

AN UNDERGRADUATE THESIS

**THE EFFECTIVENESS OF DAILY CONVERSATION
METHOD ON STUDENTS' PRONOUNCING
VOCABULARY AT EIGHTH GRADE OF MTs NEGERI
1 EAST LAMPUNG**

By:

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Student Number : 2201051020



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING**

STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG

1447 H/2026 M

**THE EFFECTIVENESS OF DAILY CONVERSATION METHOD ON
STUDENTS' PRONOUNCING VOCABULARY AT EIGHTH GRADE OF
MTs NEGERI 1 EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program

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FACULTY OF TARBIYAH AND TEACHER TRAINING**

**STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG
1447 H/2026 M**



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APPROVAL PAGE

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VOCABULARY AT EIGHTH GRADE OF MTs Negeri 1
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to
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Wassalamu'alaikum Wr. Wb

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Assalamu'alaikumWr.Wb.

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VOCABULARY AT EIGHTH GRADE OF MTs Negeri 1
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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Jurai Siwo Lampung untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.



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RATIFICATION PAGE

No: B-1031/Un.36.1/D/PP.00.9/03/2026

An Undergraduate thesis entitled: THE EFFECTIVENESS OF DAILY CONVERSATION METHOD ON STUDENTS' PRONOUNCING VOCABULARY AT EIGHTH GRADE OF MTS NEGERI 1 EAST LAMPUNG Written by: Ngabidatul Mustahfiroh, Student Number 2201051020 English Education Study Program had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, March 03rd 2026, at 10.00-12.00 PM

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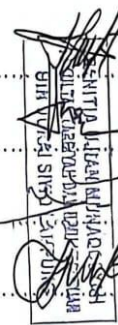
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The Dean of Tarbiyah and Teacher Training Faculty



**THE EFFECTIVENESS OF DAILY CONVERSATION METHOD ON
STUDENTS' PRONOUNCING VOCABULARY AT EIGHTH GRADE OF
MTs NEGERI 1 EAST LAMPUNG**

ABSTRACT

**By:
NGABIDATUL MUSTAHFIROH**

The research aimed to determine whether the Daily Conversation Method is effective in increasing students' pronunciation ability. Students often experience difficulties in pronouncing English vocabulary accurately due to the influence of their first language. As a result, this problem affects students' ability to communicate clearly in English. This research was conducted at the eighth grade of MTs Negeri 1 East Lampung from January 26th until February 5th 2026.

To address this problem, this research employed a quantitative approach with a quasi-experimental design. Data were collected through pronunciation tests in the form of pre-test and post-test. The population of this research was the Eighth grade students of MTs Negeri 1 East Lampung. The sample consisted of 67 students selected through a random sampling technique and divided into two groups namely, experimental class and control class. The data were collected through pronunciation tests in the form of pre-test and post-test. The experimental class was taught using the Daily Conversation Method, while the control class was taught using conventional teaching method. The collected data were analyzed using SPSS version 27. The normality test showed that the data were not normally distributed. Therefore, the Mann-Whitney U test was used to analyze the difference between the two groups.

Based on the results of this research showed that the students' pronunciation scores in the experimental class were higher than in the control class after the treatment. The mean score in the experimental class increased from 74.13 in the pre-test to 80.75 in the post-test, while the control class increased from 72.26 to 76.8. Although both classes showed better results after the learning process, the increase in the experimental class was more noticeable. In addition, the statistical analysis showed that the Asymp. Sig. (2-tailed) value was 0.012, which is lower than the significance level of 0.05. This indicates that there was a significant difference between the two classes. Therefore, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It can be concluded that the Daily Conversation Method has a significant effect on students' pronunciation of vocabulary at the eighth grade of MTs Negeri 1 East Lampung.

Keywords: *Daily Conversation Method, Pronunciation, Quantitative Research.*

EFEKTIVITAS METODE DAILY CONVERSATION TERHADAP KEMAMPUAN SISWA DALAM MENGUCAPKAN KOSAKATA PADA SISWA KELAS VIII MTs NEGERI 1 LAMPUNG TIMUR

ABSTRAK

**Oleh:
NGABIDATUL MUSTAHFIROH**

Penelitian ini bertujuan untuk mengetahui efektivitas Metode Daily Conversation terhadap kemampuan pengucapan siswa. Siswa sering mengalami kesulitan dalam mengucapkan kosakata bahasa Inggris secara tepat karena pengaruh bahasa pertama mereka. Permasalahan ini berdampak pada kemampuan siswa dalam berkomunikasi dengan jelas menggunakan bahasa Inggris. Penelitian ini dilaksanakan pada siswa kelas Delapan di MTs Negeri 1 Lampung Timur pada tanggal 26 Januari hingga 5 Februari 2026.

Untuk mengatasi permasalahan tersebut, penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-eksperimental. Data dikumpulkan melalui tes pengucapan yang terdiri dari pretest dan post-test. Populasi dalam penelitian ini adalah MTs Negeri 1 Lampung Timur. Sampel penelitian berjumlah 67 siswa yang dipilih melalui teknik random sampling dan divagi menjadi dua kelompok, yaitu kelas eksperimen dan kelas kontrol. Data penelitian diperoleh melalui tes pengucapan berupa pre-test dan post-test. Kelas eksperimen diajarkan menggunakan metode Daily Conversation, sedangkan kelas kontrol diajarkan menggunakan metode konvensional. Data yang terkumpul kemudian dianalisis menggunakan aplikasi SPSS versi 27. Hasil uji normalitas menunjukkan bahwa data tidak berdistribusi normal. Oleh karena itu, analisis data dilakukan menggunakan uji Mann-Whitney U untuk mengetahui perbedaan antara kedua kelompok data.

Hasil penelitian menunjukkan bahwa nilai pengucapan siswa pada kelas eksperimen lebih tinggi dibandingkan dengan kelas kontrol setelah diberikan perlakuan. Rata-rata nilai pada kelas eksperimen meningkat dari 74,13 pada pre-test menjadi 80,75 pada post-test, sedangkan pada kelas kontrol meningkat dari 72,26 menjadi 76,8. Meskipun kedua kelas menunjukkan peningkatan setelah proses pembelajaran, peningkatan pada kelas eksperimen terlihat lebih signifikan. Selain itu, hasil analisis statistik menunjukkan bahwa nilai Asymp.Sig. (2-tailed) sebesar 0.012 lebih kecil dari tingkat signifikansi 0.05. Hal ini menunjukkan adanya perbedaan yang signifikan antara kedua kelas. Dengan demikian, hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak. Berdasarkan hasil penelitian tersebut dapat disimpulkan bahwa metode Daily Conversation memiliki pengaruh yang signifikan terhadap kemampuan pengucapan kosakata siswa kelas VIII di MTs Negeri 1 Lampung Timur.

Kata Kunci: *Metode Daily Conversation, Pronunciation, Penelitian Kuantitatif.*

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception certain parts which are excepted from the bibliography mentioned.

Metro, 3rd March 2026

The writer



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumber dan disebutkan dalam daftar pustaka.



MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

“Allah does not change a people’s lot unless they change what is in their hearts”.
(QS. Ar-Ra'd 13: Ayat 11)

DEDICATION PAGE

Praise and gratitude pray to Allah SWT, with great gratitude researcher dedicate this undergraduate thesis as an expression of sincere respect and love to:

1. My beloved parents, Mr. Qodirun and Mrs. Badriyah who always give me the best support and always prayers for my success.
2. My beloved older sister, Sofiatun Nikmah, S.Pd. who always give support.
3. My advisor, Mrs. Leny Setiyana, M.Pd, thank you for your support, dedication, and the patience for guiding me.
5. My beloved lecturers of English Education Study Program State Islamic University of Jurai Siwo Lampung.
6. I would like to express my sincere gratitude to my friends in TBI B 22 for their support, togetherness, and encouragement during the completion of this final project. Thank you for sharing experiences, ideas, and helpful suggestions throughout this journey. Our friendship has motivated me to finish this research with confidence and determination.
7. Headmaster of MTs Negeri 1 East Lampung, thank you for let the researcher do the research.

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In the holy name of Allah SWT, the Almighty and Merciful the Lord of the universes; none of this would be possible without His mercy and graces. Thank you also to our hero, the Prophet Muhammad SAW having shown us the role of life to make our life true. The researcher can complete an undergraduate thesis titled “The Effectiveness of Daily Conversation Method on Students Pronouncing Vocabulary at Eighth Grade of MTs Negeri 1 East Lampung”.

As a result, many thanks to everyone who assisted in the preparation of this study, especially to:

1. Prof. Dr. Ida Umami, M. Pd. Kons. as the Rector of State Islamic University of Jurai Siwo Lampung.
2. Dr. Siti Annisah, M. Pd as Dean of Tarbiyah and Teacher Training Faculty
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5. Udin, M.Pd.I., as the Headmaster of MTs Negeri 1 East Lampung.
6. Bisri Arifin, S.Pd. as the English teacher of MTs Negeri 1 East Lampung.

Furthermore, the researcher recognizes that this undergraduate thesis still contains flaws. As a result, the researcher anticipates receiving feedback and

recommendations from the readers in order to complete the creation of this Undergraduate thesis.

Metro, 2 Maret 2026

The Researcher

A handwritten signature in black ink, consisting of stylized, cursive letters that appear to be 'N' and 'M'.

Ngabidatul Mustahfiroh

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CHAPTER I

INTRODUCTION

A. Background of Study

English is one of the most important international languages used for communication all over the world. In learning English, there are four basic skills that must be mastered by students, namely listening, speaking, reading, and writing. Among those skills, speaking is considered essential because it is directly related to daily communication. As state by Rao that speaking is a fundamental skill in English learning that must be developed to ensure effective communication.¹ However, to be able to speak well, students need to have good pronunciation, especially in pronouncing vocabulary. Without correct pronunciation, the message may be misunderstood and communication will not run effectively.

Pronunciation plays a central role in successful speaking, as it directly influences how well a speaker can be understood by others. Gilakjani explains that pronunciation is not limited to producing sounds correctly, but also involves mastering aspects like stress, rhythm, and intonation, which are vital in expressing meaning clearly and accurately.² Mispronunciation often creates communication breakdowns even when vocabulary and grammar are adequate. Therefore, explicit instruction and

¹ Rao Srinivas Parupali, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal (ACIELJ)* 2, no. March (2019).

² Abbas Pourhosein Gilakjani, "English Pronunciation Instruction: A Literature Review," *International Journal of Research in English Education* 1, no. 1 (2016): 1–6.

practice in pronunciation are necessary to help students achieve communicative competence.

In the context of the Eighth Grade English Curriculum, students are required to develop vocabulary that supports their ability to communicate in daily interactions as well as understand the texts learned in class. Based on the textbook for eighth grade (Merdeka Curriculum), students learn several core material. Each unit in the textbook provides a vocabulary corner that introduces new words relevant to the topic, such as regular and irregular verbs, time expression, functional expressions like expression of agreement and disagreement. Students are expected to not only recognize but also use in speaking activities and their daily activities. Therefore, students are ideally able to pronounce and apply these vocabulary items naturally in spoken communication, especially when engaging in describing past events, or expressing opinions in daily conversation contexts.³

Based on the Pre-Survey conducted in October 16th, 2025 at MTs Negeri 1 East Lampung revealed that many students still faced difficulties in pronouncing English vocabulary. Their pronunciation was often influenced by their first language which made their speech less comprehensible in English. This finding indicates that pronunciation remains a major obstacle in students' speaking development. Therefore, to obtain a clearer description of students' pronunciation achievement, a

³ Silfana Asri Susanti dan Risky Guswindari, *Esensi Bahasa Inggris untuk SMP/MTs Kelas VIII (Fase D) Kurikulum Merdeka* (Surakarta : CV Mediatama, 2023).

preliminary pronunciation assessment was conducted using descriptive indicators aligned with the Minimum Mastery Criteria (CCM).

The indicators focused on students' ability to pronounce English vocabulary accurately and intelligibly, particularly in producing consonant and vowel sounds correctly without relying on the written form of words. The results of the preliminary assessment revealed that most students had not yet achieved the expected pronunciation learning objectives. Many students frequently mispronounced English Vocabulary, showed unclear articulation, hesitated when pronouncing words orally, and depended heavily on spelling rather than correct spoken models. Only a small number of students demonstrated clear and accurate pronunciation. These findings indicated that students' pronunciation competence remains limited and highlight the need for a structured and continuous instructional method that provides meaningful opportunities for pronunciation practice.

In interview with English teacher it was further revealed that students also struggled with limited vocabulary and low motivation to engage in speaking activities.⁴ Some students hesitated to speak due to fear of making mistakes, while others lacked the confidence to practice effectively. Students also tend to lack confidence and feel challenged when pronouncing English vocabulary because the spelling patterns in English differ significantly from those in Indonesian. This discrepancy often causes students to mispronounce words and become uncertain about how

⁴ "Interview with English Teacher" (Batanghari, 7th October 2025 in MTs Negeri 1 Lampung Timur, 2025).

to articulate them correctly, which in turn affects their willingness to speak in front of others. These additional challenges highlight the need for teaching way that simultaneously addresses pronunciation, vocabulary development, and students' motivation.

One method considered effective in enhancing students' speaking fluency and pronunciation is the Daily Conversation Method (DCM). As explained by Mukhlas and Fadhilah, DCM is a language learning approach that encourages students to use a foreign language in their daily communication, creating a natural language environment that promotes fluency.⁵ This method enables learners to practice speaking continuously through structured conversational routines supported by rules and motivation systems within the learning environment. As state by Rhicards and Renandya that emphasize that meaningful communication tasks allow students to use language in natural and authentic contexts.⁶ Through daily practice, students have the opportunity to integrate pronunciation, vocabulary, and fluency simultaneously.

The importance of conversation practice is also supported by Bygate who notes that conversation lies at the heart of speaking competence because it combines lexical, structural, and phonological aspects in real

⁵ Muhammad Mukhlas and Eva Fadhilah, "The Influence of DCM (Daily Conversation Method) Towards Students' Foreign Language Speking Fluency in Modern Islamic Boarding School in Indonesia," no. May (2016): 62–67.

⁶ W. A. Richards, J. C., & Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002). p. 35-41

interaction.⁷ Recent studies indicate that task repetition and frequent speaking practice help learners reduce anxiety, increase confidence, and improve pronunciation. According to Thornbury explains that interactive speaking activities help learners reduce hesitation and develop fluency through real communication.⁸ These activities allow students to practice speaking naturally and confidently, which supports the effectiveness of daily conversation method in improving oral proficiency.

The researcher employs daily conversation method because this concept emphasizes the direct use of language through routine conversational activities in authentic and communicational contexts. Daily conversation method provides students with continuous opportunities to speak by using relevant vocabulary with accurate pronunciation in situations that resemble real-life communication. Through this practice, students not only strengthen their vocabulary but also develop clearer pronunciation through interactions that occur naturally, and meaningfully. based on the description above, the researcher intends to apply Daily Conversation Method to conduct quantitative studies. In this case, this study aims to examine **“The Effectiveness of Daily Conversation Method on Students’ Pronouncing Vocabulary at Eighth Grade of MTs Negeri 1 East Lampung.”**

⁷ Martin Bygate, “Speaking,” *The Oxford Handbook of Applied Linguistics*, (2 Ed.), no. July 2018 (2012): 1–14.

⁸ Scott Thornbury, *How to Teach Speaking* (London: Pearson Education Limited., 2005). p. 24-25

B. Problem Identification

Regarding the background of study above, the researcher identifies the problems as follows:

1. The students have difficulties in pronouncing English vocabulary correctly.
2. The students have limited vocabulary mastery, which reduces their ability to engage actively in speaking activities.
3. The students have low motivation and confidence to practice English in the classroom.

C. Problem Limitation

Based on the problem identification above, the researcher limits the research only to know the effectiveness of the Daily Conversation Method on students' pronouncing vocabulary at Eighth Grade of MTs Negeri 1 East Lampung.”

D. Problem Formulation

Based on the information provided in the background of study, The problem formulation of this research is constructed as: Is there any positive and significant effect of Daily Conversation Method on students' pronouncing vocabulary at Eighth Grade of MTs Negeri 1 East Lampung?

E. Objective and Benefits of Study

1. The Objective of the Study

Based on the research question, the researcher wants to know whether any positive and significant effect of Daily Conversation Method on students' pronouncing vocabulary at Eight Grade of MTs Negeri 1 East Lampung.

2. The Benefits of Study

a. For Students

Through this research, students are expected to increase their ability to pronounce English vocabulary correctly through regular conversation practice. They will also gain more confidence to speak in front of the class and be motivated to engage actively in English speaking activities.

b. For Teachers

This research is expected to provide teacher with an alternative strategy in teaching pronunciation and vocabulary through Daily Conversation Method. It can also serve as a practical reference for teacher to help students overcome pronunciation difficulties and increase their speaking participation in the class.

c. For Other Researchers

This research is expected to contribute as a useful reference for other researchers who are interested in conducting similar studies related to pronunciation, vocabulary, or speaking skills. It can also

provide insights into the challenges faced by students in pronouncing vocabulary and offer a foundation for further research on effective speaking strategies.

F. Prior Research

The first study is conducted by Sya'ba et al. this research investigated the effectiveness of daily conversation activities in improving students' speaking proficiency. This quantitative study involved random sampling of students who participated in daily conversation activities. The findings showed that the use of daily conversation activities had a positive impact on students' speaking fluency, pronunciation, and confidence in communication.⁹

The second relevant study was conducted by Andini and Zaitun that explored the use of audiovisual media, specifically English learning videos on Youtube, to enhance students pronunciation skills. This research was applied a qualitative design involving high school students. The purpose of this study was to determine whether the use of Youtube content, particularly from the English With Lucy channel, could improve students' pronunciation ability by providing them with native speaker models and engaging audiovisual materials. The data were collected through test and

⁹ Nika Aisyah et al., "The Effectiveness of Daily Conversation Activities in Griya Cerdas Ahe on Student Speaking Skills," *The 10th ELTT Proceedings* Vol. 10 No (2024): 199–203, <https://doi.org/https://proceeding.unpkediri.ac.id/index.php/eltt/issue/view/62>.

observations, and the results showed that students' pronunciation improved significantly after using Youtube videos as learning media.¹⁰

The third relevant study was conducted by Raehanun. The purpose of this study was to improve students' speaking skills through the implementation of daily conversation activities. The research applied a Classroom Action Research (CAR) design consisting of two cycles, including planning, acting, observing, and reflecting stages. The data were collected through observation, interviews, and speaking tests. The result of the study showed a significant improvement in students' speaking performance from an average pre-test score of 42 to a post-test score of 79 in the second cycle. The finding revealed that regular conversation practice helped students increase their confidence, vocabulary, and pronunciation in speaking English. Therefore, daily conversation activities were proven to be an effective classroom strategy students' speaking skills.¹¹

The fourth relevant study is conducted by Cahyani and Setiawan. This research aimed to investigate students' levels of engagement in learning English vocabulary used for everyday communication. The study employed a descriptive quantitative method involving thirty elementary school students who learned English vocabulary through interactive and contextual activities. The findings revealed that students showed a high

¹⁰ Putri Andini, "The Effectiveness of Learning Pronunciation Through English Content by English With Lucy on YouTube" 5, no. 2 (2022): 201–6, <https://doi.org/10.30605/jsgp.5.2.2022.1542>.

¹¹ Raehanun, "Improving Students' Speaking Skill Through Daily Conversation Activity at the Second Grade of MTs Ittihad Al Umam Ekok Suka Makmur" (STATE ISLAMIC UNIVERSITY OF MATARAM, 2022).

level of emotional and behavioral engagement, especially when vocabulary learning was presented through games, songs, and stories. These enjoyable and meaningful learning experiences encouraged students to participate actively, improved their ability to recall new vocabulary, and enhanced their motivation to use English daily conversations.¹²

All four previous studies above share a common emphasis on the importance of regular and meaningful speaking activities in enhancing students' oral proficiency, including vocabulary mastery, pronunciation, and confidence. The highlight that daily conversation or interactive media based learning can positively influence students' speaking development. However, none of these studies specifically focused on the effectiveness of Daily Conversation Method on students pronouncing vocabulary, particularly within a Junior High school context. Previous research either examined overall speaking skill, and student engagement. Therefore, the present study fill this gap by concentrating on the measurable effectiveness of daily conversation method on students' pronouncing vocabulary, using a quantitative experimental design with eighth grade students at MTs Negeri 1 East Lampung.

The novelty of this research lies in its specific investigation of the effectiveness of the Daily Conversation Method in improving students' vocabulary pronunciation at the junior high school level. Previous studies have mainly focused on enhancing students' overall speaking skills,

¹² Silvia Cahyani and Anjar Setiawan, "Students' Engagement in Learning Vocabulary for Daily Conversations" 8, no.1 (2025): 526–35, <https://doi.org/> <https://jurnal.unimus.ac.id/index.php/ELLIC/index>.

learning engagement, or the use of audiovisual media in pronunciation learning. However, limited research has examined the direct impact of the Daily Conversation Method on students' ability to pronounce English vocabulary accurately. This study therefore provides a more specific contribution by focusing on vocabulary pronunciation as the main variable. In addition, this research employs a quantitative quasi-experimental design involving experimental and control classes to obtain measurable evidence of the method's effectiveness. Thus, this study offers a new perspective on the implementation of the Daily Conversation Method in improving vocabulary pronunciation among eighth-grade students at MTs Negeri 1 East Lampung.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Daily Conversation Method

1. Definition of Daily Conversation Method

Daily Conversation Method is teaching method that emphasizes regular speaking practice through simple and meaningful daily communication activities. In this method, students are encourage to use English in everyday situations so that they can practice vocabulary, and pronunciation. Through repeated conversation practice, students become more familiar with English expressions and pronunciation patterns used in real communication.

According to Brown, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Therefore, students need opportunities to practice speaking in meaningful communication situations in order to develop their language competence.¹ In this case, conversation activities provide learners with opportunities to use English actively through direct interaction.

Furthermore, Harmer explains that conversation practice in the classroom help students develop fluency, pronunciation and confidence

¹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Pearson Enducation, 2004).

in using English. When students participate in dialogue and conversation activities, they can practice language more naturally and become accustomed to English pronunciation patterns.² In addition, Richards and Rodgers state that communicative language teaching emphasizes interaction as the main principle of language learning. Through communicative activities such as conversation practice, students learn language through meaningful interaction rather than memorization.³ Therefore, regular conversation activities can help students practice vocabulary and pronunciation more effectively in real communication.

The teaching of pronunciation through the Daily Conversation Method (DCM) is grounded in the Communicative Language Teaching approach, which views pronunciation as an integral component of communicative competence rather than an isolated linguistic feature.⁴ In CLT, pronunciation is taught to support intelligible and meaningful communication, enabling students to convey messages effectively in real-life interaction.

Through DCM, pronunciation instruction is embedded in authentic spoken interaction, allowing students to practice sounds,

² Jeremy Harmer, *How to Teach English* (London: Longman, 2007), 10.

³ Jack C. Richards and Theodore Rodgers, *Approaches and Methods in Language Teaching* (Cambridge University Press, 2001), <https://doi.org/http://dx.doi.org/10.1017/CBO9780511667305.021>.

⁴ Shima Kameli, Ghazali Bin Mostapha, and Roselan Bin Baki, "The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies," *Journal of Language Teaching and Research*, 3, no. 1 (2012): 23–29, <https://doi.org/10.4304/jltr.3.1.23-29>.

stress, and intonation naturally within meaningful communication context. This approach aligns with the principle that pronunciation development is most effective when learners are engaged in communicative activities rather than repetitive mechanical drills.⁵ By using daily conversation as the medium of instruction, students are exposed to realistic models of spoken English and are encouraged to focus on intelligibility rather than native-like accuracy.

Moreover, DCM reflects principles of Task-Based and interaction-based learning, in which pronunciation improvement occurs through repeated exposure, practice, and feedback during interaction. Teacher plays a facilitative role by providing corrective feedback and modeling accurate pronunciation during conversation activities, supporting gradual improvement in students' pronunciation performance.⁶

The Daily Conversation Method enhances students' pronunciation through frequent exposure, active production interaction, and feedback. Regular engagement in daily conversation provides learners with repeated opportunities to hear and produce English sounds in meaningful contexts, which helps them develop greater phonological awareness and articulatory control. According to Celce-Murcia, pronunciation improvement is facilitated when students actively use

⁵ Jeremy. Harmer, *The Practice of English Language Teaching* (London: Longman, 2007).

⁶ Celce-Murcia, D.M. Brinton, and J. Goodwin, *Teaching Pronunciation: A Course Book and Reference Guide* (New York: Cambridge University Press, 2010).

spoken language and receive appropriate feedback in communicative situations.⁷

In daily conversation activities, students are encouraged to produce spoken output, allowing them to notice discrepancies between their pronunciation and the target language model. This process supports the development of pronunciation accuracy and fluency, as students gradually adjust their articulation through practice. Interaction during daily conversation also enables students to negotiate meaning, clarify misunderstandings, and modify their pronunciation to achieve intelligibility, which is essential for effective communication.⁸

Furthermore, daily conversation creates a low-anxiety learning environment that supports pronunciation development. When students feel comfortable and confident, they are more willing to pronounce unfamiliar sounds. This condition aligns with Krashen's Affective filter Hypothesis, which suggest that low anxiety facilitates language acquisition by allowing students to process linguistic input more effectively.⁹ Through consistent daily practice, supportive feedback, and meaningful interaction, DCM contributes significantly to the improvement of students' pronunciation ability.

⁷ Celce-Murcia, Brinton, and Goodwin.

⁸ M. H. Long, *The Role of Interaction in Second Language Acquisition* In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of Second Language Acquisition* (Academic Press, n.d.).

⁹ S. D. Krashen, "The Affective Filter Hypothesis. Dalam Principles and Practice in Second Language Acquisition,".

2. The Role of Conversation in Language Teaching

Conversation plays an important role in language learning because it provides opportunities for students to practice language in meaningful communication contexts. Through conversation activities, students can apply vocabulary, and pronunciation simultaneously while interacting with others. In addition, conversation enables students to express ideas, respond to their peers, and develop their communicative competence in real situations.

According to Richards and Rodgers, interaction is a fundamental principle in language learning because students acquire language through meaningful communication.¹⁰ In communicative activities such as conversation practice, students learn how to use language appropriately in real situations rather than simply memorizing vocabulary. Furthermore Harmer states that speaking activities such as dialogue and conversation practice, students become more familiar with English pronunciation patterns and gain confidence in expressing their ideas.¹¹

In addition, research conducted by Gilakjani indicates that speaking practice activities involving regular practice and interaction can help students develop better pronunciation and communication

¹⁰ Rodgers, *Approaches and Methods in Language Teaching*.

¹¹ Harmer, *How to Teach English*.

skills.¹² This shows that conversation practice plays significant role in helping students increase their ability to produce English sounds and communicate effectively. Therefore, conversation activities are considered an important component in language learning because they allow students to practice English actively while developing their vocabulary, pronunciation and communication competence.

3. Procedure of Daily Conversation Method

The implementation of Daily Conversation Method in the classroom involves several steps that provide students with opportunities to practice speaking and pronunciation through regular communication activities. These procedures are designed to encourage students to actively participate in conversation while developing their vocabulary and pronunciation skills.

First, the teacher introduces the target vocabulary related to daily activities. At this stage, the teacher explains the meaning of the vocabulary and provides examples of how the words are used in sentences or dialogue. According to Harmer, introducing vocabulary before speaking activities helps students understand the context and use the language more effectively in communication.¹³

Second, the teacher models the correct pronunciation of the vocabulary. The teacher demonstrates how the words should be

¹² Abbas Pourhosein Gilakjani, "English Pronunciation Instruction: A Literature Review."

¹³ Harmer, *How to Teach English*.

pronounced, and students listen carefully to the pronunciation. Modeling pronunciation is important because it provides students with a clear example of how English sounds should be produced. Celce-Murcia, Brinton and Goodwin explain that pronunciation modeling is an essential step in helping students recognize and produce accurate sounds in English.¹⁴

Third, students repeat the vocabulary after the teacher both collectively and individually. This repetition activity helps students become more familiar with English sounds and pronunciation patterns. Through repeated practice, students gradually develop more accurate pronunciation.

Fourth, the teacher provides a simple dialogue using the target vocabulary. Students are then asked to practice the conversation in pairs. Pair conversation activities allow students to interact with their peers and practice speaking in a more communicative way. According to Richards and Rodgers, communicative activities such as pair work and conversation practice enable students to use language actively in meaningful interaction.¹⁵

Finally, students perform the conversation in front of the class. This activity provides students with opportunities to demonstrate their speaking ability while receiving feedback from teacher. In addition,

¹⁴ Celce-Murcia, Brinton, and Goodwin, *Teaching Pronunciation: A Course Book and Reference Guide*.

¹⁵ Rodgers, *Approaches and Methods in Language Teaching*.

performing conversations helps students develop confidence in using English in front of others. Therefore, the daily conversation method provides structured speaking practice that allows students to learn vocabulary, improve pronunciation and develop their confidence in using English through continuous conversation activities.

4. The Advantages of Daily Conversation Method

Daily conversation practice provides several important benefits, they are helps increase speaking fluency, helps improve vocabulary mastery, developing grammatical accuracy, and enhances students confidence.¹⁶ The advantages of daily conversation as follow as :

a. Improving students' helps increase speaking fluency

Students are encouraged to speak continuously in natural communication situations. The routine practice reduces hesitation and helps learners produce speech more smoothly.

b. Improve vocabulary Mastery

As students are repeatedly exposed to new words and expressions used in real contexts. This repetition strengthens memory and enables students to recall vocabulary more easily when speaking.

c. Developing grammatical accuracy

Students learn to apply sentence structures directly while interacting.

¹⁶ Aisyah et al., "The Effectiveness of Daily Conversation Activities in Griya Cerdas Ahe on Student Speaking Skills." *The 10th ELTT Proceedings* Vol. 10 No (2024): 199–203, <https://proceeding.unpkediri.ac.id/index.php/eltt/issue/view/62>.

d. Enhancing students confidence

Regular speaking opportunities decrease anxiety, encourage participation, and build self-belief in using English in everyday communication.

B. The Concept of Vocabulary in English Learning

1. Definition of Vocabulary

Vocabulary is one of the fundamental components in language learning because it provides the essential elements needed to understand and express ideas. In learning a foreign language, vocabulary functions as the basic unit that allows students to communicate meaningfully with others. Without sufficient vocabulary, students may find it difficult to comprehend messages or convey their thought effectively. Therefore, vocabulary mastery is considered a crucial aspect of language acquisition.

According to I.S.P. Nation, vocabulary refers to the set of words that students need to know in order to understand and use a language effectively. Vocabulary knowledge involves not only recognizing the meaning of words but also understanding their pronunciation, spelling, appropriate usage in different context.¹⁷ This explanation indicates that vocabulary learning is not limited to memorizing word meanings rather it also includes learning how words function in real communication.

¹⁷ I.S.P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001).

Similarly, Scott Thornbury states that vocabulary consists of the words that people use to communicate meaning in a language. Vocabulary involves understanding the form, meaning, and use of words in various communicative situations.¹⁸ This perspective highlights that vocabulary knowledge enables students to interpret messages accurately and express ideas more effectively.

It can be concluded that vocabulary is an essential element of language learning that encompasses knowledge of word meanings, form, pronunciation and their appropriate use in communication.

2. The Importance Vocabulary In English Learning

Vocabulary plays a significant role in helping students understand and use English effectively. In language learning, vocabulary functions as the foundation for developing other language skills, including listening, speaking, reading and writing. Students who possess a wider range of the vocabulary are generally able to express their ideas more clearly and participate more actively in communication activities.

According to I.S.P. Nation, vocabulary knowledge is central language learning because words carry the primary meaning in communication.¹⁹ Without adequate vocabulary, students may encounter difficulties in understanding spoken or written texts and may struggle to convey their ideas effectively. For this reason, vocabulary

¹⁸ Scott Thornbury, *How to Teach Vocabulary* (London: Longman, 2002).

¹⁹ Nation, *Learning Vocabulary in Another Language*.

development should receive significant attention in language instruction. Furthermore, Scot Thornbury emphasizes that vocabulary is one of the most important components of language learning because successful communication depends largely on the ability to use appropriate words. When students learn new vocabulary, they also become familiar with the pronunciation, form and contextual use of words.²⁰ As a result, vocabulary learning not only increase students' lexical knowledge but also contributes to the improvement of their pronunciation and communicative competence.

Therefore, vocabulary learning should be integrated with meaningful communication activities that allows students to practice using words in real contexts. Through such activities, students can develop vocabulary and improve their ability to use English effectively in everyday communication.

3. Teaching Vocabulary

Teaching vocabulary is an essential aspect of language instruction because vocabulary knowledge enables learners to understand and produce language effectively. In the process of language learning, vocabulary instruction helps students recognize new words, understand their meanings, and use them appropriately in communication. Therefore, teachers play an important role in providing meaningful

²⁰ Thornbury, *How to Teach Vocabulary*.

vocabulary learning activities that allow students to develop their lexical knowledge and communicative competence.

According to I.S.P. Nation, vocabulary teaching should focus not only on introducing new words but also on helping learners understand how words are used in different contexts. Effective vocabulary instruction includes several aspects, such as word meaning, pronunciation, spelling, and grammatical use.²¹ This indicates that vocabulary learning should involve various activities that encourage students to encounter and practice new words repeatedly in meaningful situations.

Furthermore, Scott Thornbury explains that vocabulary can be taught through different techniques, including visual aids, contextual examples, repetition, and communicative practice.²² These techniques help students remember words more easily and understand how they function in real communication. In addition, interactive learning activities such as discussions, role-plays, and conversation practice can make vocabulary learning more engaging and meaningful for students.

In the context of communicative language learning, vocabulary teaching should also provide opportunities for students to actively use new words in authentic communication. Through communicative activities, students can practice vocabulary while simultaneously

²¹ Isabelle Darcy, "Powerful and Effective Pronunciation Instruction: How Can We Achieve It?," *Catesol Journal* 30, no. 1 (2018): 13–45.

²² Thornbury, *How to Teach Vocabulary*.

improving their pronunciation and fluency. Therefore, integrating vocabulary instruction with conversation activities, such as daily conversation practice, can help students internalize new words and use them more confidently in real-life communication.

C. The Concept of Pronunciation

1. The Definition of Pronunciation

Pronunciation refers to the process of producing the sounds of a language accurately, involving not only the articulation of individual phonemes but also suprasegmental features such as stress, intonation, and rhythm that contribute to meaning and natural speech flow. Celce-Murcia explains that pronunciation goes beyond mere sound articulation, encompassing the melodic and rhythmic aspects that shape spoken language.²³ Similarly, Field emphasizes that pronunciation plays a vital role in ensuring intelligibility by focusing on how sounds are structured and delivered to make speech understandable. He argues that pronunciation encompasses both the articulation of sounds and their arrangement in speech to convey meaning effectively.

Therefore, pronunciation is not limited to the mechanical production of sounds but extends to the speakers' ability to organize these sounds in meaningful and understandable ways.²⁴ Furthermore,

²³ Celce-Murcia, D. M., Brinton, and J. Goodwin, *Teaching Pronunciation: A Course Book and Reference Guide*, vol. 5 Number 2 (New York: Cambridge University Press, 2025). p.115

²⁴ John Field, "Intelligibility and the Listener :," *TESOL Quarterly* 39, no. 3 (2005): 399–423, <https://doi.org/https://doi.org/10.2307/3588487>. p.1

James categorizes pronunciation into three general levels of comprehensibility. At the level 1, speech is mostly unintelligible to listeners. At level 2, listeners may understand the message, but the pronunciation is heavily influenced by the speaker's accent and is not pleasant to hear. At level 3, pronunciation is both understandable and acceptable to native speakers.²⁵ Hahn adds that pronunciation refers to the speaker's ability to produce language sounds that can be clearly recognized and comprehended by native listeners.²⁶ In short, pronunciation can be viewed as a process of producing intelligible sounds that reflect both segmental (sound) and suprasegmental (intonation and rhythm) features, which together support effective oral communication.

The primary aim of pronunciation teaching is to enable students to produce English speech that is intelligible and comprehensible in the contexts where they use it. Understandable pronunciation is the key goal of oral communication; thus, learners should not be expected to sound like native speakers, but rather to be easily understood by their interlocutors.²⁷ Fraser explains that intelligibility should be the focus of pronunciation instruction because it ensures that meaning is

²⁵ J.R. Brawn, "A Framework for Teaching Pronunciation 'Teaching Pronunciation Gets Bad R.A.P.,'" no. March (2010), <http://www.tesolreview.org/down/2-6>. James R. Brawn. pdf. p.113-114.

²⁶ Laura D. Hahn, "Primary Stress and Intelligibility: Research to Motivate the Teaching of Suprasegmentals," *TESOL Quarterly* 38, no. 2 (2004): 201–23, <https://doi.org/https://doi.org/10.2307/3588378>.

²⁷ T.M. Derwing and M.J. Munro, *Pronunciation Fundamentals Evidence-Based Perspectives for L2 Teaching and Research* (John Benjamins Publishing, 2017), <https://doi.org/https://doi.org/10.1093/applin/amw041>.

successfully conveyed without unnecessary strain on the listener.²⁸ If students want to improve their pronunciation, they must reshape how they perceive the sounds of English by paying attention to syllables, stress patterns, and rhythm.²⁹ Unfortunately, many teachers still underestimate the importance of teaching pronunciation, often prioritizing grammar or vocabulary instead. This neglect leads to communication problems such as misunderstandings, discomfort during interactions, or even negative judgments from listeners.³⁰

Morely argues that the purpose of teaching pronunciation should emphasize functional intelligibility, communicative efficiency, and self confidence in speaking.³¹ In other words, pronunciation training aims not only to improve accuracy but also to develop learners' ability to speak fluently and confidently in real life contexts. Derwing and Munro further add that intelligible pronunciation increases learners; willingness to communicate, enhances listening comprehension, and support fluency development.³²

In this study, American English pronunciation is adopted as the reference model to ensure consistency in teaching materials, daily conversation activities, and pronunciation assessment. The selection of

²⁸ H Fraser, *Teaching Pronunciation: A Handbook for Teachers and Trainers* (Department of Education, Training and Youth Affairs., 2001). p.7.

²⁹ Joan Morley, "The Pronunciation Component in Teaching English to Speakers of Other Languages" 25, no. 3 (2014): 481–520, <https://doi.org/https://doi.org/10.2307/3586981>.

³⁰ Celce-Murcia, M., Brinton, and Goodwin, *Teaching Pronunciation: A Course Book and Reference Guide*.

³¹ Morley, "The Pronunciation Component in Teaching English to Speakers of other Languages."

³² T.M Derwing and M.J. Munro, *Pronunciation Fundamentals Evidence-Based Perspectives for L2 Teaching and Research* (John Benjamins Publishing, 2017). p.147.

a single pronunciation model is important to avoid confusion that may arise from mixing different pronunciation standards. American English pronunciation is widely presented in English learning resources and is familiar to students through textbooks and digital media. Therefore, this study refers to American English pronunciation as provided in the Oxford Advanced Learner's Dictionary as the standard model for assessing students' vocabulary pronunciation.³³

2. Elements of Pronunciation

Pronunciation is an essential part of spoken communication because it influences how well speech can be understood. Pronunciation consists of two primary components: Segmental features and suprasegmental features. Segmental features refer to the individual sounds in speech vowels and consonants while, suprasegmental features refer to broader patterns such as stress, rhythm, and intonation that influence meaning in spoken language.³⁴

a. Segmental Features

Segmental features refer to individual speech sounds that can be segmented and analyzed separately, such as vowels and consonants. These features focus on the production of sounds at the

³³ Oxford University Press, *Oxford Advanced Learner's Dictionary*, 10th ed. (Oxford: Oxford University Press, 2023).

³⁴ Nuria Edo Marzá, "Pronunciation and Comprehension of Oral English in the English as a Foreign Language Class: Key Aspects, Students' Perceptions and Proposals," *Journal of Language Teaching and Research* 5, no. 2 (2014): 262–73, <https://doi.org/10.4304/jltr.5.2.262-273>.

phoneme level and play an essential role in determining the accuracy of pronunciation in spoken English.

1) Vowels

Vowel is a speech sounds produced when the airflow from the lungs passes through the mouth without significant obstruction. The quality of vowel sounds is determined by the position of the tongue, the shape of the lips, and the height of the jaw.³⁵

Table 2. 1

Sound of Vowel

	Front	Mid	Back
High	[i] Beat		[u:] you
	[ɪ] Hid		[ʊ] Good
Mid		[ə] Ago	
	[ɜ:] Bird	[e] pen	[ɔ:] saw
Low	[æ] Bad	[ʌ] cup	[ɒ] gone
		[ɑ:] car	

a) Single vowel

A single vowel sound is any vowel that is not a diphthong. Single vowel can be either short or long.

(1) Short Vowel

/ɪ/[sit] /ʌ/[sun]

/æ/[bag] /e/ [tell]

/ʊ/[full] /ɒ/ [clock]

(2) Long Vowel

³⁵ Victoria Fromkin, Robert Rodman, and Nina Hyams, *An Introduction to Language*, Cengage Learning, North Carolina State University, 2013. p. 624-629.

/i:/ [teacher]

/u:/ [school]

/ɜ:/ [learn]

/ɔ:/ [door]

/ɑ:/ [start]

b) Diphthong

Diphthong is a vowel sound that moves from one vowel position to another within the same syllable. According to Roach, a diphthong occurs when the articulation begins with one vowel quality and then glides smoothly toward another within a single syllable, producing a continuous movement without interruption in sound.³⁶

Table 2. 2 Diphthong

/eɪ/ [late]	/əʊ/ [go]
/aɪ/ [time]	/ɪə/ [idea]
/ɔɪ/ [boy]	/eə/ [hair]
/aʊ/ [house]	/ʊə/ [poor]

2) Consonants

Consonant are produced with a blockage or narrowing of the airflow in the vocal tract. Some consonants are voiced (produced with vibration of the vocal cords) and others are voiceless (produced without vocal cord vibration).

³⁶ Peter Roach, *English Phonetics and Phonology* (Cambridge University Press, 2009), p.23.

a) Voiced Consonant

Voiced consonants are consonant sounds produced with vibration of the vocal cords during articulation. The voiced consonants include: /ʒ/, /b/, /d/, /g/, /v/, /ð/, /z/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/.

Table 2.3
Voiced Consonant

/ʒ/ [measure]	/dʒ/ [jam]
/b/ [book]	/m/ [man]
/d/ [door]	/n/ [nose]
/g/ [goat]	/ŋ/ [sing]
/v/ [van]	/l/ [lamp]
/ð/ [this]	/r/ [red]
/z/ [zoo]	/w/ [water]

b) Voiceless consonant

Voiceless consonants are consonant sounds produced without vibration of the vocal cords during articulation. The voiceless consonants include: /p/, /t/, /k/, /θ/, /h/, /s/, /f/, /tʃ/.

Table 2.4
Voiceless Consonant

/p/ [pen]	/h/ [hat]
/t/ [tea]	/s/ [sun]
/k/ [cat]	/f/ [shoe]
/θ/ [think]	/tʃ/ [chair]

3) The Place and Manner of Consonant Articulation

The classification of consonant sounds based on place and manner of articulation provides a foundational understanding of how English consonants are produced. According to Celce-Murcia,

Brinton, and Goodwin, awareness of these articulatory features helps learners improve pronunciation accuracy and intelligibility, particularly in pronouncing vocabulary at the word level.³⁷ In this study, the explanation of place and manner of articulation serves as theoretical support for understanding students' pronunciation difficulties, rather than as direct assessment criteria.

a) Place of Consonant Articulation

The place of articulation refers to the location in the vocal tract where the airflow is constricted or modified to produce a consonant. The place of consonant articulation in English as follows:

Table 2. 5
Place of Consonant

Place	Description	Consonant
Bilabial	Both lips come together	/p/, /b/, /m/
Labiodental	Lower lip and upper teeth	/f/, /v/
Dental (or interdental)	Tongue tip and inner edge of upper teeth	/θ/, /ð/
Alveolar	Tongue tip and alveolar ridge (tooth ridge)	/t/, /d/, /s/, /z/, /n/
Palatal (or Alveopalatal)	Body of tongue and hard palate	/ʃ/, /ʒ/, /tʃ/, /dʒ/
Velar	Back of tongue and soft palate	/k/, /g/, /ŋ/
Glottal	Throat passage is constricted to produce friction	/h/

³⁷ Celce-Murcia, M. Brinton, and Janet M. Goodwin, *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages* (Cambridge University Press, 2010). p. 8-9.

b) Manner of Consonant Articulation

The manner of articulation describes how airflow is modified or obstructed when producing a consonant. The main manners of consonant articulation in English are as follows:

Table 2. 6
Manner of Consonant Articulation

Manner	Description	Consonant
Stop	Air stream is blocked completely before it is released an explosion	/p/, /b/, /t/, /d/, /k/, /g/
Fricative	Air stream is compressed and passes through a small opening, creating friction a hissing	/f/, /v/, /s/, /z/, /ʃ/, /θ/, /ð/
Affricate	Combination of a stop followed by a fricative an explosion with a slow release	/tʃ/, /dʒ/
Nasal	Air passes through the nose instead of the mouth	/m/, /n/, /ŋ/
Liquid	Air stream moves around the tongue in relatively unobstructed manner	/l/, /r/
Glide	Sound is very much like a vowel (a very quick vowel)	/w/, /j/

b. Suprasegmental Features

Suprasegmental features refer to aspects of pronunciation that extend over more than one sound segment, including stress, intonation, and linking. These features contribute to rhythm, meaning, and naturalness of speech and play an important role in speech intelligibility.

1) Linking

Linking refers to the way the last sound of one word is joined to the first sound of the next word. To produce connected speech, we run words together to link consonant to vowel, consonant to consonant, and vowel to vowel. Usually, the sound of the last word is connected to the first sound of the next word.

For example:

- Take it /teɪk+ɪt/ → /teɪkɪt/

- Stop it /stɒp+ɪt/ → /stɒpɪt/

2) Intonation

Intonation refers to the rise and fall of pitch while speaking, which affects meaning. A word's intonation is its consistent tone, which gives the syllable a benefit and gives the word to be uttered a distinct meaning.

a) Rising Intonation

For example:

- Are you ready /ɑːr juː 'redi/

b) Falling Intonation

For example:

- I am happy /aɪ æm 'hæpi/

3) Stress

Stress in English pronunciation refers to the relative prominence or emphasis given to certain syllables or words in

spoken language. According to Celce-Murcia, Brinton, and Goodwin, stress is realized through a combination of greater loudness, higher pitch, longer duration, and clearer vowel quality.³⁸ Stress plays a crucial role in spoken English because it helps listeners identify important information and contributes significantly to speech intelligibility. Incorrect use of stress may lead to misunderstanding even when individual sounds are pronounced accurately

a) Sentence Stress

Sentence stress refers to the pattern of emphasizing certain words within a sentence, usually content words such as nouns, main verbs, adjectives, and adverbs. Celce-Murcia, Brinton, and Goodwin explain that sentence stress helps convey meaning by highlighting important information in spoken communication, while function words are often unstressed or reduced.³⁹ Appropriate use of sentence stress contributes to intelligibility and naturalness in spoken English.

For example:

- Tom bought a bookshelf. /'tʌm bɔt ə 'bʊkʃɛlf/

³⁸ Celce-Murcia, M. Brinton, and Goodwin. *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages* (Cambridge: Cambridge University Press, 2010), p.129-131

³⁹ *Ibid.*, 163-165.

- What does he want to use it for? /'wʌt dʌz hi 'wʌnt tə 'juːz ɪt fɔːr/
- He wants to keep his books in it. /hi 'wʌnts tə 'kiːp hɪz 'bʊks ɪn ɪt/

b) Word Stress

Word stress refers to the relative emphasis given to one syllable over others within a word. According to Celce-Murcia, Brinton, and Goodwin, a stressed syllable is typically pronounced with greater loudness, higher pitch, longer duration, and clearer vowel quality compared to unstressed syllables.⁴⁰ Proper placement of word stress is important because incorrect stress may cause misunderstanding even when individual sounds are pronounced correctly.

For example:

- PROgress /'prɔːɡres/
- PREsent /'preznt/
- PERmit /pər'mɪt/

3. The Importance of Pronunciation

Pronunciation is one of the fundamental skill that learners must master to speak English clearly and effectively. For many non-active speakers, pronunciation becomes a major challenge in learning English

⁴⁰ Celce-Murcia, M. Brinton, and Goodwin.

because they tend to pay more attention to grammar, vocabulary, or sentence structure rather than how the words should be pronounced. This cause them to overlook the importance of producing sounds correctly.⁴¹

However, pronunciation is closely related to communication ability because accurate pronunciation helps speakers to be understood by others and prevents misunderstandings during interaction.⁴² In addition, proper pronunciation also supports listening comprehension, since students who can pronounce words correctly are generally better at recognizing those words when they hear them.⁴³ The more pronunciation is practiced, the easier it becomes for learners to both speak and understand spoken language.

4. The Assessment of Pronunciation

The pronunciation assessment in this study is conducted using an analytic scoring rubric adapted from the pronunciation teaching and assessment principles proposed by Celce-Murcia, Brinton and Goodwin. This assessment focuses on student' vocabulary pronunciation at the word level, particularly the accurate production of English Vowel and consonant sounds, as segmental features are considered fundamental to speech intelligibility for learners of English

⁴¹ Abbas Pourhosein Gilakjani, "English Pronunciation Instruction: A Literature Review."

⁴² Andini, "The Effectiveness of Learning Pronunciation Through English Content by English With Lucy on YouTube."

⁴³ Derwing and Munro, *Pronunciation Fundamentals Evidence-Based Perspectives for L2 Teaching and Research*, 2017. and M J Munro *Pronunciation Fundamentals*, (Amsterdam: John Benjamins Publishing, 2017), <https://doi.org/https://doi.org/10.1093/applin/amw041>.

as a foreign language.⁴⁴ The assessment emphasizes accuracy and intelligibility rather than native-like accent imitation.

Table 2. 7
Indicator of Pronunciation Measurement

Score	Criteria Description
5 (Excellent)	Accurately pronounces vocabulary items with correct vowel and consonant sounds, pronunciation is clear and fully intelligible.
4 (Good)	Minor errors in vowel or consonant pronunciation, but meaning remains clear and understandable.
3 (Fair)	Several errors in vowel and consonant pronunciation that partially interfere with intelligibility.
2 (Weak)	Frequent pronunciation errors in vowels and consonant pronunciation that make understanding difficult.
1 (Poor)	Pronunciation mostly inaccurate; severe errors in vowel and consonant sounds result in poor intelligibility.

The accumulation of students' pronunciation score is calculated by converting the rubric score into numerical score. Each student receives a pronunciation score ranging from 1-5 based on the assessment criteria. To obtain the final score, the following formula is applied:

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Total Score}} \times 100.$$

⁴⁴ Celce-Murcia, M. Brinton, and Goodwin, *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*.

D. Theoretical Framework and Paradigm

1. Theoretical Framework

This study involves two variables: Independent variable (X) and dependent variable (Y). The independent variable (X) is Daily Conversation method, while dependent variable (Y) is Pronouncing Vocabulary. Daily conversation method refers simple communicative exchanges in English during classroom learning. Through Daily Conversation Method, students are encouraged to use English expressions and vocabulary in meaningful communication with their classmates. Through repeated practice in, students become more familiar with English sounds and correct way to pronounce words. Continuous conversation practice can help students develop more natural speech pattern and increase their ability to pronounce vocabulary clearly.

Meanwhile, pronunciation refers to ability to produce and articulate English words correctly according to appropriate phonological features such as segmental (vowel and consonants) and suprasegmental aspects (stress and intonation). Correct pronunciation is essential for effective communication because unclear pronunciation can cause misunderstanding even when students know the meaning of the words they use.

However, many students still face difficulties in pronouncing English vocabulary accurately. in addition, students usually have

limited opportunities to practice English in the classroom. these conditions make it difficult for students to develop good pronunciation skill.

Therefore, an appropriate teaching method is needed to provide students with more opportunities to practice speaking and pronouncing English Words. The Daily conversation method is expected to help students overcome these difficulties because it provides direct, repeated and contextual pronunciation practice. Therefore, it is assumed that Daily Conversation Method can be an effective method to improve students' vocabulary mastery and pronunciation ability.

2. Paradigm

Based on the theoretical framework above, the researcher illustrates the paradigm as follow:

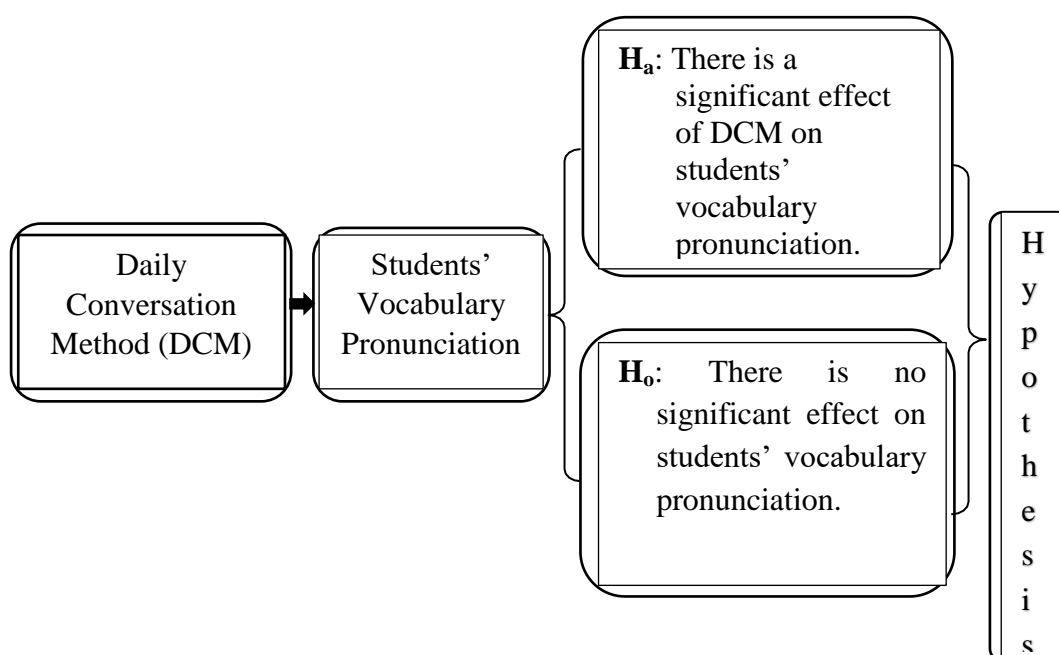


Figure 2. 1 The Scheme of Paradigm

Based on the paradigm above, this paradigm describes that Daily Conversation Method is used as the independent variable, while students' pronunciation is the dependent variable. this paradigm illustrate that the use of daily conversation method is expected to become more familiar with English words and increase the way they pronounce it. therefore, this research assumes that daily conversation method can increase students' pronunciation at the Eighth grade of MTs Negeri 1 East Lampung. if the statistical analysis shows a significant effect, the alternative hypothesis (H_a) is accepted and the null

hypothesis (H_0) is rejected. conversely, if the result shows no significant effect, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected.

3. Theoretical Hypothesis

In this research, the hypothesis are formulated into: null hypothesis (H_0) and alternative hypothesis (H_a). The null hypothesis states that there is no effect or no significant difference between the variables investigated, while the alternative hypothesis states that there is a significant effect or difference between the variables.

Based on the theoretical framework and the problem formulation, the hypothesis of this research are:

H_a : There is a positive and significant effectiveness of Daily Conversation method on students' pronouncing vocabulary at the Eighth Grade of MTs Negeri 1 East Lampung.

H_0 : There is no positive and significant effectiveness of Daily Conversation method on students' pronouncing vocabulary at Eighth Grade of MTs Negeri 1 East Lampung.

Furthermore, statistical Hypothesis used in this research is formulated as follows:

H_a : If the significance value (2-tailed) $< 0,05$ H_0 is rejection and H_a is acceptance.

H_0 : If the significance value (2-tailed) $> 0,05$, H_0 is accepted and H_a is rejection.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research employed quantitative research. Quantitative research is an approach for testing objective theories by examining the relationship among variables that can be measured using instruments and analyzed through statistical procedures. This approach emphasizes numerical data, structured measurement, and the use of statistical methods to determine patterns, relationships, or the effectiveness of a treatment. Through quantitative research, the researcher sought to produce clear, objective, and generalizable findings based on measurable evidence.¹

The type of this research is quasi-experimental research. Quasi-experimental research is a quantitative design in which the researcher investigates the effect of a treatment on an outcome without randomly assigning participants to experimental and control groups. In this design, the researcher works with existing groups and typically administers both a pre-test and a post-test in order to compare changes and evaluate the effectiveness of the treatment.²

In this research the researcher used two classes. One class was as the experimental group that received the Daily Conversation method and the other one was as the control group that received conventional instruction.

¹ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. (SAGE Publications, 2018). p.212

² *Ibid.*

The researcher used quasi-experimental design to know the effectiveness daily conversation method (X) on students' pronouncing vocabulary (Y) through the treatment. The following is a representation of the research design above:

Table 3. 1 Quasi-Experimental Design

Class	Pre-Test	Treatment	Post-test
Experimental	✓	✓	✓
Control	✓	-	✓

B. Operational Definition of Variable

This research consisted of two variables namely, an independent and dependent variable. The Daily Conversation method, which was applied to influence students' pronouncing vocabulary, served as the independent variable in this research. Meanwhile, dependent variable of this research was students' pronouncing vocabulary.

1. Independent Variable (X)

The independent variable is the variable that is assumed to have an effect on another variable, namely the dependent variable. It is the variable that provides influence or causes change. In this study, the independent variable is the Daily Conversation Method.

2. Dependent Variable (Y)

A dependent variable is the variable that may change as a result of the influence of the independent variable. In this research, the dependent variable is students' pronunciation ability which is measure

to the extent to which daily conversation method affects their performance.

C. Population, Sample, Sampling Technique

1. Population

A population is the large group to which a researcher wants to generalize the results obtained from a sample. Therefore, population is the event that becomes the focus of the study and from which conclusions are drawn.³ In this research, the population consist of Eight grade students at MTs Negeri 1 East Lampung which consist 9 classes 306 students.

2. Sample

A sample is a subset of the population selected to participate in a study. Sampling is the process of drawing a sample from population so that it accurately represents the larger group.⁴ In this research, the sample consist of two Eight grade classes that are selected from the population. The researcher randomly selected Class VIII C and Class VIII D as the research subjects with a total of 67 students, which are assigned as the experimental class and the control class.” It represented a sufficient sample size to reflect the characteristics of the entire eight grade population at MTs Negeri 1 East Lampung.

³ R. Burke Johnson and Larry Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches*, 5th ed. (SAGE Publications, 2014). P.346.

⁴ *Ibid.*,343

3. Sampling Technique

The sampling technique that applied in this research is cluster random sampling, which is appropriate when the population is already divided into natural groups or clusters. Cluster sampling refers to a method in which intact groups or clusters are randomly selected from the population.⁵ This technique was used because the eighth grade students at MTs Negeri 1 East Lampung were organized into established class groups, making it more practical and efficient to select entire classes rather than individual students. For these reason, two classes were randomly selected from the existing eighth-grade clusters and assigned as the experimental and control groups. After the sample classes were determined, both groups were given a pretest. The experimental group will receive the instructional treatment, while the control group received instructional method. At the end of the treatment, a post-test was administered to both classes to measure the effectiveness of the teaching strategy.

⁵ Ibid.,359.

D. Data Collecting

In this research, there are two data collecting procedures that have to follow in the research:

1. Test

A test is an instrument designed to measure learners' knowledge, skills, or performance in a specific area.⁶ It serves a systematic way to evaluate students' ability before and after the treatment. In this research the test is use to assess students' pronunciation.

a. Pre-Test

The pre-test was given before the treatment in order to identify the students' initial pronunciation proficiency. All students in the experimental class completed the same oral test. During the pre-test, the researcher gave a sheet containing a list of vocabularies, in which the students were required to pronounce the words correctly.

b. Post-Test

The researcher administered a post-test after the treatment had been completed to determine whether the implementation of the Daily Conversation method had a significant and positive effect on students' vocabulary pronunciation.

⁶ Priyanvada Brown, H. Douglas; Abeywickrama, *Language Assessment: Principles and Classroom Practices*, 2nd ed. (Pearson Education, 2010). p.03.

2. Documentation

Documentation is a method of collecting data through written records and other documents that provide information relevant to the research problem.⁷ In this research, the researcher use documentation to obtain several information that support the description of the research. The documentation will include:

- a. The archive score of eighth grade students.
- b. The results of test which conducted by researchers.
- c. Recordings of students' pronunciation activities.

E. Research Instrument

1. Pronunciation Test

Students' pronunciation performance is identified through a pronunciation test that measures their accuracy in pronouncing the target vocabulary following the Daily Conversation Method treatment. In this procedure, students were asked to read and pronounce a list of vocabulary prepare by researcher. The test was used as both pre-test and post-test to compare students' pronunciation performance before and after the treatment.

2. Documentation

Documentation was used as a supporting research instrument to strengthen and validate the data obtained from the speaking test. This

⁷ Donal Ary, Lucy Jacobs, and Christine Sorensen, *Introduction to Research in Education*, 8th ed. (Belmont: wadsworth, 2010). p. 442.

instrument did not function as a direct measurement of students' pronunciation skill but served to provide evidence of the research implementation process. The documentation collected in this study included students' score lists, the result of pronunciation that conducted by researcher, and recording of students of daily conversation activities conducted during the treatment sessions. These documents were used to support the findings of the pronunciation test and to ensure the transparency and credibility of the research process.

F. Data Analysis Technique

Data analysis is a crucial and continuous process carried out throughout the research to provide meaningful interpretation of the data collected. In this research, the analysis focuses on determining whether daily conversation practice has a significant effect on students' ability to pronounce English vocabulary. The data obtained from the pre-test and post-test of both the experimental and control groups will serve as the basis for statistical analysis. Before testing the hypothesis using the t-test, the data must fulfill the assumptions of normality and homogeneity. Therefore, the data analysis in this study included the normality test, homogeneity test and hypothesis test.

1. Normality Test

A normality test was conducted to determine whether the students' pronunciation test scores from both groups are normally distributed. The normality test is necessary because parametric

statistical tests, such as the t-test, require the data to follow a normal distribution pattern. The test will be carried out using the Kolmogorov-Smirnov and Shapiro-Wilk procedures in SPSS. According to Santoso, data can be considered normally distributed if the significance value shown in the Kolmogorov-Smirnov column is greater than 0.05.⁸

2. Homogeneity Test

After the normality assumption is confirmed, the next step is to test the homogeneity of variances. The homogeneity test examines whether the variances of two groups (experimental and control) are equal. This assumption must be met before applying the Independent Sample T-test. The decision criteria for the homogeneity test are:

1. Alternative Hypothesis (H_a): the variances of data are homogeneous if $\text{Sig.} > 0.05$.
2. Null Hypothesis (H_0): The variances of data are not homogeneous if $\text{Sig.} < 0.05$.

3. Hypothesis Test

Hypothesis test is use to determine whether the daily conversation method significantly influences students' pronouncing vocabulary. When comparing the mean scores of two independent groups that using daily conversation method and who are not the

⁸ Singgih Santoso, *Menggunakan Spss Untuk Statistik Non Parametrik* (Jakarta: Gramedia, 2005). p.65

independent Sample t-test is used if the data meet the assumptions of normality and homogeneity. The t-test is designed to evaluate the truth or falsity of the null hypothesis.⁹

However, if the data do not meet these assumptions, the researcher employs a non-parametric alternative. For two independent groups, the appropriate non-parametric test is the Mann-Whitney U Test, which examines whether there is a significant difference between the distributions of the two groups. In this research, the researcher used the Mann-Whitney U Test because the data were not normally distributed or not homogeneous.

Alternative hypothesis (H_a):

(H_a): There is a positive and significant effect of daily conversation method on students' pronouncing vocabulary at the eighth grade of MTs Negeri 1 East Lampung.

(H_0): There is no significant effect of daily conversation method on students' pronouncing vocabulary at the eighth grade of MTs Negeri 1 East Lampung.

Statistical Hypothesis:

H_a : If the significance value (2-tailed) < 0.05 , H_0 is rejected and H_a is accepted, which means that daily conversation method has a significant effect.

⁹ Putu Ade Andre Payadnya, *Panduan Penelitian Eksperimen Dengan SPSS*, 2018. p.75.

H_0 : If the significant value (2-tailed) > 0.05 H_0 is accepted and H_a is rejected, which means daily conversation method does not have significant effect.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

Madrasah Tsanawiyah Negeri 1 Lampung Timur (MTsN 1 Lampung Timur) was established in 1993 in Lampung Timur Regency, Lampung Province as a state Islamic junior school under the authority of the Ministry of Religious Affairs of the Republic of Indonesia. The school is located at Jalan Ki Hajar Dewantara No. 38B, Banjar Rejo Village, Batanghari District. MTs Negeri 1 Lampung Timur provides junior secondary education by integrating general subjects with Islamic values to support students' academic and character development. With adequate facilities and qualified teaching staff, MTs Negeri 1 Lampung Timur offers a supportive educational environment, particularly for the implementation of English language learning.

2. Description of Research Data

In this research, the researcher conducted two testing stages, namely a post-test and a pre-test. The participants were divided into two classes. Class C was designated as the Experimental group, while class D served as the control group. Both classes were given a pre-test to measure the students' initial ability in pronouncing English vocabulary before the treatment was implemented. During the treatment phase, the

experimental class was taught using the daily conversation method, while the control class received instruction through conventional method was completed, a post-test classes to identify the students' vocabulary. The data obtained from the pre-test and post-test were then analyzed using SPSS version 27 to determine the effectiveness of the daily conversation method.

a. Experimental Class

1) The Pre-Test Result

The pre-test for the experimental class was conducted on January 27nd, 2026 to identify the students' initial ability in pronouncing English vocabulary before the implementation of the Daily Conversation Method. The test was administered orally using vocabulary items such as went, made, and watched. Students were instructed to pronounce each word clearly and individually. The assessment of pronunciation accuracy was based on the Oxford Learner's Dictionary, focusing on the accuracy of vowel and consonant sounds at the word level. The results of the experimental class pre-test indicated that most students still experienced difficulties in pronouncing English vocabulary accurately.

Table 4. 1
Pre-Test Score Frequency of Experimental Class

No.	Score	Frequency	Percentage
1.	65-68	3	9%
2.	69-72	7	22%
3.	73-76	11	34%
4.	77-80	10	31%
5.	81-84	1	3%
	Total	32	100%

Based on the data presented in Table 4.1, out of the total number of students, 32 students participated in the pre-test. There were 21 students or 65% who obtained scores under 76 points. Meanwhile, 11 students or 35% got scores above 76 points. This result indicates that most students still had difficulties in pronouncing English vocabulary accurately before the treatment was given.

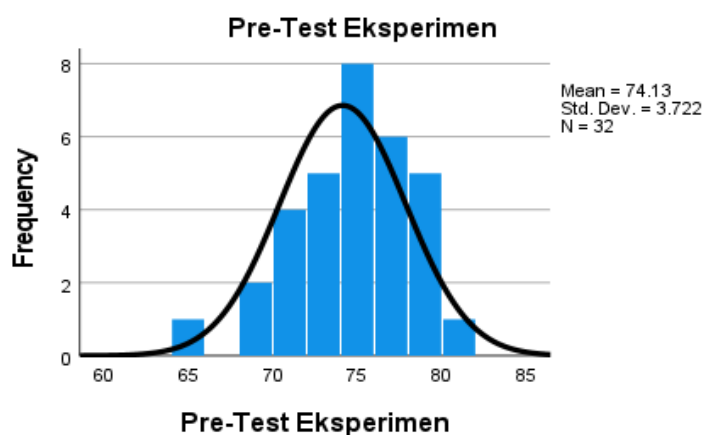


Figure 4. 1 Pre-Test Score of Experimental Class

Based on Figure 4.1, the histogram shows that the pre-test in the experimental class was followed by 32 students. The mean score was 74.13 with a standard deviation of 3.722. Most of the students' scores were concentrated in the middle range, indicating that their pronunciation ability was still at a moderate level before the treatment was given.

2) The Treatment

The treatment for the experimental class was conducted in two meetings after the administration of the pre-test by applying the daily conversation method. The first treatment was carried out on January 29th 2026. In this meeting, the researcher introduced English vocabulary related to daily activities and modeled the correct pronunciation clearly. The students were asked to repeat the pronunciation both collectively and individually. After that, the researcher provided a simple dialogue using the target vocabulary, and the students practiced daily conversation in pairs.

The second treatment was conducted on February 3rd, 2026. In the following meeting and focused on reinforcement and further practice. The researcher reviewed basic English pronunciation with emphasis on vowel and consonant sounds and demonstrated simple dialogues for the students to imitate. The students practiced reading and performing short dialogues in pairs. Through these two treatment sessions, the students received

intensive and structured pronunciation practice through direct oral interaction before the post-test was administered.

3) The post-test result

After the second treatment, the post-test was conducted on February 5th, 2026. Before administering the post-test, the researcher reviewed the pronunciation of the target vocabulary for 10 minutes. Then, students were asked individually and randomly to mention and pronounced it. During the test, students were required to pronounce 20 vocabulary items prepared by the researcher. The researcher carefully observed the students' pronunciation accuracy and provided immediate feedback. When mispronunciation occurred, the students were asked to repeat the vocabulary two to three times, when possible, in order to improve their pronunciation accuracy.

Table 4. 2
Post-Test Score Frequency of Experimental Class

No.	Score	Frequency	Percentage
1.	72-76	8	25%
2.	77-81	10	31%
3.	82-86	9	28%
4.	87-91	3	9%
5.	91-96	1	3%
6.	97-100	1	3%
	Total	32	100%

Based on Table 4.2, it can be seen that the post-test in the experimental class was followed by 32 students. The highest frequency was in the interval 77–81 with 10 students (31%),

followed by the interval 82–86 with 9 students (28%). This result shows that most students achieved higher scores after the treatment, indicating an improvement in students' pronunciation after applying the daily conversation method.

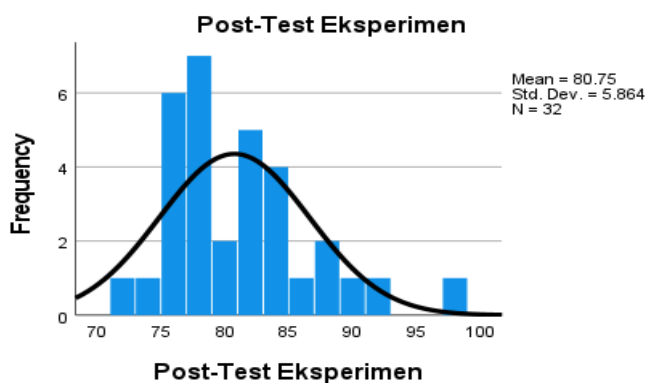


Figure 4. 2 Post-Test Score of Experimental Class

Based on Figure 4.2, the histogram shows that the post-test in the experimental class was followed by 32 students. The mean score was 80.75 with a standard deviation of 5.864. Most of the students' scores were concentrated in the higher range compared to the pre-test results, indicating that students' pronunciation improved after the treatment using the daily conversation method.

b. Control Class

1) The Control Class Pre-Test Result

The Pre-Test for the control class was conducted on January 26th, 2026 to identify the students' initial ability in pronouncing English vocabulary. The test was administered

orally using a pronunciation test consisting of vocabulary items such as went, cinema, and watched. The students were instructed to pronounce each word clearly and individually. The assessment of pronunciation accuracy was focusing on the accuracy of vowel and consonant sounds at the word level. The results of the control class pre-test indicate that most students still experienced difficulties in pronouncing English vocabulary accurately.

Table 4. 3

Pre-Test Score Frequency of Control Class

No	Score	Frequency	Percentage
1.	60-64	4	11%
2.	65-69	3	9%
3.	70-74	14	40%
4.	75-79	12	34%
5.	80-84	2	6%
	Total	35	100%

Based on Table 4.3, it can be seen that the pre-test in the control class was followed by 35 students. The highest frequency was in the interval 70–74 with 14 students (40%), followed by 75–79 with 12 students (34%). This result indicates that most students' pronunciation ability was still at a moderate level before the treatment was given.

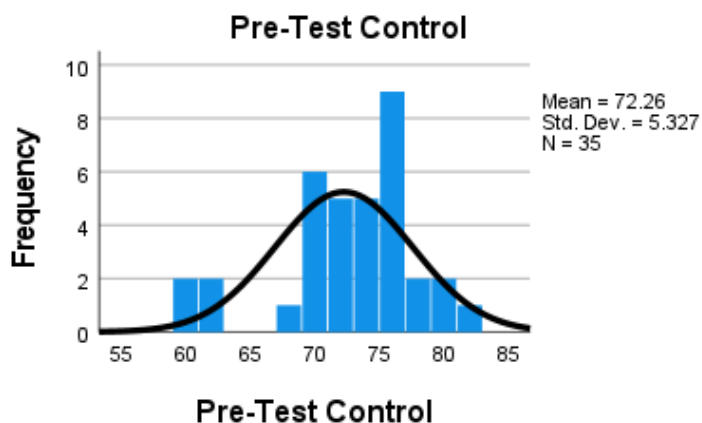


Figure 4. 3 Pre-Test Score Control Class

Based on Figure 4.3, the histogram shows that the pre-test in the control class was followed by 35 students. The mean score was 72.26 with a standard deviation of 5.327. Most of the students' scores were concentrated in the middle range, indicating that their pronunciation ability was still at a moderate level before the treatment was given.

2) The Result of Post-test

On January 27th, 2026 the researcher conducted the post-test for the control class. Before the test, the researcher reviewed the target vocabulary for 10 minutes. Then, students were asked individually, in random order, to pronounce the words on the sheet. The researcher evaluated their Pronunciation based on the Oxford Dictionary Learner's Dictionary, focusing on the accuracy of vowel and consonant sounds. The results showed that some students improved slightly, but most still had difficulties

pronouncing the words correctly, indicating that the conventional teaching method which is use teacher-centered method had limited impact on enhancing students' pronouncing skills.

Table 4. 4

Post-Test Frequency of Control Class

No.	Score	Frequency	Percentage
1.	61-65	1	3%
2.	66-70	2	6%
3.	71-75	10	29%
4.	76-80	14	40%
5.	81-85	8	23%
	Total	35	100%

Based on Table 4.4, it can be seen that the post-test in the control class was followed by 35 students. The highest frequency was in the interval 76–80 with 14 students (40%), followed by 71–75 with 10 students (29%). This result indicates that students' pronunciation ability in the control class improved slightly after the learning process, although the improvement was not as significant as in the experimental class.

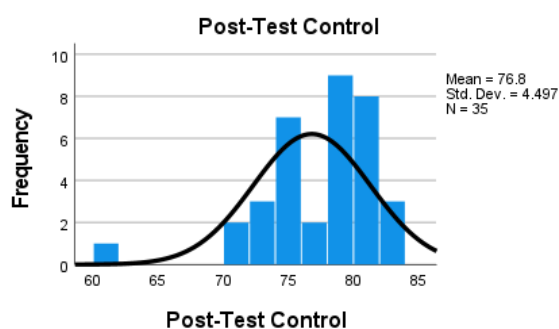


Figure 4. 4 Post-Test Score Of Control Class

Based on Figure 4.4, the histogram shows that the post-test in the control class was followed by 35 students. The mean score was 76.8 with a standard deviation of 4.497. Most of the students' scores were concentrated in the middle range, indicating that students' pronunciation ability improved after the learning process, although the improvement was not as significant as in the experimental class.

3. Data Analysis

a. Normality Test

The normality test was conducted to determine whether the data were normally distributed before further statistical analysis was carried out. Testing normality is important to ensure that the appropriate statistical procedures are applied, whether parametric or non-parametric tests.¹

¹ Julie Pallant, *SPSS Survival Manual A Step by Step Guide to Data Analysis Using IBM SPSS*, 7th Editio (London: Routledge, 2020). p.75-63

Table 4.3
The Normality Test of Experimental and Control Class

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Students' Pronunciation	Pre-Test Eksperimen (DCM)	.124	32	.200 [*]	.969	32	.485
	Post-Test Eksperimen (DCM)	.149	32	.068	.927	32	.033
	Pre-Test Control (Konvensional)	.143	35	.069	.905	35	.005
	Post-Test Control (Konvensional)	.177	35	.007	.895	35	.003

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality test was conducted using the Shapiro-Wilk test to determine whether the data were normally distributed before further statistical analysis. The use of this test was appropriate because the number of samples in each class was less than 50 students. Based on Table 4.5, the significance value of the control class was 0.031 and the experimental class 0.026. since both values were lower than 0.05, it can be concluded that the data were not normally distributed. Therefore, the researcher continued the data analysis using non-parametric statistical test to examine the effect of the treatment on students' pronunciation ability.

b. Mann-Whitney U Test

The Mann-Whitney U test was used to determine whether there was a significant difference between the pronunciation scores

of the experimental class and the control class after the treatment. this test was chosen as an alternative to the independent t-test because the data were not normally distributed. Therefore, the Mann-Whitney U test was applied to analyze the two classes and to identify the effectiveness of the daily conversation method on students' pronunciation ability. The result is:

Table 4. 4
The Result of Mann-Whitney U Test

Ranks				
	Kelas	N	Mean Rank	Sum of Ranks
Hasil Students' Pronunciation	Kelas Eksperimen (DCM)	32	40.23	1287.50
	Kelas Kontrol (Konvensional)	35	28.30	990.50
	Total	67		

Test Statistics^a	
	Hasil Students' Pronunciation
Mann-Whitney U	360.500
Wilcoxon W	990.500
Z	-2.510
Asymp. Sig. (2-tailed)	.012

a. Grouping Variable: Kelas

Based on the Ranks table above, the experimental class consisted of 32 students with a mean rank of 40.23, while the control class consisted of 35 students with a mean rank of 28.30. This indicates that the pronunciation scores of students in the experimental

class were higher than those in the control class after the treatment was implemented. Furthermore, the result of the Mann-Whitney U test showed that the value of Asymp. Sig. (2-tailed) was 0.012, which is lower than 0.05. This means that there was a significant difference between the pronunciation scores of the experimental class and the control class.

Therefore, it can be concluded that the use of the daily conversation method had a significant effect on students' pronunciation ability. In other words, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected.

B. Discussion

Pronunciation is the way in which a word or a language is spoken, including the production of sounds, and intonation in communication. This perspective is in line with Celce-Murcia's theory which states that pronunciation is a process of producing sounds that function to convey meaning in spoken language. Pronunciation is not only related to articulating individual sounds but also to how those sounds are used in real communication.² Students who experience difficulties in pronunciation often face problems in expressing their ideas clearly even when they understand vocabulary and grammar.

However, many students still experience difficulties in pronouncing English vocabulary accurately. This problem is often influenced by the

² Celce-Murcia, M. Brinton, and Goodwin, *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*.

interference of students' first language. As Explain by Brown, speaking is an interactive process that requires students to actively produce language in order to develop communicative competence.³ When students do not have sufficient opportunities to practice speaking their pronunciation ability may not develop optimally.

To address this problem, the Daily Conversation Method was implemented in this research to provide students with more opportunities to practice pronunciation through meaningful communication activities. Through daily conversation activities, students were encouraged to use English vocabulary repeatedly while interacting with their classmate. This activity reflects the principle of Communicative Language Teaching proposed by Richards and Rodgers, which emphasizes interaction as the central element in language learning.⁴

The findings of this research showed that students' pronunciation ability improved after the implementation of the Daily Conversation Method. Students in the experimental class were able to pronounce English vocabulary more accurately because they practiced speaking continuously during learning activities. Meanwhile, the control class also showed improvement, although it was not as significant as the experimental class because the learning process did not involve intensive speaking practice.

³ Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*.

⁴ Rodgers, *Approaches and Methods in Language Teaching*.

The statistical analysis using the Mann-Whitney U test showed that there was a significant difference between the pronunciation scores of the experimental class and the control class. The Asymp. Sig. (2-tailed) value obtained from the analysis was 0.012, which is lower than the level of significance ($\alpha = 0.05$). Therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This result indicates that the Daily Conversation Method has a significant effect on students' pronunciation ability.

The use of the Mann-Whitney U test in this research was based on the results of the normality test which showed that some of the data were not normally distributed. However, non-normally distributed data do not mean that the research is unsuccessful or invalid. In educational research, variations in students' abilities, learning backgrounds, and classroom interactions often influence the distribution of data. The improvement shown by the experimental class indicates that the treatment worked effectively even though the data distribution was not normal.

Therefore, it can be concluded that the Daily Conversation Method is effective in improving students' pronunciation. The method provides opportunities for continuous speaking practice, increases students' confidence, and supports pronunciation development through interaction and repeated exposure. The significant difference between the experimental and control classes indicates that this method is more

effective than conventional teaching in helping students pronounce English vocabulary accurately.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, it can be concluded that the daily conversation method has a positive and significant effect on students' pronouncing vocabulary. At the beginning of the learning process, many students in both the experimental and control classes had not reached the Minimum Mastery Criteria ($MMC = 75$), as shown by the pre-test results. students still experienced difficulties in pronouncing English words accurately and confidently.

After the implementation of the daily conversation method, the post-test results showed better pronunciation achievement, especially in the experimental class. Students were able to pronounce English vocabulary more accurately because they were involved in continuous speaking practice through daily conversation activities.

The statistical analysis supported these findings. The result of the Mann-Whitney U Test showed that the Asymp. Sig. (2-tailed) value was 0.012, which is lower than the level of significance ($\alpha = 0.05$). This indicates that there was a significant difference between the pronunciation scores of the experimental class and the control class. Therefore, the alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected.

Based on these findings, it can be concluded that the daily conversation method is effective in helping students' achieve better pronunciation performance and supporting their attainment of the Minimum Mastery Criteria (MMC) in learning English vocabulary pronunciation.

B. Suggestion

Based on the findings of the research, the researcher proposes several suggestion as follows:

1. For the English Teacher

English teacher are expected to apply communicative and interactive methods in teaching pronunciation. The Daily conversation method can be used as an alternative strategy to encourage students to practice speaking actively and enhance their pronunciation ability. Teachers should create a supportive learning environment that allows students to communicate and practice English regularly.

2. For Student

Students are expected to actively participate in speaking activities and practice pronunciation regularly. By engaging in daily conversation, students can develop their confidence, strengthen vocabulary mastery, and achieve better pronunciation accuracy in learning English.

3. For School

The school is expected to support English learning by providing opportunities and facilities that encourage students to practice speaking English, such as conversation programs, language activities, an interactive learning environments.

4. For Future Researcher

Future researcher are expected to conduct further studies related to the daily conversation method in different contexts, skills, or educational levels. Further research may also explore the effectiveness of this method in fostering other language skills such as speaking fluency, listening comprehension, or vocabulary mastery.

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APPENDICES



MODUL AJAR

MATA PELAJARAN : BAHASA INGGRIS

KELAS : VIII (Delapan)

SEKOLAH : MTs Negeri 1 Lampung Timur

MODUL AJAR 1 KELAS EKSPERIMEN

A. IDENTITAS MODUL

Nama Penyusun : Ngbidatul Mustahfiroh
Sekolah : MTs Negeri 1 Lampung Timur
Kelas / Fase : VIII (Delapan) / Fase D
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 2 JP x 40 menit (2x pertemuan)
Tahun Penyusunan : 2025/ 2026

B. CAPAIAN PEMBELAJARAN BAHASA INGGRIS FASE D

Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

C. KOMPETENSI AWAL

Peserta didik telah mengenal beberapa kosakata bahasa Inggris yang berkaitan dengan aktivitas sehari-hari, namun masih mengalami kesulitan dalam pengucapan yang tepat, khususnya pada bunyi vokal dan konsonan. Oleh karena itu, diperlukan metode pembelajaran yang mendorong latihan pengucapan secara berulang melalui interaksi langsung.

D. PROFIL PELAJAR PANCASILA

Pembelajaran ini mendukung penguatan Profil Pelajar Pancasila, khususnya pada dimensi peserta didik yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, mandiri, serta mampu berpikir kritis dan kreatif dalam proses pembelajaran.

E. SARANA DAN PRASARANA

- Papan Tulis
- Daftar Kosakata (Vocabulary List)
- Lembar Dialog Sederhana

F. TARGET PESERTA DIDIK

Target peserta didik dalam pembelajaran ini adalah siswa kelas VIII MTs Negeri 1 East Lampung yang memiliki kemampuan pengucapan bahasa Inggris pada tingkat dasar dan masih mengalami kesulitan dalam melafalkan kosakata bahasa Inggris secara tepat, khususnya pada bunyi vokal dan konsonan. Pembelajaran ini dirancang untuk membantu peserta didik meningkatkan kejelasan dan keterpahaman pengucapan melalui penerapan Daily Conversation Method dalam konteks komunikasi sederhana sehari-hari.

G. MATERI PEMBELAJARAN

Materi pembelajaran ini mencakup fungsi sosial, struktur pembelajaran, dan unsur kebahasaan yang berkaitan dengan penerapan Daily Conversation Method dalam meningkatkan kemampuan pengucapan (pronunciation) kosakata bahasa Inggris siswa kelas VIII MTs Negeri 1 East Lampung.

- Fungsi Sosial

Pembelajaran pronunciation melalui Daily Conversation Method bertujuan untuk meningkatkan kemampuan pengucapan bahasa Inggris siswa agar dapat mendukung komunikasi yang efektif dalam kehidupan sehari-hari. Melalui praktik percakapan sederhana, siswa dilatih untuk melafalkan kosakata bahasa Inggris dengan jelas dan dapat dipahami, sehingga mampu berkomunikasi dengan guru dan teman sebaya secara lebih percaya diri dalam konteks akademik maupun sosial.

- Struktur Pembelajaran

Pembelajaran pronunciation dilaksanakan melalui tahapan-tahapan berikut:

- Pembukaan
- Pengenalan kosakata yang berkaitan dengan aktivitas sehari-hari
- Latihan pengucapan kosakata (drilling dan repetition)
- Praktik daily conversation secara berpasangan

- Umpan balik dan koreksi pengucapan dari guru
- Penutup
- Struktur Pembelajaran
 - Unsur kebahasaan yang menjadi fokus dalam pembelajaran ini meliputi:
 - **Pengucapan kosakata (pronunciation)**, dengan penekanan pada kejelasan bunyi vokal dan konsonan pada tingkat kata (word level).
 - **Intelligibility**, yaitu keterpahaman pengucapan siswa dalam menyampaikan kosakata bahasa Inggris.
 - **Tekanan kata (word stress) sederhana** dalam pengucapan kosakata yang digunakan dalam percakapan sehari-hari.

H. MODEL PEMBELAJARAN

Model pembelajaran yang digunakan dalam penelitian ini adalah **Daily Conversation Method**. Model ini menekankan pada praktik percakapan sederhana secara rutin dan berulang sebagai sarana untuk melatih kemampuan pengucapan (pronunciation) kosakata bahasa Inggris siswa. Melalui interaksi lisan langsung, siswa dilibatkan secara aktif dalam proses pembelajaran sehingga dapat memperbaiki pelafalan bunyi vokal dan konsonan serta meningkatkan keterpahaman pengucapan.

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran, peserta didik diharapkan mampu:

1. Mengucapkan kosakata Bahasa Inggris dengan consonant dan vowel yang lebih tepat.
2. Menggunakan kosakata dalam daily conversation sederhana.
3. Menunjukkan kejelasan dan keterpahaman pengucapan pada tingkat kata.

B. PEMAHAMAN BERMAKNA

Peserta didik memahami bahwa pengucapan kosakata Bahasa Inggris yang tepat sangat penting agar pesan yang disampaikan dapat dipahami dengan baik. Melalui latihan daily conversation practice, peserta didik dapat meningkatkan kemampuan pronunciation secara bertahap.

C. PERTANYAAN PEMANTIK

- Guru mengajukan pertanyaan terbuka kepada peserta didik seputar materi *pronunciation*
- Guru membandingkan jawaban peserta didik satu dengan jawaban peserta didik lainnya.

D. KEGIATAN PEMBELAJARAN

Pertemuan ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Peserta didik dan peneliti membuka pembelajaran dengan doa bersama. 2. Peneliti menyapa peserta didik dan melakukan pemeriksaan kehadiran. 3. Peneliti dan peserta didik melakukan ice-breaking. 4. Peserta didik bersama dengan Peneliti membahas tentang kesepakatan yang akan diterapkan dalam pembelajaran, yaitu tentang pentingnya pengucapan yang benar dalam bahasa Inggris. 5. Peneliti menyampaikan tujuan pembelajaran dan menjelaskan pentingnya pengucapan bahasa Inggris yang jelas. 	10 menit
Inti	<ol style="list-style-type: none"> 1. Peneliti memperkenalkan kosakata bahasa Inggris yang berkaitan dengan aktivitas sehari-hari. 2. Peneliti mencontohkan pengucapan kosakata secara jelas dan perlahan. 3. Peserta didik menirukan pengucapan kosakata secara bersama-sama dan individu. 	40 menit

	<ol style="list-style-type: none"> 4. Peneliti memberikan contoh dialog sederhana menggunakan kosakata yang telah dipelajari. 5. Peserta didik mempraktikkan daily conversation secara berpasangan dengan bimbingan peneliti. 	
Penutup	<ol style="list-style-type: none"> 1. Peneliti memberikan umpan balik singkat mengenai pengucapan peserta didik selama pembelajaran. 2. Peserta didik diberi kesempatan untuk menanyakan hal-hal yang belum dipahami. 3. Peneliti menutup pembelajaran dengan salam dan motivasi. 	10 menit

Treatment Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Peserta didik dan peneliti membuka pembelajaran dengan doa bersama. 2. Peneliti menyapa peserta didik dan memeriksa kehadiran. 3. Peneliti dan peserta didik melakukan ice-breaking singkat. 4. Peneliti dan peserta didik mengingat kembali kesepakatan pembelajaran. 5. Peneliti mengajukan pertanyaan pemantik: 	10 menit

	<p>a. <i>How was your pronunciation practice?</i></p> <p>b. <i>Did you face any difficulties?</i></p>	
Inti	<ol style="list-style-type: none"> 1. Peneliti menjelaskan kembali pengucapan dasar bahasa Inggris dengan penekanan pada bunyi vokal dan konsonan. 2. Peneliti memberikan contoh pengucapan dialog sederhana dan peserta didik menirukannya. 3. Peserta didik berlatih membaca dialog pendek secara berkelompok. 4. Peneliti memberikan evaluasi sederhana dengan meminta peserta didik mengucapkan beberapa kosakata atau kalimat secara individu. 	40 menit
Penutup	<ol style="list-style-type: none"> 1. Peserta didik dapat menanyakan hal yang tidak dipahami kepada peneliti. 2. Peserta didik diminta untuk terus berlatih mengenai pengucapan di rumah. 3. Peneliti memberikan tugas untuk melatih pengucapan sebelum pertemuan berikutnya. 4. Peneliti menutup dengan salam dan 	10 menit

	Motivasi	
--	----------	--

E. ASESMEN / PENILAIAN HASIL PEMBELAJARAN

a) Penilaian Pengetahuan

Penilaian pengetahuan pada pembelajaran ini disesuaikan dengan tujuan pembelajaran yang ingin dicapai, yaitu mengetahui pemahaman peserta didik terhadap pengucapan kosakata bahasa Inggris. Penilaian pengetahuan dilakukan melalui tes lisan, di mana peserta didik diminta mengucapkan kosakata bahasa Inggris secara langsung.

b) Penilaian Keterampilan

Penilaian keterampilan pada pembelajaran ini disesuaikan dengan tujuan pembelajaran yang berfokus pada kemampuan pengucapan (pronunciation). Penilaian keterampilan dilakukan melalui tes unjuk kerja/praktik, yaitu peserta didik diminta mengucapkan kosakata bahasa Inggris dan menggunakannya dalam daily conversation sederhana. Penilaian difokuskan pada kejelasan dan ketepatan pengucapan bunyi vokal dan konsonan.

F. THE MEASUREMENT RUBRIC OF PRONUNCIATION

Score	Criteria Description
5 (Excellent)	Accurately pronounces vocabulary items with correct vowel and consonant sounds, pronunciation is clear and fully intelligible.
4 (Good)	Minor errors in vowel or consonant pronunciation, but meaning remains clear and understandable.
3 (Fair)	Several errors in vowel and consonant pronunciation that partially interfere with intelligibility.
2 (Weak)	Frequent pronunciation errors in vowels and consonant pronunciation that make understanding difficult.
1 (Poor)	Pronunciation mostly inaccurate; severe errors in vowel and consonant sounds result in poor intelligibility.

Mengetahui,
English Teacher



Bisri Arifin, S.Pd.

NIP. 197104142005011006

Metro, 06 Februari 2026.

Researcher



Ngabidatul Mustahfiroh

NPM: 2201051020

PRE-TEST PRONUNCIATION

Nama Siswa :
 Kelas :
 Mata Pelajaran :
 Bahasa Inggris
 Materi :
 Pronunciation

A. Instruction:

1. You will be given a list of English words.
2. Pronounce each word clearly and aloud.
3. You may repeat each word once if necessary.
4. Your pronunciation will be assessed based on accuracy and intelligibility.

- | | |
|--------------------------|------------------------|
| 1. Went /went/ | 11. Holiday /'hɒlədeɪ/ |
| 2. Made /meɪd/ | 12. Trip /trɪp/ |
| 3. Watched /wɒtʃt/ | 13. Visited /'vɪzɪtɪd/ |
| 4. Saw /sɔː/ | 14. Stayed /steɪd/ |
| 5. Yesterday /'jestədeɪ/ | 15. Beach /bi:tʃ/ |
| 6. Agree /ə'ɡriː/ | 16. Walked /wɔːkt/ |
| 7. Disagree /,dɪsə'ɡriː/ | 17. Helped /helpt/ |
| 8. Idea /aɪ'diə/ | 18. Took /tʊk/ |
| 9. Came /keɪm/ | 19. Curse /kɜːs/ |
| 10. Opinion /ə'pɪnjən/ | 20. Lived /lɪvd/ |

POST-TEST PRONUNCIATION

Nama Siswa :
 Kelas : VIII
 Mata Pelajaran : Bahasa Inggris
 Materi : Pronunciation

A. Instruction:

1. You will be given a list of English words.
2. Pronounce each word clearly and aloud.
3. You may repeat each word once if necessary.
4. Your pronunciation will be assessed based on accuracy and intelligibility.

- | | |
|-----------------------|-------------------|
| 1. Talked /tɔ:kt/ | 11. Brown /braʊn/ |
| 2. Walked /wɔ:kt/ | 12. Black /blæk/ |
| 3. Cleaned /kli:nd/ | 13. Train /treɪn/ |
| 4. Opened /'əʊpənd/ | 14. Glass /glɑ:s/ |
| 5. Started /'stɑ:tɪd/ | 15. Blue /blu:/ |
| 6. Finished /'fɪnɪʃt/ | 16. Tree /tri:/ |
| 7. Cooked /kʊkt/ | 17. Sit /sɪt/ |
| 8. Man /mæn/ | 18. Seat /si:t/ |
| 9. Men /men/ | 19. Full /fʊl/ |
| 10. Food /fu:d/ | 20. Heart /hɑ:t/ |

KUNCI JAWABAN LEMBAR PRE-TEST SISWA

Kelas : VIII
Mata Pelajaran : Bahasa Inggris
Materi : Pronunciation

PHONETIC TRANSCRIPTION

- | | |
|-----------------------|-------------------|
| 1. Talked /tɔ:kt/ | 11. Brown /braʊn/ |
| 2. Walked /wɔ:kt/ | 12. Black /blæk/ |
| 3. Cleaned /kli:nd/ | 13. Train /treɪn/ |
| 4. Opened /'əʊpənd/ | 14. Glass /glɑ:s/ |
| 5. Started /'stɑ:tɪd/ | 15. Blue /blu:/ |
| 6. Finished /'fɪnɪʃt/ | 16. Tree /tri:/ |
| 7. Cooked /kʊkt/ | 17. Sit /sɪt/ |
| 8. Man /mæn/ | 18. Seat /si:t/ |
| 9. Men /men/ | 19. Full /fʊl/ |
| 10. Food /fu:d/ | 20. Heart /hɑ:t/ |

KUNCI JAWABAN LEMBAR POST-TEST SISWA

Kelas : VIII
Mata Pelajaran : Bahasa Inggris
Materi : Pronunciation

PHONETIC TRANSCRIPTION

- | | |
|------------------------|-------------------|
| 11. Talked /tɔːkt/ | 21. Brown /braʊn/ |
| 12. Walked /wɔːkt/ | 22. Black /blæk/ |
| 13. Cleaned /kliːnd/ | 23. Train /treɪn/ |
| 14. Opened /'əʊpənd/ | 24. Glass /glɑːs/ |
| 15. Started /'stɑːtɪd/ | 25. Blue /bluː/ |
| 16. Finished /'fɪnɪʃt/ | 26. Tree /triː/ |
| 17. Cooked /kʊkt/ | 27. Sit /sɪt/ |
| 18. Man /mæn/ | 28. Seat /siːt/ |
| 19. Men /men/ | 29. Full /fʊl/ |
| 20. Food /fuːd/ | 30. Heart /hɑːt/ |

TRANSKIP NILAI PRONUNCIATION SISWA
Pre-Test Experimental Class

Link: <https://drive.google.com/file/d/1wZGwEBAJS3onGPeAP2QEzV0eWIYyZ91i/view?usp=drivesdk>

Student's Initial: AMA

NO.	VOCABULARY	SCORE	REASON
1.	Went	2	The student says "when," replacing the vowel and omitting final /t/. Phonetic sound: /went/
2.	Made	5	The student pronounces the word correctly and clearly. Phonetic sound: /meɪd/
3.	Watched	3	The student says "watch" and omits the final /t/ sound. Phonetic sound: /wɒtʃt/
4.	Saw	5	The student pronounces the word clearly and correctly. Phonetic sound: /sɔ:/
5.	Yesterday	4	The student inserts a strong /r/ sound ("yesteRday"), but the word remains intelligible. Phonetic sound: /'jes.tə.deɪ/
6.	Agree	5	The student pronounces the word correctly with clear vowel sounds. Phonetic sound: /ə'gri:/
7.	Disagree	5	The student pronounces the word correctly and intelligibly. Phonetic sound: /,dɪs.ə'gri:/
8.	Idea	5	The student pronounces the word clearly and accurately. Phonetic sound: /aɪ'diə/
9.	Came	3	The student says "come," changing the vowel sound and reducing accuracy. Phonetic sound: /keɪm/
10.	Opinion	5	The student pronounces the word correctly and intelligibly. Phonetic sound: /ə'pɪn.jən/
11.	Holiday	5	The student pronounces the word clearly and correctly. Phonetic sound: /'hɒl.ɪ.deɪ/
12.	Trip	5	The student pronounces the word correctly with clear consonants. Phonetic sound: /trɪp/
13.	Visited	3	The student says "visit" and omits the final /d/ sound. Phonetic sound: /'vɪz.ɪ.tɪd/
14.	Stayed	3	The student says "stay" and omits the final /d/. Phonetic sound: /steɪd/
15.	Beach	5	The student pronounces the word clearly with correct vowel. Phonetic sound: /bi:tʃ/
16.	Walked	3	The student says "walk" and omits the final /t/. Phonetic sound: /wɔ:kt/
17.	Helped	5	The student pronounces the word correctly with accurate vowel. Phonetic sound: /tɒk/
18.	Took	3	The student says "curs," weakening vowel /ɜ:/ but word remains recognizable. Phonetic sound: /kɜ:rs/
19.	Curse	3	The student says "curs," weakening vowel /ɜ:/ but word remains recognizable. Phonetic sound: /kɜ:rs/
20.	Lived	3	the student says "liv," omitting the final /d/. Phonetic sound: /lɪvd/
	TOTAL SCORE:	78	

Link: https://drive.google.com/file/d/10ap8TLUZJ7JeAVbVoevJMC1w0onBnA9M/view?usp=drive_link

Student's Initial: NHH

NO.	VOCABULARY	SCORE	REASON
1.	Went	2	The student says "when," replacing the vowel and omitting the final /t/. Phonetic sound: /went/
2.	Made	3	The student says "mad," changing the diphthong /eɪ/ to /æ/. Pronunciation remains understandable. Phonetic sound: /meɪd/
3.	Watched	3	The student says "watch" and omits the final /t/ sound. Phonetic sound: /wɒtʃt/3
4.	Saw	4	The student pronounces "sAw" with slightly exaggerated vowel but still accurate. Phonetic sound: /sɔ:/
5.	Yesterday	4	The student inserts a strong /r/ sound ("yesteRday"), but the word remains intelligible. Phonetic sound: /'jes.tə.deɪ/
6.	Agree	5	The student pronounces the word correctly and clearly. Phonetic sound: /ə'gri:/
7.	Disagree	5	The student pronounces the word clearly and intelligibly. Phonetic sound: /,dɪs.ə'gri:/
8.	Idea	5	The student pronounces the word accurately. Phonetic sound: /aɪ'diə/
9.	Came	5	The student pronounces the word correctly with accurate diphthong. Phonetic sound: /keɪm/
10.	Opinion	5	the student pronounces the word clearly and correctly. Phonetic sound: /ə'pɪn.jən/
11.	Holiday	4	The student says "hOliday," with vowel distortion but still intelligible. Phonetic sound: /'hɒl.i.deɪ/
12.	Trip	5	The student pronounces the word correctly. Phonetic sound: /trɪp/
13.	Visited	3	The student says "visit" and omits the final /d/. Phonetic sound: /'vɪz.i.tɪd/
14.	Stayed	3	The student says "stey," omitting final /d/ and altering vowel slightly. Phonetic sound: /steɪd/
15.	Beach	5	The student pronounces the word clearly with correct long vowel. Phonetic sound: /bi:tʃ/
16.	Walked	2	The student says "wall," changing vowel and omitting final /t/. Phonetic sound: /wɔ:kt/
17.	Helped	3	The student says "help," omitting final /t/. Phonetic sound: /helpt/
18.	Took	5	The student pronounces the word correctly with accurate vowel. Phonetic sound: /tɒk/
19.	Curse	5	The student pronounces the word clearly and understandably. Phonetic sound: /kɜ:rs/
20.	Lived	3	The student says "live," omitting final /d/. Phonetic sound: /lɪvd/

TOTAL SCORE:	79	
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Link: https://drive.google.com/file/d/1eHwmkqySISiHLXOwW-a7pXencGH4CvP/view?usp=drive_link

Student Initial: AW

NO.	VOCABULARY	SCORE	REASON
1.	Went	2	The student says “when,” replacing the vowel and omitting the final /t/. Phonetic sound: /went/
2.	Made	5	The student pronounces the word clearly and correctly. Phonetic sound: /meɪd/
3.	Watched	3	The student says “watch” and omits the final /t/ sound. Phonetic sound: /wɒtʃt/
4.	Saw	2	The student says “sow,” replacing vowel /ɔ:/ with /oo/. Phonetic sound: /sɔ:/
5.	Yesterday	4	The student inserts a strong /r/ sound (“yestRday”), but the word remains intelligible. Phonetic sound: /'jes.tə.deɪ/
6.	Agree	5	The student pronounces the word correctly with clear vowel sounds. Phonetic sound: /ə'gri:/
7.	Disagree	5	The student pronounces the word correctly and intelligibly. Phonetic sound: /,dɪs.ə'gri:/
8.	Idea	5	The student pronounces the word clearly and accurately. Phonetic sound: /aɪ'diə/
9.	Came	5	The student pronounces the word correctly with accurate diphthong. Phonetic sound: /keɪm/
10.	Opinion	4	The student says “opiniOn” with stress variation but pronunciation remains intelligible. Phonetic sound: /ə'pɪn.jən/
11.	Holiday	4	The student says “hOliday,” with vowel distortion but intelligible pronunciation. Phonetic sound: /'hɒl.i.deɪ/
12.	Trip	5	he student pronounces the word clearly and correctly. Phonetic sound: /trɪp/
13.	Visited	3	The student says “visit” and omits the final /d/. Phonetic sound: /'vɪz.i.tɪd/
14.	Stayed	3	The student says “stay” and omits the final /d/. Phonetic sound: /steɪd/
15.	Beach	5	The student pronounces the word clearly and accurately. Phonetic sound: /bi:tʃ/
16.	Walked	2	The student says “wak,” omitting vowel and final consonant accuracy. Phonetic sound: /wɔ:kt/

17.	Helped	3	The student says “help” and omits the final /t/. Phonetic sound: /help/
18.	Took	5	The student pronounces the word correctly with accurate vowel. Phonetic sound: /tok/
19.	Curse	4	The student pronounces the word understandably with minor vowel variation. Phonetic sound: /kɜ:rs
20.	Lived	3	The student says “liv” and omits the final /d/. Phonetic sound: /lɪv/
	TOTAL SCORE:	79	

TRANSKRIP NILAI PRONUNCIATION SISWA

Post-Test Experimental Class

Link: <https://drive.google.com/file/d/1wZGwEBAJS3onGPeAP2QEzV0eWIYyZ91i/view?usp=drivesdk>

Student Initial: AMA

NO.	VOCABULARY	SCORE	REASON
1.	Talked	5	The student pronounces the word clearly with correct final /t/ sound. Phonetic sound: /tɔ:kt/
2.	Walked	5	The student pronounces the word accurately with correct vowel and final consonant. Phonetic sound: /wɔ:kt/
3.	Cleaned	5	The student pronounces the word clearly with audible final /d/. Phonetic sound: /kli:nd/
4.	Opened	4	The student says “opene’d,” adding a slight vowel before the final consonant, but intelligibility remains. Phonetic sound: /'oʊpənd/
5.	Started	5	The student pronounces the word correctly and clearly. Phonetic sound: /'stɑ:rtɪd/
6.	Finished	3	The student says “finsh,” omitting the vowel /ɪ/ and final consonant clarity. Phonetic sound: /'fɪnʃt/
7.	Cooked	5	the student pronounces the word correctly with final /t/. Phonetic sound: /kʊkt/
8.	Man	4	The student says “mAn,” with slight vowel distortion but still intelligible. Phonetic sound: /mæn/
9.	Men	5	The student pronounces the word clearly and correctly. Phonetic sound: /men/
10.	Food	5	The student pronounces the word accurately with correct long vowel. Phonetic sound: /fu:d/
11.	Brown	4	The student says “brOwn,” with exaggerated diphthong but intelligible. Phonetic sound: /braʊn/
12.	Black	5	The student pronounces the word clearly and correctly. Phonetic sound: /blæk/
13.	Train	5	The student pronounces the word accurately with correct diphthong. Phonetic sound: /treɪn/

14.	Glass	5	The student pronounces the word clearly and intelligibly. Phonetic sound: /glæs/
15.	Blue	5	The student pronounces the word accurately with correct vowel length. Phonetic sound: /blu:/
16.	Tree	5	the student pronounces the word clearly with correct consonant cluster. Phonetic sound: /tri:/
17.	Sit	5	The student pronounces the word correctly with short vowel /i/. Phonetic sound: /sɪt/
18.	Seat	5	The student pronounces the word accurately with long vowel /i:/. Phonetic sound: /si:t/
19.	Full	5	The student pronounces the word clearly and understandably. Phonetic sound: /fʊl/
20.	Heart	3	The student says “hert,” mispronouncing the vowel /ɑ:/ and reducing pronunciation accuracy. Phonetic sound: /hɑ:rt/
	TOTAL SCORE:	93	

Link: https://drive.google.com/file/d/1dblEkWzSjZyYPKEA7ZNfNXKIVaG_gjRN/view?usp=drivesdk

Student Initial: NHH

NO.	VOCABULARY	SCORE	REASON
1.	Talked	3	The student says “talk” and omits the final /t/. Pronunciation remains understandable but incomplete. Phonetic sound: /tə:kt/
2.	Walked	2	The student says “wolk,” with incorrect vowel and missing final /t/. Pronunciation accuracy is reduced. Phonetic sound: /wɔ:kt/
3.	Cleaned	5	the student pronounces the word clearly with audible final /d/. Phonetic sound: /kli:nd/
4.	Opened	5	The student pronounces the word accurately with correct vowel and final consonant. Phonetic sound: /'oʊpənd/
5.	Started	5	The student pronounces the word clearly and intelligibly. Phonetic sound: /'stɑ:rtɪd/
6.	Finished	3	the student says “finis,” omitting final /t/ and reducing clarity. Phonetic sound: /'fɪnɪʃt/
7.	Cooked	4	The student says “cook,” omitting the final /t/ but still intelligible. Phonetic sound: /kʊkt/
8.	Man	5	The student pronounces the word clearly and correctly. Phonetic sound: /mæn/
9.	Men	5	The student pronounces the word accurately and clearly. Phonetic sound: /men/
10.	Food	5	The student pronounces the word correctly with clear long vowel. Phonetic sound: /fu:d/
11.	Brown	5	The student pronounces the word clearly and correctly. Phonetic sound: /braʊn/
12.	Black	5	The student pronounces the word accurately.

			Phonetic sound: /blæk/
13.	Train	5	The student pronounces the word clearly with correct diphthong. Phonetic sound: /treɪn/
14.	Glass	3	The student says “glɛss,” replacing vowel /æ/ with /e/. Pronunciation remains understandable. Phonetic sound: /glæs/
15.	Blue	5	The student pronounces the word accurately with correct vowel length. Phonetic sound: /blu:/
16.	Tree	5	The student pronounces the word clearly and correctly. Phonetic sound: /tri:/
17.	Sit	5	the student pronounces the word accurately with short vowel. Phonetic sound: /sɪt/
18.	Seat	5	The student pronounces the word clearly with long vowel. Phonetic sound: /si:t/
19.	Full	5	The student pronounces the word clearly and understandably. Phonetic sound: /fʊl/
20.	Heart	5	the student pronounces the word clearly and intelligibly. Phonetic sound: /hɑ:rt/
	TOTAL SCORE:	90	

TRANSKRIP NILAI PRONUNCIATION SISWA
Pre-Test Control Class

Link: https://drive.google.com/file/d/1xeSz6Ge_ijxcCbQTpKk8nNsiUcFjf3e9/view?usp=drive_link

NO.	VOCABULARY	SCORE	REASON
1.	Went	2	Student says “when”; vowel and final consonant are incorrect. Phonetic sound: /went/
2.	Made	2	The student says “might”; both vowel and final consonant differ significantly. Phonetic sound: /meid/
3.	Watched	4	The student says “watched”; pronunciation is understandable but final sound is slightly weak. Phonetic sound: /wɒtʃt/
4.	Saw	2	The student says “show”; vowel sound /oʊ/ replaces /ɔ:/. Phonetic sound: /sɔ:/
5.	Yesterday	5	The student pronounces the word accurately and clearly. Phonetic sound: /'jes.tə.deɪ/
6.	Agree	5	The student pronounces the word correctly with clear vowel sounds. Phonetic sound: /ə'gri:/
7.	Disagree	5	The student pronounces the word correctly and intelligibly. Phonetic sound: /,dɪs.ə'gri:/
8.	Idea	4	The student says “idea”; final schwa sound is slightly weak but still understandable. Phonetic sound: /aɪ'diə/
9.	Came	5	The student pronounces the word correctly with accurate diphthong. Phonetic sound: /keɪm/

10.	Opinion	4	The student pronounces the word correctly but with slightly stiff articulation. Phonetic sound: /ə'pɪn.jən/
11.	Holiday	5	The student pronounces the word clearly and accurately. Phonetic sound: /'hɒl.ɪ.deɪ/
12.	Trip	5	The student pronounces the word correctly and clearly. Phonetic sound: /trɪp/
13.	Visited	5	The student pronounces the word correctly; final /ɪd/ is audible. Phonetic sound: /'vɪz.ɪ.tɪd/
14.	Stayed	4	The student pronounces the word understandably but final /d/ is weak. Phonetic sound: /steɪd/
15.	Beach	2	The student says “back”; vowel and final consonant are incorrect. Phonetic sound: /bi:tʃ/
16.	Walked	2	The student says “want”; pronunciation differs in vowel and final consonant. Phonetic sound: /wɔ:kt/
17.	Helped	3	the student says “help”; final /t/ sound is omitted. Phonetic sound: /help/
18.	Took	5	The student pronounces the word correctly with accurate vowel. Phonetic sound: /tu:k/
19.	Curse	2	The student says “course”; vowel and rhotic sound differ. Phonetic sound: /kɜ:rs/
20.	Lived	5	The student pronounces the word correctly; final /d/ is clear. Phonetic sound: /lɪvd/
	TOTAL SCORE:	76	

Student initial: MRA

Link: https://drive.google.com/file/d/1A8L2jg1ZRa0Lmhd5W4e6rFwaWYJ_Ko8Z/view?usp=drivesdk

Student Initial: CFF

NO.	VOCABULARY	SCORE	REASON
1.	Went	5	The student pronounces the word correctly and clearly. Phonetic sound: /went/
2.	Made	2	The student says “map”; vowel and final consonant are incorrect. Phonetic sound: /meɪd/
3.	Watched	3	The student says “watch”; final /t/ sound is omitted. Phonetic sound: /wɒtʃ/
4.	Saw	2	The student mispronounces the vowel sound /ɔ:/, resulting in incorrect pronunciation and reduced intelligibility. Phonetic sound: /sɔ:/
5.	Yesterday	4	The student inserts a strong /r/ sound in the middle syllable. The pronunciation is slightly inaccurate but still intelligible. Phonetic sound: /'jes.tə.deɪ/
6.	Agree	5	The student pronounces the word correctly. Phonetic sound: /ə'gri:/
7.	Disagree	5	The student pronounces the word correctly and clearly. Phonetic sound: /,dɪs.ə'gri:/
8.	Idea	5	The student pronounces the word correctly and intelligibly. Phonetic sound: /aɪ'diə/
9.	Came	5	The student pronounces the word correctly with accurate diphthong. Phonetic sound: /keɪm/
10.	Opinion	5	The student pronounces the word correctly and

			understandably. Phonetic sound: /ə'pɪn.jən/
11.	Holiday	4	The student mispronounces the first vowel sound /ɒ/ by producing /o/. The word remains intelligible despite the vowel inaccuracy. Phonetic sound: /'hɒl.i.deɪ/
12.	Trip	5	The student pronounces the word clearly with correct consonant cluster /tr/, short vowel /ɪ/, and final /p/. Phonetic sound: /trɪp/
13.	Visited	5	the student pronounces the word correctly; final /ɪd/ audible. Phonetic sound: /'vɪz.ɪ.tɪd/
14.	Stayed	4	The student adds an extra vowel sound before the final /d/, producing "steyɪd". The pronunciation is slightly inaccurate but remains intelligible. Phonetic sound: /steɪd/
15.	Beach	5	The student pronounces the word clearly and accurately. Phonetic sound: /bi:tʃ/
16.	Walked	3	The student adds an extra vowel sound /ɪ/ before the final consonant, producing "walkɪd". This interferes with pronunciation accuracy but the word remains understandable. Phonetic sound: /wɔ:kt/
17.	Helped	3	The student adds an extra vowel and pronounces the word as "help-ed". This affects pronunciation accuracy, although the word remains understandable. Phonetic sound: /helpt/
18.	Took	5	The student pronounces the word correctly with accurate vowel /ʊ/ and clear final consonant /k/. Phonetic sound: /tʊk/
19.	Curse	3	The student replaces the vowel /ɜ:/ with /e/ and pronounces the word as "kers". The word remains understandable but pronunciation accuracy is affected. Phonetic sound: /kɜ:rs/
20.	Lived	3	The student changes the vowel /ɪ/ to /aɪ/ and pronounces the word as "laɪvd". The word remains understandable but pronunciation accuracy is affected. Phonetic sound: /lɪvd/
	TOTAL SCORE:	81	

Link: <https://drive.google.com/file/d/1b39dJYA75Tw7ppdIF6Aa8sIFi6FbKf1P/view?usp=drivesdk>

Student Initial: MFA

NO.	VOCABULARY	SCORE	REASON
1.	Went	3	The student omits the final /t/ sound and pronounces the word as "wen". The word remains understandable but pronunciation accuracy is affected. Phonetic sound: /went/
2.	Made	2	The student changes the diphthong /eɪ/ to /e/ and replaces the final /d/ with /t/, producing "met". This affects intelligibility and accuracy. Phonetic sound: /meɪd/

3.	Watched	3	The student says “watch”; final /t/ sound is omitted. Phonetic sound: /wɒtʃt/
4.	Saw	2	The student mispronounces the vowel sound /ɔ:/ and produces an inaccurate pronunciation. The word is still recognizable but not correctly articulated. Phonetic sound: /sɔ:/
5.	Yesterday	4	The student inserts a strong /r/ sound in the middle syllable. The pronunciation is slightly inaccurate but still intelligible. Phonetic sound: /'jes.tə.deɪ/
6.	Agree	1	The student produces only “eg” and omits most of the sounds in the word. The pronunciation is largely inaccurate and difficult to recognize. Phonetic sound: /ə'gri:/
7.	Disagree	4	The student pronounces the word as “disagri,” with inaccurate vowel quality and reduced stress. The word remains intelligible despite minor pronunciation errors. Phonetic sound: /,dɪs.ə'gri:/
8.	Idea	3	The student pronounces “aidi” and omits the final schwa sound. The word remains recognizable but pronunciation accuracy is affected. Phonetic sound: /aɪ'diə/
9.	Came	5	The student pronounces the word correctly with accurate diphthong and final consonant. Phonetic sound: /keɪm/
10.	Opinion	4	The student says “opinien” with slight vowel distortion, but the word remains intelligible. Phonetic sound: /ə'pɪn.jən/
11.	Holiday	4	The student pronounces the word with minor vowel inaccuracy but it is still clear and understandable. Phonetic sound: /'hɒl.i.deɪ/
12.	Trip	5	The student pronounces the word clearly with correct consonant cluster and vowel. Phonetic sound: /trɪp/
13.	Visited	4	The student pronounces “visitid” with minor vowel addition; pronunciation remains intelligible. Phonetic sound: /'vɪz.ɪ.tɪd/
14.	Stayed	3	The student says “stay” and omits the final /d/ sound. The word is understandable but incomplete. Phonetic sound: /steɪd/
15.	Beach	5	The student pronounces the word clearly with correct long vowel /i:/. Phonetic sound: /bi:tʃ/
16.	Walked	3	The student pronounces “wolked” and adds a vowel sound; pronunciation accuracy is reduced but still recognizable. Phonetic sound: /wɔ:kt/
17.	Helped	3	The student pronounces “hElped” and adds a vowel before the final consonant; intelligibility remains but accuracy is affected. Phonetic sound: /helpt/
18.	Took	5	The student pronounces the word correctly with accurate vowel and final consonant. Phonetic sound: /tɒk/
19.	Curse	3	The student says “corse,” replacing the vowel /ɜ:/ with /o/; the word remains understandable. Phonetic

			sound: /kɜ:rs/
20.	Lived	3	The student pronounces “laived,” changing the vowel /ɪ/ to /aɪ/; pronunciation is inaccurate but recognizable. Phonetic sound: /lɪvd/
	TOTAL SCORE:	72	

TRANSKRIP NILAI PRONUNCIATION SISWA
Post-Test Control Class

Link: <https://drive.google.com/file/d/1b39dJYA75Tw7ppdIF6Aa8sIFi6FbKf1P/view?usp=drivesdk>

Student's Initial: MRA

NO.	VOCABULARY	SCORE	REASON
1.	Talked	3	The student says "talk" and omits the final /t/ sound. The word remains understandable but incomplete. Phonetic sound: /tɔ:kt/
2.	Walked	3	The student says "walk" and omits the final /t/ sound. Intelligibility remains but pronunciation accuracy is affected. Phonetic sound: /wɔ:kt/
3.	Cleaned	4	The student pronounces "cleaned" with a slight vowel addition, but the final /d/ is present and understandable. Phonetic sound: /kli:nd/
4.	Opened	4	The student says "open" and omits the final /d/. The word is still recognizable. Phonetic sound: /'oʊpənd/
5.	Started	2	The student says "star," omitting most of the final sounds. Pronunciation is inaccurate. Phonetic sound: /'stɑ:rɪd/
6.	Finished	2	The student says "finis," omitting the final /t/ sound and reducing clarity. Phonetic sound: /'fɪnɪft/
7.	Cooked	1	The student says "kak," which is not recognizable as the target word. Phonetic sound: /kɔkt/
8.	Man	5	The student pronounces the word clearly with correct vowel and consonant. Phonetic sound: /mæn/
9.	Men	5	The student pronounces the word accurately and clearly. Phonetic sound: /men/
10.	Food	4	The student pronounces "men food"; pronunciation of "food" is clear but slightly influenced by previous word. Phonetic sound: /fu:d/
11.	Brown	5	the student pronounces the word correctly and clearly. Phonetic sound: /braʊn/
12.	Black	5	The student pronounces the word accurately with correct consonant sounds. Phonetic sound: /blæk
13.	Train	5	The student pronounces the word clearly with correct diphthong. Phonetic sound: /treɪn/
14.	Glass	5	The student pronounces the word correctly and intelligibly. Phonetic sound: /glæs/
15.	Blue	5	The student pronounces the word clearly with correct vowel length. Phonetic sound: /blu:./
16.	Tree	5	the student pronounces the word accurately with correct consonant cluster. Phonetic sound: /tri:/
17.	Sit	5	The student pronounces the word correctly with accurate short vowel. Phonetic sound: /sɪt/

18.	Seat	3	The student says “set,” replacing the long vowel /i:/ with /e/. The word remains understandable but inaccurate. Phonetic sound: /si:t/
19.	Full	4	The student says “ful,” slightly weakening the vowel /ʊ/ but the word remains clear. Phonetic sound: /fʊl/
20.	Heart	3	The student says “hert,” mispronouncing the vowel /ɑ:/ and reducing accuracy. Phonetic sound: /hɑ:rt/
	TOTAL SCORE:	78	

Link: <https://drive.google.com/file/d/1Jk17qMaldYU6II86n2P4S2N2C8f7X4T6/view?usp=drivesdk>

student’s initial: CFF

NO.	VOCABULARY	SCORE	REASON
1.	Talked	3	the student says “talk” and omits the final /t/ sound. The word remains understandable but incomplete. Phonetic sound: /tɔ:kt/
2.	Walked	4	The student pronounces “walkd” with the final consonant present, though slightly unclear. Phonetic sound: /wɔ:kt/
3.	Cleaned	3	The student says “clean” and omits the final /d/. Pronunciation is understandable but incomplete. Phonetic sound: /kli:nd/
4.	Opened	2	The student says “opn,” omitting vowel and final consonant sounds, reducing intelligibility. Phonetic sound: /'oʊpənd/
5.	Started	4	The student says “start,” omitting the final /ɪd/ but the word remains clear. Phonetic sound: /'stɑ:rtɪd/
6.	Finished	4	The student says “finish” and omits the final /t/ sound; still intelligible. Phonetic sound: /'fɪnɪʃt/
7.	Cooked	4	The student says “cook,” omitting the final /t/ sound but pronunciation remains clear. Phonetic sound: /kɔkt/
8.	Man	4	The student pronounces “mAn” with slight vowel distortion but still understandable. Phonetic sound: /mæn/
9.	Men	5	The student pronounces the word correctly and clearly. Phonetic sound: /men/
10.	Food	5	The student pronounces the word accurately with correct long vowel. Phonetic sound: /fu:d/
11.	Brown	5	The student pronounces the word clearly and correctly. Phonetic sound: /braʊn/
12.	Black	3	The student says “bleck,” replacing vowel /æ/ with /e/. Pronunciation remains understandable. Phonetic sound: /blæk/
13.	Train	5	The student pronounces the word accurately with

			correct diphthong. Phonetic sound: /trem/
14.	Glass	5	The student pronounces the word clearly and correctly. Phonetic sound: /glæs/
15.	Blue	5	The student pronounces the word accurately with correct vowel length. Phonetic sound: /blu:/
16.	Tree	4	The student says “trii,” lengthening the vowel; pronunciation remains intelligible. Phonetic sound: /tri:/
17.	Sit	5	the student pronounces the word correctly with accurate short vowel. Phonetic sound: /sit/
18.	Seat	5	The student pronounces the word correctly with long vowel /i:/. Phonetic sound: /si:t/
19.	Full	4	The student says “ful,” slightly weakening the vowel but still intelligible. Phonetic sound: /fɒl/
20.	Heart	3	The student says “hart,” mispronouncing the vowel /ɑ:/ and reducing accuracy. Phonetic sound: /hɑ:rt/
	TOTAL SCORE:	83	

Link: https://drive.google.com/file/d/1xvm23m92d6PoEMJKkP4Yp_Kc7prhO706/view?usp=drivesdk

Student initial: MFA

NO.	VOCABULARY	SCORE	REASON
1.	Talked	4	The student pronounces “talkd”; the final consonant is present though slightly unclear. Phonetic sound: /tɔ:kt/
2.	Walked	3	The student says “wolked,” with vowel distortion and unclear final consonant. Phonetic sound: /wɔ:kt/
3.	Cleaned	3	The student says “clean” and omits the final /d/. Pronunciation remains understandable but incomplete. Phonetic sound: /kli:nd/
4.	Opened	4	The student says “openid,” adding a vowel but final sound remains intelligible. Phonetic sound: /'oʊpənd/
5.	Started	4	The student says “start,” omitting the final /d/ but pronunciation remains clear. Phonetic sound: /'stɑ:rtid/
6.	Finished	4	The student says “finish,” omitting the final /t/ but the word remains intelligible. Phonetic sound: /'fɪnɪʃ/
7.	Cooked	4	The student says “cook,” omitting final /t/; pronunciation still recognizable. Phonetic sound: /kɒkt/
8.	Man	4	The student says “mAn,” with slight vowel

			distortion but still intelligible. Phonetic sound: /mæn/
9.	Men	5	The student pronounces the word correctly and clearly. Phonetic sound: /men/
10.	Food	5	The student pronounces the word accurately with correct long vowel. Phonetic sound: /fu:d/
11.	Brown	5	the student pronounces the word clearly and correctly. Phonetic sound: /braʊn/
12.	Black	5	The student pronounces the word accurately with correct consonant and vowel. Phonetic sound: /blæk/
13.	Train	3	The student says “tren,” replacing diphthong /eɪ/ with /e/. Pronunciation remains understandable. Phonetic sound: /trem/
14.	Glass	2	The student says “glezz,” changing vowel and final consonant; pronunciation accuracy is reduced. Phonetic sound: /glæs/
15.	Blue	5	The student pronounces the word clearly and accurately. Phonetic sound: /blu:/
16.	Tree	4	The student says “trii,” lengthening the vowel but pronunciation remains intelligible. Phonetic sound: /tri:/
17.	Sit	5	The student pronounces the word correctly with accurate short vowel. Phonetic sound: /sɪt/
18.	Seat	5	The student pronounces the word correctly with long vowel /i:/. Phonetic sound: /si:t/
19.	Full	4	The student says “ful,” with slightly weak vowel but still understandable. Phonetic sound: /fʊl/
20.	Heart	3	The student says “hert,” mispronouncing vowel /ɑ:/ and reducing pronunciation accuracy. Phonetic sound: /hɑ:rt/
	TOTAL SCORE:	81	

TRANSKIP NILAI PRONUNCIATION SISWA
Pre-Test Experimental Class

Link: <https://drive.google.com/file/d/1wZGwEBAJS3onGPeAP2QEzV0eWIYyZ91i/view?usp=drivesdk>

Student's Initial: AMA

NO.	VOCABULARY	SCORE	REASON
1.	Went	2	The student says "when," replacing the vowel and omitting final /t/. Phonetic sound: /went/
2.	Made	5	The student pronounces the word correctly and clearly. Phonetic sound: /meɪd/
3.	Watched	3	The student says "watch" and omits the final /t/ sound. Phonetic sound: /wɒtʃt/
4.	Saw	5	The student pronounces the word clearly and correctly. Phonetic sound: /sɔ:/
5.	Yesterday	4	The student inserts a strong /r/ sound ("yesteRday"), but the word remains intelligible. Phonetic sound: /'jes.tə.deɪ/
6.	Agree	5	The student pronounces the word correctly with clear vowel sounds. Phonetic sound: /ə'gri:/
7.	Disagree	5	The student pronounces the word correctly and intelligibly. Phonetic sound: /,dɪs.ə'gri:/
8.	Idea	5	The student pronounces the word clearly and accurately. Phonetic sound: /aɪ'diə/
9.	Came	3	The student says "come," changing the vowel sound and reducing accuracy. Phonetic sound: /keɪm/
10.	Opinion	5	The student pronounces the word correctly and intelligibly. Phonetic sound: /ə'pɪn.jən/
11.	Holiday	5	The student pronounces the word clearly and correctly. Phonetic sound: /'hɒl.ɪ.deɪ/
12.	Trip	5	The student pronounces the word correctly with clear consonants. Phonetic sound: /trɪp/
13.	Visited	3	The student says "visit" and omits the final /d/ sound. Phonetic sound: /'vɪz.ɪ.tɪd/
14.	Stayed	3	The student says "stay" and omits the final /d/. Phonetic sound: /steɪd/
15.	Beach	5	The student pronounces the word clearly with correct vowel. Phonetic sound: /bi:tʃ/
16.	Walked	3	The student says "walk" and omits the final /t/. Phonetic sound: /wɔ:kt/
17.	Helped	5	The student pronounces the word correctly with accurate vowel. Phonetic sound: /tɒk/
18.	Took	3	The student says "curs," weakening vowel /ɜ:/ but word remains recognizable. Phonetic sound: /kɜ:rs/
19.	Curse	3	The student says "curs," weakening vowel /ɜ:/ but word remains recognizable. Phonetic sound: /kɜ:rs/
20.	Lived	3	the student says "liv," omitting the final /d/. Phonetic sound: /lɪvd/
	TOTAL SCORE:	78	

Link: https://drive.google.com/file/d/10ap8TLUZJ7JeAVbVoevJMC1w0onBnA9M/view?usp=drive_link

Student's Initial: NHH

NO.	VOCABULARY	SCORE	REASON
1.	Went	2	The student says "when," replacing the vowel and omitting the final /t/. Phonetic sound: /went/
2.	Made	3	The student says "mad," changing the diphthong /eɪ/ to /æ/. Pronunciation remains understandable. Phonetic sound: /meɪd/
3.	Watched	3	The student says "watch" and omits the final /t/ sound. Phonetic sound: /wɒtʃt/3
4.	Saw	4	The student pronounces "sAw" with slightly exaggerated vowel but still accurate. Phonetic sound: /sɔ:/
5.	Yesterday	4	The student inserts a strong /r/ sound ("yesteRday"), but the word remains intelligible. Phonetic sound: /'jes.tə.deɪ/
6.	Agree	5	The student pronounces the word correctly and clearly. Phonetic sound: /ə'gri:/
7.	Disagree	5	The student pronounces the word clearly and intelligibly. Phonetic sound: /,dɪs.ə'gri:/
8.	Idea	5	The student pronounces the word accurately. Phonetic sound: /aɪ'diə/
9.	Came	5	The student pronounces the word correctly with accurate diphthong. Phonetic sound: /keɪm/
10.	Opinion	5	the student pronounces the word clearly and correctly. Phonetic sound: /ə'pɪn.jən/
11.	Holiday	4	The student says "hOliday," with vowel distortion but still intelligible. Phonetic sound: /'hɒl.i.deɪ/
12.	Trip	5	The student pronounces the word correctly. Phonetic sound: /trɪp/
13.	Visited	3	The student says "visit" and omits the final /d/. Phonetic sound: /'vɪz.i.tɪd/
14.	Stayed	3	The student says "stey," omitting final /d/ and altering vowel slightly. Phonetic sound: /steɪd/
15.	Beach	5	The student pronounces the word clearly with correct long vowel. Phonetic sound: /bi:tʃ/
16.	Walked	2	The student says "wall," changing vowel and omitting final /t/. Phonetic sound: /wɔ:kt/
17.	Helped	3	The student says "help," omitting final /t/. Phonetic sound: /helpt/
18.	Took	5	The student pronounces the word correctly with accurate vowel. Phonetic sound: /tɒk/
19.	Curse	5	The student pronounces the word clearly and understandably. Phonetic sound: /kɜ:rs/
20.	Lived	3	The student says "live," omitting final /d/. Phonetic sound: /lɪvd/

TOTAL SCORE:	79	
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Link: https://drive.google.com/file/d/1eHwmkqySISiHLXOW-a7pXencGH4CvP/view?usp=drive_link

Student Initial: AW

NO.	VOCABULARY	SCORE	REASON
1.	Went	2	The student says “when,” replacing the vowel and omitting the final /t/. Phonetic sound: /went/
2.	Made	5	The student pronounces the word clearly and correctly. Phonetic sound: /meɪd/
3.	Watched	3	The student says “watch” and omits the final /t/ sound. Phonetic sound: /wɒtʃt/
4.	Saw	2	The student says “sow,” replacing vowel /ɔ:/ with /oo/. Phonetic sound: /sɔ:/
5.	Yesterday	4	The student inserts a strong /r/ sound (“yestRday”), but the word remains intelligible. Phonetic sound: /'jes.tə.deɪ/
6.	Agree	5	The student pronounces the word correctly with clear vowel sounds. Phonetic sound: /ə'gri:/
7.	Disagree	5	The student pronounces the word correctly and intelligibly. Phonetic sound: /,dɪs.ə'gri:/
8.	Idea	5	The student pronounces the word clearly and accurately. Phonetic sound: /aɪ'diə/
9.	Came	5	The student pronounces the word correctly with accurate diphthong. Phonetic sound: /keɪm/
10.	Opinion	4	The student says “opiniOn” with stress variation but pronunciation remains intelligible. Phonetic sound: /ə'pɪn.jən/
11.	Holiday	4	The student says “hOliday,” with vowel distortion but intelligible pronunciation. Phonetic sound: /'hɒl.i.deɪ/
12.	Trip	5	he student pronounces the word clearly and correctly. Phonetic sound: /trɪp/
13.	Visited	3	The student says “visit” and omits the final /d/. Phonetic sound: /'vɪz.i.tɪd/
14.	Stayed	3	The student says “stay” and omits the final /d/. Phonetic sound: /steɪd/
15.	Beach	5	The student pronounces the word clearly and accurately. Phonetic sound: /bi:tʃ/
16.	Walked	2	The student says “wak,” omitting vowel and final consonant accuracy. Phonetic sound: /wɔ:kt/

17.	Helped	3	The student says “help” and omits the final /t/. Phonetic sound: /helpt/
18.	Took	5	The student pronounces the word correctly with accurate vowel. Phonetic sound: /tok/
19.	Curse	4	The student pronounces the word understandably with minor vowel variation. Phonetic sound: /kɜ:rs
20.	Lived	3	The student says “liv” and omits the final /d/. Phonetic sound: /lɪvd/
	TOTAL SCORE:	79	

TRANSKIP NILAI PRONUNCIATION SISWA

Post-Test Experimental Class

Link: <https://drive.google.com/file/d/1wZGwEBAJS3onGPeAP2QEzV0eWIYyZ91i/view?usp=drivesdk>

Student Initial: AMA

NO.	VOCABULARY	SCORE	REASON
1.	Talked	5	The student pronounces the word clearly with correct final /t/ sound. Phonetic sound: /tɔ:kt/
2.	Walked	5	The student pronounces the word accurately with correct vowel and final consonant. Phonetic sound: /wɔ:kt/
3.	Cleaned	5	The student pronounces the word clearly with audible final /d/. Phonetic sound: /kli:nd/
4.	Opened	4	The student says “opene’d,” adding a slight vowel before the final consonant, but intelligibility remains. Phonetic sound: /'oʊpənd/
5.	Started	5	The student pronounces the word correctly and clearly. Phonetic sound: /'stɑ:rtɪd/
6.	Finished	3	The student says “finsh,” omitting the vowel /ɪ/ and final consonant clarity. Phonetic sound: /'fɪnʃt/
7.	Cooked	5	the student pronounces the word correctly with final /t/. Phonetic sound: /kʊkt/
8.	Man	4	The student says “mAn,” with slight vowel distortion but still intelligible. Phonetic sound: /mæn/
9.	Men	5	The student pronounces the word clearly and correctly. Phonetic sound: /men/
10.	Food	5	The student pronounces the word accurately with correct long vowel. Phonetic sound: /fu:d/
11.	Brown	4	The student says “brOwn,” with exaggerated diphthong but intelligible. Phonetic sound: /braʊn/
12.	Black	5	The student pronounces the word clearly and correctly. Phonetic sound: /blæk/
13.	Train	5	The student pronounces the word accurately with correct diphthong. Phonetic sound: /treɪn/

14.	Glass	5	The student pronounces the word clearly and intelligibly. Phonetic sound: /glæs/
15.	Blue	5	The student pronounces the word accurately with correct vowel length. Phonetic sound: /blu:/
16.	Tree	5	the student pronounces the word clearly with correct consonant cluster. Phonetic sound: /tri:/
17.	Sit	5	The student pronounces the word correctly with short vowel /i/. Phonetic sound: /sɪt/
18.	Seat	5	The student pronounces the word accurately with long vowel /i:/. Phonetic sound: /si:t/
19.	Full	5	The student pronounces the word clearly and understandably. Phonetic sound: /fʊl/
20.	Heart	3	The student says “hert,” mispronouncing the vowel /ɑ:/ and reducing pronunciation accuracy. Phonetic sound: /hɑ:rt/
	TOTAL SCORE:	93	

Link: https://drive.google.com/file/d/1dblEkWzSjZyYPKEA7ZNfNXKIVaG_gjRN/view?usp=drivesdk

Student Initial: NHH

NO.	VOCABULARY	SCORE	REASON
1.	Talked	3	The student says “talk” and omits the final /t/. Pronunciation remains understandable but incomplete. Phonetic sound: /tɔ:kt/
2.	Walked	2	The student says “wolk,” with incorrect vowel and missing final /t/. Pronunciation accuracy is reduced. Phonetic sound: /wɔ:kt/
3.	Cleaned	5	the student pronounces the word clearly with audible final /d/. Phonetic sound: /kli:nd/
4.	Opened	5	The student pronounces the word accurately with correct vowel and final consonant. Phonetic sound: /'oʊpənd/
5.	Started	5	The student pronounces the word clearly and intelligibly. Phonetic sound: /'stɑ:rtɪd/
6.	Finished	3	the student says “finis,” omitting final /t/ and reducing clarity. Phonetic sound: /'fɪnɪʃt/
7.	Cooked	4	The student says “cook,” omitting the final /t/ but still intelligible. Phonetic sound: /kʊkt/
8.	Man	5	The student pronounces the word clearly and correctly. Phonetic sound: /mæn/
9.	Men	5	The student pronounces the word accurately and clearly. Phonetic sound: /men/
10.	Food	5	The student pronounces the word correctly with clear long vowel. Phonetic sound: /fu:d/
11.	Brown	5	The student pronounces the word clearly and correctly. Phonetic sound: /braʊn/
12.	Black	5	The student pronounces the word accurately.

			Phonetic sound: /blæk/
13.	Train	5	The student pronounces the word clearly with correct diphthong. Phonetic sound: /treɪn/
14.	Glass	3	The student says “glEɪs,” replacing vowel /æ/ with /e/. Pronunciation remains understandable. Phonetic sound: /glæs/
15.	Blue	5	The student pronounces the word accurately with correct vowel length. Phonetic sound: /blu:/
16.	Tree	5	The student pronounces the word clearly and correctly. Phonetic sound: /tri:/
17.	Sit	5	the student pronounces the word accurately with short vowel. Phonetic sound: /sɪt/
18.	Seat	5	The student pronounces the word clearly with long vowel. Phonetic sound: /si:t/
19.	Full	5	The student pronounces the word clearly and understandably. Phonetic sound: /fʊl/
20.	Heart	5	the student pronounces the word clearly and intelligibly. Phonetic sound: /hɑ:rt/
	TOTAL SCORE:	90	

The Result of Pre-test and Post-test of Experimental Class

No.	IDENTITAS SISWA	L/P	PRE	POST
1	AAS	L	73	78
2	AAP	L	65	77
3	AMA	L	78	83
4	APA	L	76	81
5	AAP	L	77	73
6	APK	P	78	80
7	AW	L	79	88
8	ADZ	P	74	75
9	AZW	L	72	82
10	ATH	L	72	82
11	DZ	L	77	85
12	FR	L	72	76
13	FAAJ	P	70	77
14	IAY	L	75	92
15	KS	P	68	72
16	KM	P	73	75
17	LY	P	70	84
18	NHH	P	79	90
19	NHAN	P	75	82
20	NSA	P	74	77
21	NA	P	75	75
22	NNS	P	68	78
23	NAA	P	74	84
24	NN	P	74	77
25	OZS	P	78	84
26	RRP	P	77	88
27	RUS	P	74	76
28	SJS	P	77	82
29	SNS	P	70	77
30	SEN	P	81	76
31	VKS	L	70	98
32	ZR	P	77	80

The Result of Pre-test and Post-test of Control Class

No.	NAMA SISWA	L/P	PRE	POST
1	ABN	L	70	70
2	AZA	P	70	72
3	AP	L	68	74
4	AHAS	L	76	79
5	AJA	P	74	79
6	AQZ	P	78	80
7	AKR	P	76	76
8	ARS	L	75	78
9	AN	L	70	70
10	BRI	L	69	79
11	BAP	P	74	78
12	CT	L	79	81
13	CFE	P	81	83
14	DIH	L	60	78
15	FEE	L	78	82
16	FBS	L	69	82
17	FAS	P	71	81
18	FA	L	60	81
19	GCA	P	75	75
20	HCQ	P	75	80
21	JPN	P	75	76
22	KAP	P	75	74
23	KA	P	75	79
24	MKA	L	61	81
25	MAA	P	80	78
26	MXNG	L	61	74
27	MFA	L	72	81
28	MRA	L	76	78
29	MUR	L	74	75
30	MAA	P	71	80
31	RR	L	74	73
32	SI	L	73	61
33	ZAAA	L	72	72
34	ZA	L	70	74
35	ZH	P	72	74

DOCUMENTATION

Pre-Test Control Class



Pre-Test Experimental



Treatment 1



Treatment 2



Post-Test Control Class



Pre-test Experimental Class





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0365/In.28/J/TL.01/09/2025
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA MTs Negeri 1 Lampung
Timur
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu KEPALA MTs Negeri 1 Lampung Timur berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **NGABIDATUL MUSTAHFIROH**
NPM : 2201051020
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
THE EFFECTIVENESS OF DAILY CONVERSATION
Judul : PRACTICE ON STUDENTS' PRONOUNCING VOCABULARY
OF GRADE EIGHT AT MTS NEGERI 1 EAST LAMPUNG

untuk melakukan prasurvey di MTs Negeri 1 Lampung Timur, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu KEPALA MTs Negeri 1 Lampung Timur untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 September 2025
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. LAMPUNG TIMUR
MADRASAH TSANAWIYAH NEGERI (MTsN) 1 LAMPUNG TIMUR
 Jalan KiHajar Dewantara 38B Banjarrejo Kec.Batanghari Kode Pos 34181
 Email: mtsnetro@gmail.com Website www.mtsn1lampungtimur.sch.id

SURAT IZIN PRA SURVEY

Nomor : B. 1046 /MTs.08.01/PP.005/10/2025

Menindak Lanjuti Surat dari Institut Agama Islam Negeri Metro ,Fakultas Tarbiyah dan Ilmu Keguruan Nomor :B-0365/In.28/J/TL.01/09/2025 Tentang Izin Pra -Survey dengan ini Kepala Madrasah Tsanawiyah Negeri 1 Lampung Timur Memberikan Izin Kepada :

Nama : **NGABIDATUL MUSTAHFIROH**
 NPM : 2201051020
 Semester : 7 (Tujuh)
 Jurusan : Tadris Bahasa Inggris

Untuk melaksanakan **Pra Survey** di MTs Negeri 1 Lampung Timur, dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul “ **THE EFFECTIVENESS OF DAILY CONVERSATION PRACTICE ON STUDENT'S PRONOUNCING VOCABULARY OF GRADE EIGHT AT MTS NEGERI 1 EAST LAMPUNG** ”

Demikian Surat Izin Pra Survey ini dibuat, Untuk dapat di pergunakan sebagaimana mestinya.

Batanghari, 06 Oktober 2025



1/27/26, 10:46 AM

Bimbingan Skripsi



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

Nomor : B-0238/In.28.1/J/TL.00/01/2026
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Leny Setiyana (Pembimbing 1)
(Pembimbing 2)
di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **NGABIDATUL MUSTAHFIROH**
NPM : 2201051020
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE EFFECTIVENESS OF DAILY CONVERSATION METHOD ON STUDENTS PRONOUNCING VOCABULARY AT EIGHT GRADE OF MTS NEGERI 1 EAST LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 20 Januari 2026
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

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Token = 2201051020



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Nomor : B-0263/In.28/D.1/TL.00/01/2026
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTs NEGERI 1 LAMPUNG
TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0262/In.28/D.1/TL.01/01/2026, tanggal 21 Januari 2026 atas nama saudara:

Nama : **NGABIDATUL MUSTAHFIROH**
NPM : 2201051020
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MTs NEGERI 1 LAMPUNG TIMUR bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTs NEGERI 1 LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF DAILY CONVERSATION METHOD ON STUDENTS PRONOUNCING VOCABULARY AT EIGHTH GRADE OF MTs NEGERI 1 EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 21 Januari 2026
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma, M.Pd
NIP. 198808232015031007



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SURAT TUGAS

Nomor: B-0262/In.28/D.1/TL.01/01/2026

Wakil Dekan Akademik dan Kelembagaan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **NGABIDATUL MUSTAHFIROH**
NPM : 2201051020
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTs NEGERI 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF DAILY CONVERSATION METHOD ON STUDENTS PRONOUNCING VOCABULARY AT EIGHTH GRADE OF MTs NEGERI 1 EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 21 Januari 2026

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma, M.Pd.
NIP. 19880823 201503 1 007





KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. LAMPUNG TIMUR
MADRASAH TSANAWIYAH NEGERI 1 LAMPUNG TIMUR
Jln. Ki. Hajar Dewantara 38 B. Banjarrejo Kec. Batanghari Lampung Timur Kode Pos 34181
Email: mtsmtro@gmail.com Website <https://www.mtsn1lampungtimur.sch.id>

SURAT IZIN RESEARCH

Nomor: B.137/MTs.08.01/PP.005/01/2026

Menindak lanjuti surat dari Universitas Islam Negeri Jurai Siwo Lampung Falkutas Tarbiyah dan Ilmu Keguruan Nomor: B-0263/In.28/D.1/TL.00/01/2026 tanggal 21 Januari 2026 tentang Izin Research, dengan ini Kepala Madrasah Tsanawiyah Negeri 1 Lampung Timur memberikan izin kepada:

Nama : **NGABIDATUL MUSTAHFIROH**
NPM : 2201051020
Jurusan : Tadris Bahasa Inggris

Untuk melaksanakan izin Research di MTs Negeri 1 Lampung Timur dengan judul **"THE EFFECTIVENESS OF DAILY CONVERSATION METHOD ON STUDENTS PRONOUNCING VOCABULARY AT EIGHT GRADE OF MTs NEGERI 1 EAST LAMPUNG"**.

Demikian Surat Izin Research ini dibuat, untuk dapat di pergunakan sebagaimana mestinya.



Batanghari, 28 Januari 2026

Kepala



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NPM : 2201051020
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

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Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 09 Februari 2026
Kepala Perpustakaan,


Aan Gufroni, S.I.Pust.
NIP.19920428 201903 1 0094



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Kepala Perpustakaan,

Aldi Gunoni, S.I.Pust.
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

PROGRAM STUDI TADRIS BAHASA INGGRIS
 UIN JURAI SIWO LAMPUNG

Nama : Ngabidatul Mustaghfiroh

Program Studi : TBI

NPM : 22010510207

Semester : VII

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dospem
6	9/25 /12	proposal skripsi sudah oke. silakan lanjut untuk pengajuan Seminar <u>ACC</u>		
7	13/26 /1	* Tambahkan form lembar penilaian prosaun ciapsh. * Lengkapi dan cek kembali APP lainnya.		
8	20/24 /1	APP <u>di sebayu</u> . silakan lanjut c/mc pengambilan data.		

Mengalahkan
 Ketua Program Studi TBI

 Dr. Much Deiniatur, M.Pd.B.I
 NIP. 19880308 201503 1 006

Dosen Pembimbing

 Lenny Setyana, M.Pd
 NIP. 2016099101



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PROGRAM STUDI TADRIS BAHASA INGGRIS

UIN JURAI SIWO LAMPUNG

Nama : Ngabidatul Mustaghfiroh

Program Studi : TBI

NPM : 22010510207

Semester : VII

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dospem
9	19/26 /2	Bimbingan bab 4 Penulisan skripsi perbaikan.		
10	23/26 /2	- Cek kembali kerapian penulisan - siapkan draft abstrak - lengkapi bab 1 - 5 dan daftar pustaka		



Mengetahui,
Ketua Program Studi TBI

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UIN JURAI SIWO LAMPUNG

Nama : Ngabidatul Mustaghfiroh

Program Studi : TBI

NPM : 22010510207

Semester : VII

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dospem
"	25/26 /2	- Kerin abstrak. cantumkan nilai pre test dan post test kelor exp dan control - Rerbaibi acknowledgement - Lengkapi daftar ini		
12	26/26 /2	- ACC - sudah lengkap. filakan ajukan untuk Munagosuh		



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CURRICULUM VITAE



The writer's name of this undergraduate thesis is Ngabidatul Mustahfiroh. She was born in Cinta Mulya Village, Candipuro District, South Lampung Regency, on April 5th, 2003. She is the youngest of two siblings. Her father's name is Qodirun and her mother's name is Badriyah.

She studied at SD Negeri 1 Cinta Mulya from 2009 to 2015. She continued her studies at MTs Mathla'ul Anwar Cinta Mulya from 2015 to 2018. After that, she pursued her education at MA Ma'arif Roudlotut Tholibin North of Metro. In 2022, she continued her study at State Islamic University of Jurai Siwo Lampung, majoring in English Education Study Program.