'feðəz. bi:si:dəz, ɪt hæv əlsəʊ wɪ:d wɪŋz tə fli: ænd ə sremli:n, 'bɑdɪ wɪθ tu: strɔŋ legz. ɪt lɔks ku:t bʌt 'dʌɡi: wɪθ ðæt ɔl.

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{69}{110} \times 100 = 62.73$$

$$\text{The total score is } \frac{(ETS+RS)}{2} = \frac{(72.73+62.73)}{2} = 64.09 \text{ (Fair)}$$

## 2.) Amalia Suci Romadona

## a.) From the English Teacher

ðə si: 'i:gəl

*ðɪr* ɪz ən 'egəl 'nestɪŋ ən ðə tri: tɒp **ner** maɪ **hɔ:z** ɪn pɑŋɑndɑrɑn. ɪt ɪz ə si: 'egəl. ɪt hæz **let brɔn** 'fi:ðərs, ə strɔŋ ænd **sep** 'jɛləʊwɪf **bek** ænd **klawz**. ɪt **hənts** fər fɪf ɪn ðə si: bʌt **sɑmti:mz** ɪt **hənts** 'fɪkənz ænd **smel bi:ds**. 'i:gəlz hæv 'mæni **si:z**, **sepəz**, ænd 'kɔlərz, **bu:t** ðə si: 'egəl ɪz 'esɪ tə 'rekɔnɪz bɪ'kɔ:z ɪt hæz ə strɔŋ, ə'stremlen, ænd ə **sep bek usət** tə 'hændəl fu:dz ænd tə **kar** fər ɪt z 'fi:ðərz. **bæsedz**, ɪt hæz əlsəʊ **wed** wɪŋz tə flɑɪ ænd ə 'stri:mleɪn 'bɑdɪ **wet tu:** strɔŋ legz. ɪt **lɔks ku:t but** 'dæfɪŋ **wet ðoʊt** ɔl.

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{72}{110} \times 100 = 65.45$$

## b.) From the Researcher

ðə si: 'i:gəl

*ðɪr* ɪz ən 'egəl 'nestɪŋ ən ðə tri: tɒp **ner** maɪ **hɔ:z** ɪn pɑŋɑndɑrɑn. ɪt ɪz ə si: 'egəl. ɪt hæz **let brɔn** 'fi:ðərs, ə strɔŋ ænd **sep** 'jɛləʊwɪf **bek** ænd **klawz**. ɪt **hənts** fər fɪf ɪn ðə si: bʌt **sɑmti:mz** ɪt **hənts** 'fɪkənz ænd **smel bi:ds**. 'i:gəlz hæv 'mæni **si:z**, **sepəz**, ænd 'kɔlərz, **bʌt** ðə si: 'egəl ɪz 'esɪ tə 'rekɔnɪz bɪ'kɔ:z ɪn hæz ə strɔŋ, ə'stremlen, ænd ə **sep bek usət** tə 'hændəl fɔd ænd tə **kar** fər ɪt z 'fi:ðərz. **bæsedz**, ɪt hæz əlsəʊ **wed** wɪŋz tə flɑɪ ænd ə 'stri:mleɪn 'bɑdɪ **wet tu:** strɔŋ **lɪgz**. ɪn **lɔks ku:t but** 'dæfɪŋ **wet ðæt** ɔl.

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{72}{110} \times 100 = 65.45$$

$$\text{The total score is } \frac{(ETS+RS)}{2} = \frac{(65.45+65.45)}{2} = 65.45 \text{ (Fair)}$$



### C. The Average Scores

#### 1.) Arefa Lucky Maulida

##### a.) From the English Teacher

ðə si: 'egəl

ðeər ɪz ən 'egəl 'nestɪŋ ən ðə tri: tɒp nɪər maɪ hɔːz ɪn pɑŋgɑndɑrən. ɪt ɪz ə si: 'egəl. ɪt hɪz leɪ brɔn 'fi:ðərs, ə strɔŋ ænd fɑ:p 'jələʊwɪs bi:k ænd klɔwz. ɪt hɑnts fər fɪf ɪn ðə si: bʌt sɒm'tɑmz ɪt hɑnts 'ʃɪkənz ænd smɔl bɜ:ds. 'egəlz hæv 'mɑnɪ saɪzɪz, 'sepz, ænd 'kɔlərz, bʌt ðə si: 'egəl ɪz 'i:si tə 'rekɔnɑɪz bɪ'kɔz ɪt hæz ə strɔŋ, ə 'strəmlɑn, ænd ə fɑ:p bi:k usət tə 'hændəl fu:dz ænd tə keər fər ɪtʒ 'fi:tərz. bɪ'saɪdz, ɪt hæz əlsəʊ wɪd wɪŋz tə flɑɪ ænd ə 'strəmlɑn 'bɑdɪ wɪθ tu: strɔŋ legz. ɪt lɔks kʊt bʌt 'dæfɪŋ wɪθ ðæt ɔl.

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{87}{110} \times 100 = 79.09$$

##### b.) From the Researcher

ðə si: 'egəl

ðeər ɪz ən 'egəl 'nestɪŋ ən ðə tri: tɒp nɪər maɪ hɔːz ɪn pɑŋgɑndɑrən. ɪt ɪz ə si: 'egəl. ɪt hæz leɪ brɔn 'fi:tərs, ə strɔŋ ænd fɑ:p 'jələʊwɪf bi:k ænd klɔwz. ɪt hɑnts fər fɪf ɪn ðə si: bʌt sɑntemz ɪt hɑnts 'ʃɪkənz ænd smɔl bɜ:ds. 'egəlz hæv 'mɑnɪ saɪzɪz, 'sepz, ænd 'kɑlərz, bʌt ðə si: 'edʒəl ɪz 'i:zi tə 'rekɔnɑɪz bɪ'kɔz ɪt hæz ə strɔŋ, ə 'stremlɑn, ænd ə fɑ:p bi:k usət tə 'hændəl fu:dz ænd tə keər fər ɪtʒ 'fi:tərz. bɪ'saɪdz, ɪt hæz əlsəʊ wɪd wɪŋz tə flɑɪ ænd ə 'stremlɑn 'bɑdɪ wɪθ tu: strɔŋ legz. ɪt lɔks kjʊt bʌt 'dæfɪŋ wɪθ ðæt ɔl.

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{90}{110} \times 100 = 81.82$$

$$\text{The total score is } \frac{(ETS+RS)}{2} = \frac{(79.09+81.82)}{2} = 80.45 \text{ (Good)}$$



## 2.) Wahyu Fitri Fajriyanti

## a.) From the English Teacher

*ðə si: 'i:gəl*

*ðər* ɪz ən 'i:gəl 'nestɪŋ ən ðə tri: tɒp nɪər maɪ **hɔːz** ɪn pɑŋɑndɑrɑn. ɪt ɪz ə si: 'i:gəl. ɪt hæz laɪt **brɔːn** 'fi:ðərs, ə strɔːŋ ænd **sɑ:p** 'jələʊwɪf bi:k ænd klɔ:wz. ɪn **hɑ:ts** fər fɪf ɪn ðə si: bʌt **sɑmtaɪməz** ɪn **hɑ:ts** 'ʃɪkənz ænd smɔl **bi:ds**. 'i:gəlz hæv 'mæni **sɑ:z**, **seɪpz**, ænd 'kælərz, bʌt ðə si: 'i:gəl ɪz 'i:zɪ tə 'rekneɪz bɪ'kɔːz ɪt hæz ə strɔːŋ, ə'stri:mlaɪn, ænd ə **sɜ:p** **beɪk** ʌsət tə 'hi:dəl fu:dz ænd tə keər fər ɪtʒ 'fi:ðərz. **bi'saɪdəz**, ɪt hæz əlsəʊ wɪd wɪŋz tə **fli:** ænd ə 'stri:mlaɪn 'bɑdɪ wɪθ tu: strɔːŋ legz. ɪt lʊks **ket bɒt** 'dæfɪŋ wɪθ ðæt ɔl.

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{87}{110} \times 100 = 79.09$$

## b.) From the Researcher

*ðə si: 'i:gəl*

*ðeər* ɪz ən 'i:gəl 'nestɪŋ ən ðə tri: tɒp nɪər maɪ **hɔːz** ɪn pɑŋɑndɑrɑn. ɪt ɪz ə si: 'i:gəl. ɪt hæz laɪt **brɔːn** 'fi:ðərs, ə strɔːŋ ænd **fɑ:p** 'jələʊwɪf bi:k ænd klɔ:wz. ɪn **hɑ:ts** fər fɪf ɪn ðə si: bʌt **sɑmtaɪməz** ɪn **hɑ:ts** 'ʃɪkənz ænd smɔl **bi:ds**. 'i:gəlz hæv 'mæni **sɑ:z**, **feɪpz**, ænd 'kælərz, bʌt ðə si: 'i:gəl ɪz 'i:zɪ tə 'rekneɪz bɪ'kɔːz ɪt hæz ə strɔːŋ, ə'stri:mlaɪn, ænd ə **sɜ:p** **beɪk** ʌsət tə 'hi:dəl fu:dz ænd tə keər fər ɪtʒ 'fi:ðərz. **bi'saɪdəz**, ɪt hæz əlsəʊ wɪd wɪŋz tə **fli:** ænd ə 'stri:mlaɪn 'bɑdɪ wɪθ tu: strɔːŋ legz. ɪt lʊks **ket bɒt** 'dæfɪŋ wɪθ ðæt ɔl.

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{90}{110} \times 100 = 81.82$$

$$\text{The total score is } \frac{(ETS+RS)}{2} = \frac{(79.09+81.82)}{2} = 80.45 \text{ (Good)}$$

### 3. Pronunciation Test 2

#### A. The Highest Scores

##### 1.) Caroline Gunawan

##### a.) From the English Teacher

*maɪ ˈfʌni ˈhæmstər*

*aɪ hæv ə ˈfʌni ˈhæmstər ɪn maɪ haʊs. aɪ kɔl hɪm ˈBɔni. hɪ hɪz θɪk sɔft fər ˈkavəriŋ ɔl hɪz ˈbɑdi. ðə fər ɪz ˈbraʊniʃ wɪθ ˈdarkər an ðə bæk ænd ˈlaɪtər an ˈbelɪ. hɪ hæz blæk aɪs, ˈlɪtəl ɪəz, flæt noʊs, ænd ʃɑ:p ti:θ tə tʃu: hɪz fu:d ˈprapərli. hɪ ɪz ˈveri kjut ænd ˈfʌni bɪˈkɔz ɔf ðə ˈpaʊtʃəs hɪ hæz ɪnˈsaɪd ðə maʊθ ænd ðə wei hɪ rʌnz ə ˈraʊnd. hɪ lɔks soʊ kjut when həs tʃi:ks lɔk ˈbɪgər bɪˈkɔz ɔf ðə fʊl fu:d ɪn ðə paʊtʃɪs ɪnˈsaɪd ðə tʃi:ks. bɪˈsaɪdz, hɪ rʌnz laɪk ə smɔl ˈkɑjɑru: bɪˈkɔz hɪ li:ps frʌm wʌn pleɪs tə ˈaðər smu:θli.*

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{106}{110} \times 100 = 96.36$$

##### b.) From the Researcher

*maɪ ˈfʌni ˈhæmstər*

*aɪ hæv ə ˈfʌni ˈhæmstər ɪn maɪ haʊs. aɪ kɔl hɪm ˈBɔni. hɪ hɪz θɪk sɔft fər ˈkavəriŋ ɔl hɪz ˈbɑdi. ðə fər ɪz ˈbraʊniʃ wɪθ ˈdarkər an ðə bæk ænd ˈlaɪtər an ˈbelɪ. hɪ hæz blæk aɪs, ˈlɪtəl ɪəz, flæt noʊs, ænd ʃɑ:p ti:t tə tʃu: hɪz fu:d ˈprapərli. hɪ ɪz ˈveri kjut ænd ˈfʌni bɪˈkɔz ɔf ðə ˈpaʊtʃəs hɪ hæz ɪnˈsaɪd ðə maʊθ ænd ðə wei hɪ rʌnz ə ˈraʊnd. hɪ lɔks soʊ kjut when həs tʃi:ks lɔk ˈbɪgər bɪˈkɔz ɔf ðə fʊl fu:d ɪn ðə paʊtʃɪs ɪnˈsaɪd ðə tʃi:ks. bɪˈsaɪdz, hɪ rʌnz laɪk ə smɔl ˈkɑjɑru: bɪˈkɔz hɪ li:ps frʌm wʌn pleɪs tə ˈaðər smu:θli.*

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{103}{110} \times 100 = 93.64$$

$$\text{The total score is } \frac{(ETS+RS)}{2} = \frac{(96.36+93.64)}{2} = 95.00 \text{ (excellent)}$$

## 2.) Rifni Miftahur Rohmah

## a.) From the English Teacher

*maɪ ˈfʌni ˈhæmstər*

*aɪ hæv ə ˈfʌni ˈhæmstər ɪn maɪ haʊs. aɪ kɔl hɪm ˈBɔni. hɪ hi:z θɪk sɔft fɔr ˈkavəriŋ ɔl hɪz ˈbɑdi. ðə fər ɪz ˈbraʊnɪf wɪθ ˈdɑrkər ən ðə bæɪk ænd ˈlaɪtər ən ˈbelɪ. hɪ hæz blæk aɪs, ˈlɪtəl ɪərz, flæt nɔs, ænd fa:p ti:θ tə sew hɪz fu:d ˈprapərli. hɪ ɪz ˈveri kjut ænd ˈfʌni bɪˈkɔz ɔf ðə pɔsɪs hɪ hæz ɪnˈsaɪd ðə maʊθ ænd ðə wei hɪ rʌnz əˈraʊnd. hɪ lʊks sʊv kjut when ðə tʃi:ks lʊk ˈbɪgər bɪˈkɔz ɔf ðə fʊl fu:d ɪn ðə pɔsɪs ɪnˈsaɪd ðə tʃi:ks. bɪˈsaɪdz, hə rʌnz laɪk ə smɔl kæŋgə ˈru: bɪˈkɔz hɪ li:ps frʌm wʌn ples tə ˈaðər sʌmu:θli.*

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{100}{110} \times 100 = 90.91$$

## b.) The Researcher

*maɪ ˈfʌni ˈhæmstər*

*aɪ hæv ə ˈfʌni ˈhæmstər ɪn maɪ haʊs. aɪ kɔl hɪm ˈBɔni. hɪ hi:z θɪk sɔft fɔr ˈkavəriŋ ɔl hɪz ˈbɑdi. ðə fər ɪz ˈbraʊnɪf wɪθ ˈdɑrkər ən ðə bæɪk ænd ˈlaɪktər ən ˈbelɪ. hɪ hæz blæk aɪs, ˈlɪtəl ɪərz, flæt nɔs, ænd fa:p ti:θ tə sew hɪz fu:d ˈprapərli. hɪ ɪz ˈveri kjut ænd ˈfʌni bɪˈkɔz ɔf ðə pɔsɪs hɪ hæz ɪnˈsaɪd ðə maʊθ ænd ðə wei hɪ rʌnz əˈraʊnd. hɪ lʊks sʊv kjut when ðə tʃi:ks lʊk ˈbɪgər bɪˈkɔz ɔf ðə fʊl fu:d ɪn ðə pɔsɪs ɪnˈsaɪd ðə tʃi:ks. bɪˈsaɪdz, hə rʌnz laɪk ə smɔl kæŋgə ˈru: bɪˈkɔz hə li:ps frʌm wʌn ples tə ˈaðər sʌmu:θli.*

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{96}{110} \times 100 = 87.27$$

$$\text{The total score is } \frac{(ETS+RS)}{2} = \frac{(90.91+87.27)}{2} = 89.09 \text{ (Excellent)}$$

**B. The Lowest Scores**

## 1.) Halimatus Sa'diyah

## a.) From the English Teacher

*maɪ ˈʃɑːni ˈhæmstər*

*aɪ hæv ə ˈʃɑːni ˈhæmstər ɪn maɪ hɔːs. aɪ kel hɪm ˈBɔːni. hə hɪz θɪk sɔːft fɔːr ˈkɒvəri el hɪz ˈbɑːdi. ðə fɔːr ɪz ˈbraʊnɪf wɪθ ˈderker an ðə bæɪk ænd ˈlɪktər an ˈbɪli. hɪ hæz blæk iːys, ˈlɪtəl ɪrə, ˈfliː noʊ, ænd ˈfiːp tiːt tə kew hɪz fuːd ˈprapərli. hɪ ɪz ˈveri kjut ænd ˈʃɑːni pɪkɪz ɔːf ðə pɒtʃ hə hɪz ɪnsɪdə ðə muːt ænd tiː wɪ hɪ rɒn ərɒnd. hɪ lɒks soʊ kjut when hə kek lɒk ˈbɪgər bekoʊz ɔːf ðə fɒl fɒd ɪn ðə pɒstfə ɪnsɪdə ðə siːk. bæsɪdz, hɪ rɒn laɪk ʌ smel kaŋoro bɪkeɪz hɪ leps frəm ɔːn pleɪs tə ˈaðər smuːt.*

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{67}{110} \times 100 = 60.91$$

## b.) From the Researcher

*maɪ ˈʃɑːni ˈhæmstər*

*aɪ hæv ə ˈʃɑːni ˈhæmstər ɪn maɪ hɔːs. aɪ kel hɪm ˈBɔːni. hə hɪz θɪk sɔːft fɔːr ˈkɒvəri el hɪz ˈbɑːdi. ðə fɔːr ɪz ˈbraʊnɪf wɪθ ˈderker an ðə bæɪk ænd ˈlɪktər an ˈbɪli. hɪ hæz blæk iːys, ˈlɪtəl ɪrə, ˈfliː noʊ, ænd ˈfiːp tiːt tə kew hɪz fuːd ˈprapərli. hɪ ɪz ˈveri kɒt ænd ˈʃɑːni pɪkɪz ɔːf ðə pɒtʃ hə hɪz ɪnsɪdə ðə muːt ænd tiː weɪ hə rɒn ərɒnd. hɪ lɒks soʊ kjut when hə kek lɒk ˈbɪgər bekoʊz ɔːf ðə fɒl fɒd ɪn ðə pɒstfə ɪnsɪdə ðə siːk. bæsɪdz, hɪ rɒn laɪk ʌ smel kaŋoro bɪkeɪz hɪ leps frəm ɔːn pleɪs tə ˈaðər smuːt.*

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{65}{110} \times 100 = 59.09$$

$$\text{The total score is } \frac{(ETS+RS)}{2} = \frac{(60.91+59.09)}{2} = 60.00 \text{ (Fair)}$$

## 2.) Nur Laili Nurul W

## a.) From the English Teacher

*maɪ 'fʊni 'hæmstər*

*aɪ hæv ə 'fʊni 'hæmstər ɪn maɪ haʊs. aɪ kel hɪz 'Bʊni. hə hɪz stɪk sɔft fər 'tʒɒvəriŋ ɔl hɪz 'bɑdi. ðə fər ɪz brɔwnɪs wɪθ 'darkər an ðə bæɪk ænd lɪ'tər an 'belɪ. hɪ hæz blæk i:ys, 'lɪtəl ɪərz, flæt nɔs, ænd fa:p ti:t tə kʊs hɪz fu:d prapərli. hɪ ɪz 'veri ku:t ænd 'fʊni bɪ'kɔz ɔf ðə pɑʊtɪs hɪ hɪz ɪsɪd ðə mʊ ænd ðə waɪ hə rɒnz arənd. hɪ laɪks sʊʊ ku:t when hə tʃi:ks lʊk 'bɪgər bɪ'kɔz ɔf ðə fʊl fu:d ɪn ðə pɒtʃs ɪnsi:d ðə tʃi:ks. bæsi:d, hɪ rʌnz lɪk ə smel kəŋsoʊrʊʊ bɪ'kɔz hɪ li:ps frəm ɔn pleɪs tə 'aðər smɒtli.*

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{75}{110} \times 100 = 68.18$$

## b.) From the Researcher

*maɪ 'fʊni 'hæmstər*

*aɪ hæv ə 'fʊni 'hæmstər ɪn maɪ haʊs. aɪ kel hɪz 'Bʊni. hə hɪz stɪk sɔft fər 'tʒɒvəriŋ ɔl hɪz 'bɑdi. ðə fər ɪz brɔwnɪs wɪθ 'darkər an ðə bæɪk ænd lɪ'tər an 'belɪ. hɪ hæz blæk i:ys, 'lɪtəl ɪərz, flæt nɔs, ænd sep ti:t tə kʊs hɪz fu:d prapərli. hɪ ɪz 'veri ku:t ænd 'fʊni bɪ'kɔz ɔf ðə pɑʊtɪs hɪ hɪz ɪsɪd ðə mʊ ænd ðə waɪ hə rɒnz arənd. hɪ laɪks sʊʊ ku:t when hə tʃi:ks lʊk 'bɪgər bɪ'kɔz ɔf ðə fʊl fu:d ɪn ðə pɒtʃs ɪnsi:d ðə tʃi:ks. bæsi:d, hɪ rʌnz lɪk ə smel kəŋsoʊrʊʊ bɪ'kɔz hɪ li:ps frəm ɔn pleɪs tə 'aðər smɒtli.*

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{74}{110} \times 100 = 67.27$$

$$\text{The total score is } \frac{(ETS+RS)}{2} = \frac{(68.18+67.27)}{2} = 67.73 \text{ (Fair)}$$



### C. The Average Scores

#### 1.) Alfiyatut Toyibah

##### a.) From the English Teacher

*maɪ ˈʃʌni ˈhæmstər*

*aɪ hæv ə ˈʃʌni ˈhæmstər ɪn maɪ haʊs. aɪ kɔl hɪm ˈBɔni. hɪ hæz θɪk sɔft ˈfɔr ˈkævəriŋ ɔl hɪz ˈbɑdi. ðə ˈfɔr ɪz ˈbraʊniʃ wɪθ ˈdɑrkər ən ðə bæʃ ənd ˈlaɪtər ən ˈbelɪ. hɪ hæz blæk ɪːes, ˈlɪtəl ˈɜrʒ, flæt noʊs, ənd ʃɑ:p ˈti:t tə ˈkew hɪz fu:d ˈprapərli. hɪ ɪz ˈveri ˈkæt ənd ˈʃʌni bɪˈkɔz ɔf ðə ˈpaʊtʃ hɪ hæz ɪnˈsaɪd ðə ˈmoʊθ ɔf ðə wei hɪ rʌnz əˈraʊnd. hə lɔk sʊʊ kæt when hɪ ˈtʃi:ks lɔk ˈbɪgər bɪˈkɔz ɔf ðə ˈfʊl fu:d ɪn ðə ˈpaʊtʃ ɪnˈsaɪd ðə ˈtʃi:ks. bɪˈsaɪdz, hɪ rɒnz laɪk ə smɔl ˈkæŋɡʊru: bɪˈkɔz hɪ ˈlep frəm ɔn pleɪs tə ˈɑðər smu:θli.*

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{89}{110} \times 100 = 80.91$$

##### b.) From the Researcher

*maɪ ˈʃʌni ˈhæmstər*

*aɪ hæv ə ˈʃʌni ˈhæmstər ɪn maɪ haʊs. aɪ kɔl hɪm ˈBɔni. hɪ hæz θɪk sɔft ˈfɔr ˈkævəriŋ ɔl hɪz ˈbɑdi. ðə ˈfɔr ɪz ˈbraʊniʃ wɪθ ˈdɑrkər ən ðə bæʃ ənd ˈlaɪtər ən ˈbelɪ. hɪ hæz blæk ɪːes, ˈlɪtəl ˈɜrʒ, flæt noʊs, ənd ʃɑ:p ˈti:t tə ˈkew hɪz fu:d ˈprapərli. hɪ ɪz ˈveri ˈkæt ənd ˈʃʌni bɪˈkɔz ɔf ðə ˈpaʊtʃ hɪ hæz ɪnˈsaɪd ðə ˈmoʊθ ɔf ðə wei hɪ rʌnz əˈraʊnd. hə lɔk sʊʊ kæt when hɪ ˈtʃi:ks lɔk ˈbɪgər bɪˈkɔz ɔf ðə ˈfʊl fu:d ɪn ðə ˈpaʊtʃ ɪnˈsaɪd ðə ˈtʃi:ks. bɪˈsaɪdz, hɪ rɒnz laɪk ə smɔl ˈkæŋɡʊru: bɪˈkɔz hɪ ˈlep frəm ɔn pleɪs tə ˈɑðər smu:θli.*

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{89}{110} \times 100 = 80.91$$

$$\text{The total score is } \frac{(ETS+RS)}{2} = \frac{(80.91+80.91)}{2} = 80.91 \text{ (Good)}$$

## 2.) Destia Fitriatus S

## a.) From the English Teacher

*maɪ ˈfʌni ˈhæmstər*

*aɪ hæv ə ˈfʌni ˈhæmstər ɪn maɪ haʊs. aɪ kɔl hɪm ˈBʌni. hɪ hæz tɪk sɔft fɔr ˈkavəriŋ ɔl hɪz ˈbʌdi. ðə fɔr ɪz ˈbraʊnɪf wɪθ ˈderkər an ðə bæŋk ænd ˈlɪtər an ˈbelɪ. hɪ hæz blæk aɪs, ˈlɪtəl ɪərz, flæt nɔs, ænd ʃa:p ti:t tə kew hɪz fu:d ˈproʊpərli. hɪ ɪz ˈveri ku:t ænd ˈfʌni bɪˈkɔz ɔf ðə pɔsəs hɪ hæz ɪnsɪd ðə maʊn ænd ðə wei hɪ rʌnz əˈraʊnd. hɪ lɔks sʊ kʌt when hɪz tʃi:ks lɔk ˈbɪgər bɪˈkɔz ɔf ðə fʊl fu:d ɪn ðə paʊtʃɪs ɪnsɪd ðə tʃi:k. bɪˈsaɪdz, ðə rʌnz laɪk ə smɔl kæŋɡʊərə: bɪˈkɔz hɪ li:ps frʌm wʌn pleɪs tə ˈaðər smu:θli.*

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{88}{110} \times 100 = 80.00$$

## b.) From the Researcher

*maɪ ˈfʌni ˈhæmstər*

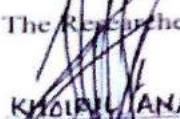
*aɪ hæv ə ˈfʌni ˈhæmstər ɪn maɪ haʊs. aɪ kɔl hɪm ˈBʌni. hɪ hæz tɪk sɔft fɔr ˈkavəriŋ ɔl hɪz ˈbʌdi. ðə fɔr ɪz ˈbraʊnɪf wɪθ ˈderkər an ðə bæŋk ænd ˈlɪtər an ˈbelɪ. hɪ hæz blæk aɪs, ˈlɪtəl ɪərz, flæt nɔs, ænd ʃa:p ti:t tə kew hɪz fu:d ˈproʊpərli. hɪ ɪz ˈveri ku:t ænd ˈfʌni bɪˈkɔz ɔf ðə pɔsəs hɪ hæz ɪnsɪd ðə maʊn ænd ðə wei hɪ rʌnz əˈraʊnd. hɪ lɔks sʊ kʌt when hɪz tʃi:k lɔk ˈbɪgər bɪˈkɔz ɔf ðə fʊl fu:d ɪn ðə paʊtʃɪs ɪnsɪd ðə tʃi:k. bɪˈsaɪdz, ðə rʌnz laɪk ə smɔl kæŋɡʊərə: bɪˈkɔz hɪ li:ps frʌm wʌn pleɪs tə ˈaðər smu:θli.*

$$\text{Score} = \frac{A}{B} \times 100$$

$$\text{Score} = \frac{86}{110} \times 100 = 78.18$$

$$\text{The total score is } \frac{(ETS+RS)}{2} = \frac{(80.00+78.18)}{2} = 79.09 \text{ (Good)}$$

Acknowledged by,

The Researcher  
  
 KHOIRUL ANAM  
 NIM 120210401048

The English Teacher  
  
 NIP.  


**APPENDIX M****LESSON PLAN**

(Cycle 1, Meeting 1,)

School	: SMP Plus Darus Sholah Jember
Subject	: English
Class/Semester	: VIIIB/1
Language Component	: Pronunciation (integrated with reading)
Text Type	: Descriptive Text
Theme	: Protected Animal
Time Allocation	: 2 x 40 minutes

**I. STANDARD OF COMPETENCE**

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

**II. BASIC COMPETENCE**

- 5.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

**III. Indicators****A. Cognitive****1. Process**

- a. Listening to and paying attention to the teacher reading the text aloud,
- b. Indicating the pause/stop (by giving / and //), stress syllables (by underlining them) and unstressed syllables (by putting them in the brackets) while they are paying attention to the teacher's second reading aloud of the text,

- c. Reading aloud the text together,
- d. Imitating the example of pronouncing the difficult words given by the teacher,
- e. Practicing the difficult words found within the text together,
- f. Practicing the reading aloud with their group.

## **2. Product**

Reading aloud the descriptive text with the accurate pronunciation.

### **B. Affective**

- a. Showing attention in following the teaching and learning process,
- b. Showing confidence in reading aloud the descriptive text.

## **IV. Learning Objectives**

### **A. Cognitive**

#### **1. Process**

- a. The students are attentively able to listen to and pay attention to the teacher reading the text aloud,
- b. The students are able to indicate the pause/stop (by giving / and //), stress syllables (by underlining them) and unstressed syllables (by putting them in the brackets) while they are paying attention to the teacher's second reading aloud of the text,
- c. The students are able to read the text aloud together,
- d. The students are able to imitate the example of pronouncing the difficult words given by the teacher,
- e. The students are able to practice the difficult words together,
- f. The students are able to practice the reading aloud with their group.

**2. Product**

The students are able to read aloud the descriptive text with the accurate word pronunciation.

**B. Affective**

- a. The students are able to show attention in following the teaching and learning process,
- b. The students are able to show confidence in reading aloud the descriptive text.

**V. Material**

(Enclosed)

**VI. Teaching and Learning Strategy**

Approach : Cooperative Language Learning

Method : Imitating the Model

**VII. Teaching and Learning Activities**

No	Teacher's Activities	Students' Activities	Time Allocation
<b>1.</b>	<b>Pre – Instructional Activities</b>		
	1. Greeting the students,	1. Responding,	1'
	2. Checking the students' attendance list,	2. Paying attention,	3'
	3. Asking some leading questions related to the picture of orangutans showed,	3. Answering the leading questions given	4'
	4. Stating the objectives of the lesson	4. Paying attention	2'



2	<p><b>Main Activities</b></p> <p>5. Having students pay attention to the teacher reading the text aloud in front of the class,</p> <p>6. Having students indicate the pause/stop (by giving / and //), stress syllables (by underlining them) and unstressed syllables (by putting them in the brackets) while they are paying attention to the teacher's second reading aloud the text,</p> <p>7. Having the students read the text aloud together,</p> <p>8. Pronouncing the difficult words existing on the text,</p> <p>9. Having students to pronounce the difficult words together,</p> <p>10. Having students make a group consisting of 5 students each group and then practice the reading aloud by taking into account the word pronunciation accuracy.</p>	<p>5. Listening to and paying attention to the teacher,</p> <p>6. Indicating the pause/stop, stressed syllables, and the unstressed syllables as what asked by the teacher ,</p> <p>7. Reading the text aloud together,</p> <p>8. Imititating the teacher's pronunciation,</p> <p>9. Practicing the difficult words together,</p> <p>10. Practicing the reading aloud with the group.</p>	<p>10'</p> <p>10'</p> <p>10'</p> <p>10'</p> <p>10'</p> <p>15'</p>
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<b>3</b>	<b>Post Activities</b>		
	12. Guiding the students to conclude about the given materials that the students have discussed, 11. Parting the students.	11. Reviewing the materials given, 12. Responding.	4'  1'

### VIII. Media, Equipments, and Learning Sources

#### 1. Media

- a. PowerPoint Presentation
- b. White board
- c. Viewer
- d. Teacher's voice

#### 2. Equipments

- a. Computer/laptop
- b. Marker

#### 3. Learning Source

Wardiman, A., Jahur, M. B., & Djusma, M.S. (2008). *English in Focus for Grade VIII Junior High School*. Jakarta: Departemen Pendidikan Nasional

### IX. Assessment

The assessment is done after the action has been carried out. In this case, the test is assessed by the two raters (researcher and English teacher) to know the students' score representing their achievement on word pronunciation accuracy in the descriptive text. The assessment is counted by using the following formula:

$$S = \frac{A}{B} \times 100$$

Note: S = The students' score of the correct word pronunciation

A = The number of correct word pronunciation obtained by the students

B = The total number of the words in the text

## The Teaching Material



### Leading Questions

1. What picture do you think it is?
2. Do you know what animal belongs to a protected animal?

### Bongo the Orangutan



There is a popular orangutan in the Bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.

Bongo has brownish fur covering of her body but sole of feet, palm of hand, and face. Moreover, she has physical features similar to a human. She is almost as big as a human.

In this case, she is as big as a fat adult person. Besides, she walks with two feet and eats by making use of her hands well. She is also a mammal creature like a human too, it means that she gives birth to her children and breasts them.

(Adapted from Wardiman, *et. al.*, 2008:20-21)

**APPENDIX N****LESSON PLAN**

(Cycle 1, Meeting 2)

School	: SMP Plus Darus Sholah Jember
Subject	: English
Class/Semester	: VIII B/1
Language Component	: Pronunciation (integrated with reading)
Text Type	: Descriptive Text
Theme	: Beloved Pets
Time Allocation	: 2 x 40 minutes

**I. STANDARD OF COMPETENCE**

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

**II. BASIC COMPETENCE**

- 5.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

**III. Indicators****A. Cognitive****1. Process**

- Listening to and paying attention to the teacher reading the text aloud,
- Indicating the pause/stop (by giving / and //), stress syllables (by underlining them) and unstressed syllables (by putting them in the brackets) while they are paying attention to the teacher's second reading aloud of the text,
- Reading aloud the text together,

- d. Imitating the example of pronouncing the difficult words given by the teacher,
- e. Practicing the difficult words found within the text together,
- f. Practicing the reading aloud with their group.

## **2. Product**

The students are able to read aloud the descriptive text with the accurate pronunciation.

## **B. Affective**

- a. Showing attention in following the teaching and learning process,
- b. Showing confidence in reading aloud the descriptive text.

## **IV. Learning Objectives**

### **A. Cognitive**

#### **1. Process**

- a. The students are attentively able to listen to and pay attention to the teacher reading the text aloud,
- b. The students are able to indicate the pause/stop (by giving / and //), stress syllables (by underlining them) and unstressed syllables (by putting them in the brackets) while they are paying attention to the teacher's second reading aloud of the text,
- c. The students are able to read the text aloud together,
- d. The students are able to imitate the example of pronouncing the difficult words given by the teacher,
- e. The students are able to practice the difficult words together,
- f. The students are able to practice the reading aloud with their group.

#### **2. Product**

The students are able to read aloud the descriptive text with the accurate word pronunciation.



**B. Affective**

- a. The students are able to show attention in following the teaching and learning process,
- b. The students are able to show confidence in reading aloud the descriptive text.

**V. Material**

(Enclosed)

**VI. Teaching and Learning Strategy**

Approach : Cooperative Language Learning

Method : Imitating the Model

**VII. Teaching and Learning Activities**

No	Teacher's Activities	Students' Activities	Time Allocation
<b>1.</b>	<b>Pre – Instructional Activities</b>		
	1. Greeting the students,	1. Responding,	1'
	2. Checking the students' attendance list,	2. Paying attention,	3'
	3. Asking some leading questions related to the picture of rabbit showed,	3. Answering the leading questions given,	4'
	4. Stating the objectives of the lesson.	4. Paying attention.	2'

2.	<p><b>Main Activities</b></p> <p>5. Having students pay attention to the teacher reading the text aloud in front of the class,</p> <p>6. Having students indicate the pause/stop (by giving / and //), stress syllables (by underlining them) and unstressed syllables (by putting them in the brackets) while they are paying attention to the teacher's second reading aloud the text,</p> <p>7. Having the students read the text aloud,</p> <p>8. Pronouncing the difficult words existing on the text,</p> <p>9. Having students to pronounce the difficult words together,</p> <p>10. Having students make a group consisting of 5 students each group and then practice the reading aloud by taking into account the word pronunciation accuracy.</p>	<p>5. Listening to and paying attention to the teacher,</p> <p>6. Indicating the pause/stop, stressed syllables, and the unstressed syllables as what asked by the teacher ,</p> <p>7. Reading the text aloud,</p> <p>8. Imitating the teacher's pronunciation,</p> <p>9. Practicing the difficult words together,</p> <p>10. Practicing the reading aloud with the group.</p>	<p>10'</p> <p>10'</p> <p>10'</p> <p>10'</p> <p>10'</p> <p>15'</p>
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<b>3</b>	<b>Post Activities</b>		
	11. Guiding the students to conclude about the given materials that the students have discussed, 12. Parting the students.	12. Reviewing the materials given, 13. Responding.	4' 1'

### VIII. Media, Equipments, and Learning Sources

#### 1. Media

- a. PowerPoint Presentation
- b. White board
- c. Viewer
- d. Teacher's voice

#### 2. Equipments

- a. Computer/laptop
- b. Marker

#### 3. Learning Source

Wardiman, A., Jahur, M. B., & Djusma, M.S. (2008). *English in Focus for Grade VIII Junior High School*. Jakarta: Departemen Pendidikan Nasional

### IX. Assessment

The assessment is done after the action has been carried out. In this case, the test is assessed by the two raters (researcher and English teacher) to know the students' score representing their achievement on word pronunciation accuracy in the descriptive text. The assessment is counted by using the following formula:

$$S = \frac{A}{B} \times 100$$

Note:

S = The students' score of the correct word pronunciation

A = The number of correct word pronunciation obtained by the students

B = The total number of the words in the text

## Teaching Material



### Leading Questions

1. What picture do you think it is?
2. Do you know what animal belongs to a pet?

### My Beloved Rabbit



I have a rabbit, his name is Temon.

Temon is my beloved and adorable rabbit. He has two reddish eyes, long ears, and brown fur with black stripes. Every day I like to cuddle him because his fur feels soft. I also give Temon milk and a loaf of bread because he doesn't like grass at all. Besides, Temon is an active animal. He likes to run around the specialized floor around his clean stable. He likes to chase everybody in my house. When he feels tired or sleepy, Temon usually sleeps in his stable and the mattress in the living room or sometimes under the table.

(Adapted from Wardiman, *et. al.*, 2008:5)

**APPENDIX O****LESSON PLAN**

(Cycle 2, Meeting 1)

School	: SMP Plus Darus Sholah Jember
Subject	: English
Class/Semester	: VIII B/1
Language Component	: Pronunciation (integrated with reading)
Text Type	: Descriptive Text
Theme	: Protected Animal
Time Allocation	: 2 x 40 minutes

**I. STANDARD OF COMPETENCE**

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

**II. BASIC COMPETENCE**

- 5.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

**III. Indicators****A. Cognitive****1. Process**

- Listening to and paying attention to the teacher reading the text aloud,
- Reading aloud the text together,
- Imitating the example of pronouncing the difficult words given by the teacher,
- Practicing the difficult words found within the text together,



e. Practicing the reading aloud.

## **2. Product**

The students are able to read aloud the descriptive text with the accurate pronunciation.

## **B. Affective**

- a. Showing attention in following the teaching and learning process,
- b. Showing confidence in reading aloud the descriptive text.

# **IV. Learning Objectives**

## **A. Cognitive**

### **1. Process**

- a. The students are attentively able to listen to and pay attention to the teacher reading the text aloud,
- b. The students are able to read the text aloud together,
- c. The students are able to imitate the example of pronouncing the difficult words given by the teacher,
- d. The students are able to practice the difficult words together,
- e. The students are able to practice the reading aloud with their group.

### **2. Product**

The students are able to read aloud the descriptive text with the accurate word pronunciation.

## **B. Affective**

- a. The students are able to show attention in following the teaching and learning process,
- b. The students are able to show confidence in reading aloud the descriptive text.

**V. Material**

(Enclosed)

**VI. Teaching and Learning Strategy**

Approach : Cooperative Language Learning

Method : Imitating the Model

**VII. Teaching and Learning Activities**

No	Teacher's Activities	Students' Activities	Time Allocation
<b>1.</b>	<b>Pre – Instructional Activities</b>		
	1. Greeting the students,	1. Responding,	1'
	2. Checking the students' attendance list,	2. Paying attention,	3'
	3. Asking some leading questions related to the picture of a lion showed,	3. Answering the leading questions given,	4'
	4. Stating the objectives of the lesson.	4. Paying attention.	2'
<b>2.</b>	<b>Main Activities</b>		
	5. Having students pay attention to the teacher reading the text aloud in front of the class,	5. Listening to and paying attention to the teacher,	15'
	6. Having the students read the text aloud,	6. Reading the text aloud,	15'
	7. Pronouncing the difficult words existing on the text,	7. Imitating the teacher's pronunciation,	10'

	8. Having students to pronounce the difficult words together,	8. Practicing the difficult words together,	10'
	9. Having students make a group consisting of 5 students each group and then practice the reading aloud by taking into account the word pronunciation accuracy.	9. Practicing the reading aloud with the group.	15'
<b>3</b>	<b>Post Activities</b>		
	12. Guiding the students to conclude about the given materials that the students have discussed,	12. Reviewing the materials given,	4'
	13. Parting the students.	13. Responding.	1'

### VIII. Media, Equipments, and Learning Sources

#### 1. Media

- a. PowerPoint Presentation
- b. White board
- c. Viewer
- d. Teacher's voice

#### 2. Equipments

- a. Computer/laptop
- b. Marker

#### 3. Learning Source

Kistono, Andayani, E. T., Ismukoco, & Tupan, A. (2005). *Bahasa Inggris SMP untuk SMP/MTs Kelas VIII*. Bogor: Yudhistira

**IX. Assessment**

The assessment is done after the action has been carried out. In this case, the test is assessed by the two raters (researcher and English teacher) to know the students' score representing their achievement on word pronunciation accuracy in the descriptive text. The assessment is counted by using the following formula:

$$S = \frac{A}{B} \times 100$$

Note:

S = The students' score of the correct word pronunciation

A = The number of correct word pronunciation obtained by the students

B = The total number of the words in the text

## Learning Material

### Leading Questions



1. What picture do you think it is?
2. Do you know what animal belongs to a protected animal?

### Ron, the African Lion



There is an African lion in National African Zoo. His name is Ron.

He has an impressive body. He is muscular with its sandy brown coat all over his body. He looks cool as a carnivorous animal for his sharp teeth and claws and thick mane covering the backside of the head and shoulders. As a carnivore, he eats meat only by hunting. He does it alone and usually with his group too depends on the age, body size, and strength. In the zoo, however, the zoo keeper gives them three huge slices of meat and a lion glass of milk for three times a day.

(Adapted from Kistono, *et. al.*, 2005:128)



**APPENDIX P****LESSON PLAN**

(Cycle 2, Meeting 2)

School	: SMP Plus Darus Sholah Jember
Subject	: English
Class/Semester	: VIII B/1
Language Component	: Pronunciation (integrated with reading)
Text Type	: Descriptive Text
Theme	: Beloved Pets
Time Allocation	: 2 x 40 minutes

**I. STANDARD OF COMPETENCE**

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

**II. BASIC COMPETENCE**

- 5.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

**III. Indicators****A. Cognitive****1. Process**

- a. Listening to and paying attention to the teacher reading the text aloud,
- b. Reading aloud the text together,
- c. Imitating the example of pronouncing the difficult words given by the teacher,

- d. Practicing the difficult words found within the text together,
- e. Practicing the reading aloud with their group.

## **2. Product**

The students are able to read aloud the descriptive text with the accurate pronunciation

## **B. Affective**

- a. Showing attention in following the teaching and learning process,
- b. Showing confidence in reading aloud the descriptive text.

## **IV. Learning Objectives**

### **A. Cognitive**

#### **1. Process**

- a. The students are attentively able to listen to and pay attention to the teacher reading the text aloud,
- b. The students are able to read the text aloud together,
- c. The students are able to imitate the example of pronouncing the difficult words given by the teacher,
- d. The students are able to practice the difficult words together,
- e. The students are able to practice the reading aloud with their group.

#### **3. Product**

The students are able to read aloud the descriptive text with the accurate word pronunciation.

### **B. Affective**

- a. The students are able to show attention in following the teaching and learning process,
- b. The students are able to show confidence in reading aloud the descriptive text.

**V. Material**

(Enclosed)

**VI. Teaching and Learning Strategy**

Approach : Cooperative Language Learning

Method : Imitating the Model

**VII. Teaching and Learning Activities**

No	Teacher's Activities	Students' Activities	Time Allocation
<b>1.</b>	<b>Pre – Instructional Activities</b>		
	1. Greeting the students,	1. Responding,	1'
	2. Checking the students' attendance list,	2. Paying attention,	3'
	3. Asking some leading questions related to the picture of a louhan showed,	3. Answering the leading questions given,	4'
	4. Stating the objectives of the lesson.	4. Paying attention.	2'
<b>2.</b>	<b>Main Activities</b>		
	5. Having students pay attention to the teacher reading the text aloud in front of the class,	5. Listening to and paying attention to the teacher,	15'
	6. Having the students read the text aloud,	6. Reading the text aloud,	15'
	7. Pronouncing the difficult words existing on the text,	7. Imitating the teacher's pronunciation,	10'

	8. Having students to pronounce the difficult words together, 9. Having students make a group consisting of 5 students each group and then practice the reading aloud by taking into account the word pronunciation accuracy.	8. Practicing the difficult words together, 9. Practicing the reading aloud with the group.	10' 15'
<b>3</b>	<b>Post Activities</b> 12. Guiding the students to conclude about the given materials that the students have discussed, 13. Parting the students.	12. Reviewing the materials given, 13. Responding.	4' 1'

### VIII. Media, Equipments, and Learning Sources

#### 1. Media

- a. PowerPoint Presentation
- b. White board
- c. Viewer
- d. Teacher's voice

#### 2. Equipments

- a. Computer/laptop
- b. Marker

#### 3. Learning Source

Teacher-Created Material

**IX. Assessment**

The assessment is done after the action has been carried out. In this case, the test is assessed by the two raters (researcher and English teacher) to know the students' score representing their achievement on word pronunciation accuracy in the descriptive Text. The assessment is counted by using the following formula:

$$S = \frac{A}{B} \times 100$$

Note:

S = The students' score of the correct word pronunciation

A = The number of correct word pronunciation obtained by the students

B = The total number of the words in the text



## Learning Material



### Leading Questions

1. What picture do you think it is?
2. Do you know what animal belongs to a pet?

### My Sweet Louhan



I have a sweet big louhan. I lay her in my new aquarium. I name her Ren.

Ren has a nice body because of her big body and beautiful color. She has a gigantic fish size and bump on her head. Besides, she has impressive eyes, lips, fins and tails. His eyes are red with black in the center and bold lips that always open and close anytime. He has a strong and graceful fins and tails. He uses them to swim in the water. Ren also has a nice color combination, they are red in front and white in the backward with black stripe on it.

## APPENDIX Q



KEMENTERIAN RISET, TEKNOLOGI DAN  
PENDIDIKAN TINGGI  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 162  
Telp. (0331) 334 988, Fax. (0331) 334 988  
Jember 68121

Nomor : R 777 /H25.1.5/PL.5/2016  
Lampiran :  
Perihal : Permohonan Izin Penelitian

05 SEP 2016

Yth. Kepala SMP Plus Darus Sholah  
Jember

Diberitahukan dengan hormat, bahwa mahasiswa tersebut di bawah ini:

Nama : Khoirul Anam  
NIM : 120210401048  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkeanaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di Sekolah yang Saudara pimpin dengan judul: "Enhancing the Second Year Students' Word Pronunciation Accuracy in a Descriptive Paragraph by Implementing the Reading Aloud Technique at SMP Plus Darus Sholah Jember".

Sehubungan dengan hal tersebut di atas mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukannya.

Demikian atas bantuan dan kerjasama yang baik kami ucapkan terima kasih.

a.n. Dekan,  
Pembantu Dekan I,

Dr. Sukatman, M.Pd.  
NIP. 19640123 199512 1 001

## APPENDIX R



## YAYASAN PENDIDIKAN ISLAM SMP "PLUS" DARUS SHOLAH JEMBER

STATUS : • TERAKREDITASI "A"  
• SEKOLAH STANDAR NASIONAL (SSN)

Alamat : Jl. M. Yamin No. 25 Tegal Besar Jember 68132 Telp (0331) 334639 - 334521

### SURAT KETERANGAN

NOMOR : 713/A/SMP "Plus"/XII/2016

Yang bertanda tangan di bawah ini :


Nama : Drs. H. Zainal Fanani, M.Pd  
NIP : 19561217 198303 1 009  
Jabatan : Kepala SMP "Plus" Darus Sholah Jember

Dengan ini menerangkan bahwa :

Nama : KHOIRUL ANAM  
NIM : 120210401048  
Fakultas / Prodi : FKIP / BAHASA INGGRIS  
Judul : **Enhancing the second year students word pronunciation accuracy by implementing the reading aloud technique in a descriptive text at SMP Plus Darus Sholah Jember**

Adalah benar – benar telah melaksanakan Penelitian di SMP Plus Darus Sholah Jember pada tanggal 05 Desember 2016 s/d 24 Desember 2016 dalam rangka memenuhi tugas akhir kuliah.

Demikian surat keterangan ini kami buat dengan sebenar-benarnya dan untuk dipergunakan sebagaimana mestinya

Jember, 24 Desember 2016  
Kepala SMP "Plus" D.S.,  
  
Drs. H. Zainal Fanani, M. Pd  
NIP. 19561217 198303 1 009