

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS ALLOMORPH AND
ALLOPHONE PERFORMANCE BY USING DIRECT
FEEDBACK AMONG THE ELEVENTH GRADERS OF MAN 1
LAMPUNG TIMUR IN THE ACADEMIC YEAR 2018/2019**

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**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE OF ISLAMIC STUDIES OF METRO
1440H/2019 M**

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ALLOPHONE PERFORMANCE BY USING DIRECT FEEDBACK
AMONG THE ELEVENTH GRADERS OF MAN 1 LAMPUNG
TIMUR IN THE ACADEMIC YEAR 2018/2019

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd)
In English Department

By:
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Co. Sponsor : Syahreni Siregar, M.Hum

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ABSTRACT

BY : KHOWAJAH LAILUL FAUZIAH

The main purpose of this research was to investigate the allomorph and allophone performance of MAN 1 Lampung Timur in pronouncing and to know that the *Direct Feedback* could help the students learning process. The researcher tried to a test that *Direct Feedback* can be one of the teaching method to improve the students Allomorph and Allophone performance.

In this research, the researcher conducted classroom action research (CAR) which was done in two cycles. Each cycle consist of planning, acting, observing and reflecting. The subjects of this research was 29 students in Eleventh class of MAN 1 Lampung Timur. In collecting data, the researcher used test (pre-test, post test I and post test 2), observation and documentation. The research was conducted collaboratively with the English teacher of MAN 1 Lampung Timur.

The result of this research showed that *Direct Feedback* had positive result in improving the allomorph and allophone performance Among the Eleventh graders of MAN 1 Lampung Timur. It can be proven by the students average score from pre test to post test. The average score in pre-test was 48, post-test I was 63 and become 70 in post-test II. It means that the using *Direct Feedback* in Pronunciation can improve the students allomorph and allophone performance.

Keyword : Allomorph, Allophone and Direct Feedbacks

**MENINGKATKAN KETERAMPILAN ALOMORF DAN ALOFON SISWA
DENGAN MENGGUNAKAN METODE UMPAN BALIK LANGSUNG
KELAS SEBELAS DI MAN 1 LAMPUNG TIMUR
TAHUN AJARAN 2018/2019**

ABSTRAK

**OLEH :
KHOWAJAH LAILUL FAUZIAH**

Tujuan utama dari penelitian ini adalah untuk mengkaji keterampilan Alomorf Dan Alofon siswa MAN 1 Lampung Timur dalam pelafalan dan untuk mengetahui bahwa *Umpan Balik Langsung* dapat membantu proses belajar siswa. Peneliti mencoba membuktikan bahwa *Umpan Balik Langsung* dapat menjadi salah satu metode pembelajaran untuk meningkatkan keterampilan Alomorf Dan Alofon siswa.

Dalam penelitian ini, peneliti melakukan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 29 siswa di kelas XI MAN 1 Lampung Timur. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post test I dan post test 2), observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris MAN 1 Lampung Timur.

Hasil dari penelitian ini menunjukkan bahwa *Umpan Balik Langsung* sebagai metode memiliki hasil positif dalam meningkatkan keterampilan Alomorf Dan Alofon siswa kelas sebelas MAN 1 LAMPUNG TIMUR. Hal ini dapat dibuktikan berdasarkan nilai pre-test adalah 48, post test I adalah 63 dan pada post test II menjadi 70. Ini berarti bahwa penggunaan *Umpan Balik Langsung* sebagai metode dapat meningkatkan keterampilan Alomorf Dan Alofon siswa.

Keyword : Alomorf, Alofon Dan Umpan Balik Langsung



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RATIFICATION PAGE



No: B-2406/In-28-V/D/PL-00-9/07/2019

An Undergraduate Thesis Entitled: IMPROVING THE STUDENTS ALLOMORPH AND ALLOPHONE PERFORMANCE BY USING DIRECT FEEDBACK AMONG THE ELEVENTH GRADERS OF MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR 2018/2019, Written by: Khowajah Lailul Fauziah, Student Number 13107537, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, July 15th 2019 at 10.00-12.00. p.m.

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To The Honorable,
The Head of Tarbiyah
Faculty
State Institute of Islamic
Studies (IAIN) of Metro

Assalamua'alaikum Warahmatullahi Wabarakatuh

We have given guidance and enough improvement to research thesis script which is written by:

Name : Khowajah Lailul Fauziah
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Faculty : Tarbiyah
Department : English Education
Title : Improving the students Allomorph And Allophone Performance By using Direct Feedback among the eleventh graders of MAN 1 Lampung Timur in the Academic year 2018/2019.

It has been agreed so it can continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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Assalamu'alaikum, Wr. Wb


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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosah. Thank you very much.


Wassalmu'alaikum Wr.Wb

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APPROVAL PAGE

The Title : IMPROVING THE STUDENTS ALLOMORPH AND
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STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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Study Program : English Education Study Program (TBI)
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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, June 2019
The Researcher



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St. Number 13107537

ORISINALITAS PENELITIAN

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Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah

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

Metro, June 2019

Yang Menyatakan,



KHOWAJAH LAILUL FAUZIAH
St. Number 13107537

MOTTO

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبَانِ ﴿١٣﴾

So which of the favors of your Lord would you deny? (Q.S Ar rahman :13)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My Beloved Parents

(Mr. Suhartono (ALM) and Mrs. Mujiah)

My Grandfather

My Beloved Brother and Sisters

(Nurul Khotimah, Zulfanil Azizah Ulfa, Suranto, Suryadin)

Azzumar Hemri Kurniawan, Woro Zuli Astuti, S, Pd

My Beloved Friends

(Liya Merlianti, Rohmatul Khasanah, Umi Sholehah, Ainul Istiqomah, Evi

Limanasari, Ema Septya)

Absolute (SOLLER) Class of english Education Department and my Beloved

Campus IAIN Metro

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The writer do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, Mei 2019



Khowajah Lailul Fauziah

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CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is learnt as a foreign language. It is used both in written and oral communication. To be able to speak fluently becomes one of the goals of English learners as fluency will effect on the success of communication. In speaking English, one of important elements is pronunciation.

However, English is a foreign language which has its own grammar sound system unit. This language has many roles in grammatical and pronunciation. This condition may result in learners' difficulty. Many English learners still underestimate the importance of pronunciation. They pay a very little attention to practicing appropriate pronunciation. They focus more on grammar or vocabulary. Yet, while speaking proper pronunciation plays more important role to avoid misunderstanding rather than good grammar and sufficient vocabulary.

The goal of teaching pronunciation is the goal should always be native-like pronunciation for particular-learners.¹Therefore, it is needed to learn by the learner before they speak English words well. In fact, their English teachers in high school mainly focused on grammar and vocabulary. Even when they were reading, they seldom practiced reading aloud. Translating the English texts into the Indonesian ones was their routine. Meanwhile when the learners' learn English, they should speak to express their idea before they speak they should pronounce the word to know how to speak the word, so pronunciation is needed to learn by the learners first before they speak well.

In order to know about the learners' pronunciation, the researcher was taken a pre-survey test on October^{16th}, 2018 at first semester of the eleventh grade of MAN 1 LAMPUNG TIMUR.

Table 1

The pre-survey onOctober^{16th}, 2018 at first semester of the eleventh graders of MAN 1 LAMPUNG TIMUR.

No	The Name of Student	Score
1	APM	50
2	AW	58
3	AFNF	-
4	AMN	50
5	ANR	58
6	AZ	50
7	CPH	46

¹JoanneKenworthy, *Teaching English Pronunciation*.(New York: Longman Group, 1987), Page 3

8	DEF	56
9	DNR	48
10	DQ	64
11	FRA	48
12	IS	56
13	IWN	64
14	KR	45
15	MS	64
16	MU	60
17	MSU	56
18	NA	64
19	NF	50
20	NNN	48
21	NLA	64
22	NS	48
23	RRA	60
24	RN	46
25	RO	46
26	RDD	58
27	SDP	48
28	VH	50
29	ZAN	56

Here is the result of the pre-test taken on October^{16th}, 2018 at the Eleventh graders of MAN 1 LAMPUNG TIMUR:

Source: The result of the pre-test taken by researcher was taken on October^{16th}, 2018.

From the data above many students failed in pronunciation, it means that they do not have good pronunciation performance. Based on the pre-survey data it knows that there were 7 students (24.13%) who almost get a minimum score and 22 students (75.87 %) who failed the pre test. The standard score of English in this research was 70; from the data pre-survey could be known that the students' pronunciation is low.

The statements above showed that most of students have problem in English speaking, especially in pronunciation. The common mistake in producing oral English is dealing with pronunciation. Sometimes in real communication, students often make mistakes of pronouncing some words. The researcher concludes that students' pronunciation performance is low.

They have difficulties to pronounce some similar words. They have difficulties to pronounce. The cause of difficulties is they have lack of knowledge about phonetics and they unnoted about the source of sound production. Therefore, the researcher tried to use a suitable and interesting treatment related to students' condition. The researcher tried to find out an appropriate treatment to increase students' performance in pronunciation that was through direct feedback.

According to the explanation above, the researcher assumes that to improve the students' performance in pronunciation, the researcher is interested in direct feedback. Here the role of teacher was to give support, guidance in order to facilitate the students' performance to build on prior knowledge so they can accomplish the task or understand the lesson that they learn. Moreover, it also motivated the students to develop their performance.

Based on the explanation above, the researcher conducted a research:
**“Improving The Students Allomorph And Allophone Performance By Using
Direct Feedback among the Eleventh Graders of MAN 1 LAMPUNG
TIMUR In The Academic Year 2018/2019”**

B. Problem Identification

In references to the background and interview, the researcher identified the problems, as follows:

1. The students' speaking performance is still low.
2. The students' pronunciation performance is still low.
3. The students are lack of knowledge about sound production.
4. The students are difficult to pronounce some common words.
5. The students are still difficult to pronounce allomorph allophone.
6. The students do not understand about intonation, they just pronounce literally.

C. Problem Limitation

Based on the problem above, the researcher focused on the students is still difficult to allomorph and allophone performance at the eleventh graders of MAN 1 LAMPUNG TIMUR.

D. Problem Formulation

Based on the background of the problem, the researcher formulated the problem, as follows: “Can Direct Feedback improve the students allomorph and allophone performance at eleventh graders of MAN 1 LAMPUNG TIMUR?”

E. Objectives and Benefits of the Study

1. Objectives of the Study

Here were the objectives of this research, as follows:

- a. To investigate that by using Direct Feedback can improve the students allomorph and allophone performance at eleventh graders of MAN 1 LAMPUNG TIMUR.
- b. To explain that by using Direct Feedback can improve the students allomorph and allophone performance at eleventh graders of MAN 1 LAMPUNG TIMUR

2. Benefits of the Study

There are some benefits of this research, namely:

- a. For the Student
 - 1) As motivation to learn English, especially in pronunciation and generally in speaking.
 - 2) As encouragement in pronouncing some common words in written or orally.
- b. For the Teacher

As information for the English teacher, especially in the eleventh graders at MAN 1 LAMPUNG TIMUR, that a Direct Feedback is effective to be used in teaching speaking.

c. For Headmaster

- 1) As a consideration in taking a decision in the English learning process
- 2) As a consideration in coaching English in the English learning process

d. For the Researcher

Hopefully this research can be prayer research of the same type of research.

F. Prior Research

The first research conducted by Didih Faridahentitled “Improving Students’ English Pronunciation skill by using oral peer feedback ” in this research she discuss effect of oral peer feedback on the students improvements in the pronunciation skill.

The results showed that students became more active as the cycle progressed. They practiced dialogues in pairs, taking turns giving feedback to each other when mistakes were noticed. Corrective feedback was used to correct the errors made. by their peers. This activity finally led to the improvemnt in the pronunciation skills. Oral peer feedback not only gave positive impact, but was also received positive responses from the pupils. Peer feedback motivated to have better. pronunciation, and they became more focused on practicing pronunciation because the teacher did not correct their mistakes directly. Playing a role as feedback providers made them more critical. Gradual improvements of students' achievements were evident especially in the four features. Of the four pronunciation features taught, minimal pair sound and word stress were the most

easily increased features. Meanwhile, the most difficult ones were linking sound and intonation. During the provision of oral peer feedback, teacher must play roles. as teacher, controller, and sometimes a feedback provider because some students felt unsure with their own feedback.²

The second research conducted by Novia Ruthdorea entitled” Improving Pronunciation Of Suffix –Ed Of The Eighth Grade Students Through Repetition Drill” The objective of this research was to examine that the use of repetition drill can improve students’ ability in pronouncing sounds of suffix –ed at SMP BalabKeselamatan Palu. Pre-experimental research design was applied in this study. The research sample was class VIII A which consisted of 30 students. The sample was taken through cluster sampling technique. The data were collected by using tests (pre-test and post-test). The result of pre-test was 8.56 and the result of post-test was 20.26. Therefore, the mean deviation was 11.7. Then, data analysis showed that there was a significant difference between pre-test and post-test. It was proved by testing hypothesis. By applying 0.05 level of significance with 29 (30-1) degree of freedom (df), t-counted value (15) was higher than t-table value (1.699). It means that the research hypothesis was accepted. In other words, the application of repetition drill was effective to improve students’ ability in pronouncing suffix –ed at SMP BalaKeselamatanPalu.³

The thirth research conducted by RizkaIndahyanti entitled“Student To Direct Feedback In Improving Students’ Speaking Ability” This research is

²Didih Faridah, *Improving Students’ English Pronunciation skill by using oral peer feedback at the first grade students english department of galuh univercity ciamis in the academic years of 2013/2014*, (English education department graduate school training and education faculty sebelas maret univercity.2016).

³Novia Ruthdorea,”Improving Pronunciation Of Suffix –Ed Of The Eighth Grade Students Through Repetition Drill”,*e-Journal of English Language Teaching Society (ELTS)*,(palu),vol 4,p.1

basically aimed to test the Student to Direct Feedback method in improving their speaking ability. Furthermore, it is aimed to see the effectiveness of colleagues in helping other friends to learn. The method used in this research is Quantitative method with quasi-experimental setting in its test. The step of this research includes the field observation, pre-test, giving treatment by applying student to Direct Feedback method, then post-test. One by one the student talks then another friend judge what the strengths and the weaknesses of his friend. The instruments used in this research are speaking test and questionnaire. The written assessment contained in the assessment aspect includes: fluency, accuracy and comprehensibility. The population in this research is all English education students of FKIP UIM. While the sample used is the second semester students. The researchers divided the class into 2 groups. One group as the experimental class and the other as the control class. The results of the data analysis show that the probability is less than 0.05 or 0.000.⁴

Referring to their research above, the writer can find the similarity and differences. This research has similarity with the research from didih , and novia, that is both of them discussed about improving students pronunciation. And the differences among these researcher above are used in method, the first research use feedback to improve students pronunciation. And the second research use oral repetition drill to improve students pronunciation. But the similarity with the research from didih and rizka was use feedback method.

Whereas, the method used by writer is direct feedback to improve students Allomorph Allophone pronunciation skills. The writer apply this method

⁴Rizka Indahyanti, "Student To Self-Feedback In Improving Students' Speaking Ability", *Exposure Journal*, English Education Department, (Makasar), Vol.6, P.1

in the classroom because many student have difficulties to pronoun of word effectively by presenting the writer entitled Improving The Allomorph Allophone performance By Using direct feedback among the Eleventh Graders of MAN 1 LAMPUNG TIMUR In The Academic Year 2018/2019.

The similarities amongs those three prior research with this research are equally Classroom Action Research and improving students pronunciation. The differences amongs those three prior research with this research are the method and object of students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concept of Allomorph and Allophone Performance

1. The Definition of Allomorph and Allophone Performance

Morpheme is smallest syntactical and meaningful linguistic unit that contains a word.⁵ Phonem is one of the units of sounds that distinguish one of word from another in particular language.⁶ The main point in this concept are the definition and the kinds of allomorph allophone. There are a few definition of Allomorph on the basis of the experts, as follows:

⁵Bernard T O'dwyer, *Modern English Structures form function and position*, (North America, 2006) second edition. p.33

⁶Wang rui, *Recognizing Phonemes And Their Distinctive Features In The Brain*, (stanford university, 2011). p.1

According to Zeki, allomorph is a variant form of a morpheme which differs only in sound, not in meaning. It is an alternative manifestation of a morpheme which varies in pronunciation according to phonological conditions.⁷

Ricard define, allomorph is one of the variant pronunciations of a morpheme, among which the choice is determined by context (phonological, grammatical or lexical).⁸

Moreover, Milton said that A morpheme is an abstract concept and each of its actual manifestations is called an allomorph.⁹

According to Bruce, Allomorph is preserved in some particular context which serves as evidence for the underlying form.¹⁰

There are a few definition of Allophone on the basis of the experts, as follows:

According to Ricard, allophone is one or more phonetic variants of the same phoneme.¹¹ According to Ronald allophone is a phonetic realization of a phoneme.¹² According to mark, allophone are variants of phones derivable from a single underlying phoneme. The point is that there are clear definitions for the terms extrinsic allophone and intrinsic

⁷Zeki Hamawand, *Morphology in English Word Formation in Cognitive Grammar*, (New York, 2011) p.4

⁸Richard Hogg, *An Introduction to Old English*, (Edinburgh University Press Ltd, 2002) p.148

⁹Milton M. Azevedo, *Portuguese: A Linguistic Introduction* (Cambridge, New York) p.55

¹⁰Bruce Hayes, *Introductory Phonology*, (Blackwell Publishing, United Kingdom, 2009), p.233

¹¹Richard Hogg, *An Introduction to Old*

¹²Ronald Wardhaugh and Janet m. Fuller, *An Introduction To sociolinguistics* (wiley blackwell, 2015) seventh edition. P.399

allophone.¹³ Jasmine states Allophone is realised with a raised back part of the tongue and is regarded as the more frequent and neutral allophone.¹⁴

Based on these definitions the researcher concludes that allophone are a kind of phoneme that changes its sound based on how a word is spelled. Allophone of the same phoneme does not lead to a different word, just a different pronunciation of the same word.

According to McCroskey performance is the only way of judging one's competence.¹⁵ According to Chomsky states that performance refers to the person's ability to produce language, in other words performance is what one can do with the language.¹⁶ According to Chomsky book adopted from nunan states that performance is refers to manifestation to these internalised rules in actual language use.¹⁷

Base on explanation the researcher concludes that Allomorph And Allophone performance is variant form when a unit of meaning varies in sound without changing the meaning to express feelings, share ideas, and meanings to respond what other say orally in conversation in second language or foreign language learning.

2. The Types of Allomorph and Allophone Performance

a. Allomorph

¹³Mark Tatham, *Developments In Speech Synthesis*, (Department of Language and Linguistics, University of Essex, UK, 2005), p.95

¹⁴Jasmine Dum-Tragut, *London Oriental and African Language Library*, (John Benjamins B.V, University of London, 2009), p.21

¹⁵Dagmara Galajda, *Communicative Behaviour of a Language*, (Poland, Institute of English University of Silesia, Springer International Publishing AG, 2017) ;P.21.

¹⁶Routledge, *Handbook of Technological Pedagogical Content Knowledge for Educators*, (New York and London Routledge Taylor & Francis Group, 2008) ; p.111

¹⁷David nunan *The Learner-Centred Curriculum: A Study In Second Language Teaching*, (New York, Cambridge University Press: 1996), p.32

According to Robert, there are four types of allomorph :

1. Additive allomorphs show some differences in meaning, something is added to a word. For example, the past tense of the English verb is partly formed by adding the suffix -ed which can be pronounced as either / t /, / d / or / id /.

Example : ask + ed = / æsk / [t], live (e) + ed = / LIV / [d], need + ed = / nid / [id].

2. Zero allomorphs: No change in shape of the word despite some differences in the sense identified. For example, the past tense of pain is formed by adding a zero allomorph of sleep for this word.
3. Replace allomorphs: To indicate some differences in meaning, sound used to replace other sounds in words. For example, / I / in drinks replaced with / æ / in the past taking a simple signal. It is represented as follows: / Drænk / = / drɪnk / + / I > æ /.
4. Superlative allomorphs: To indicate some differences in a sense, there is a complete change in the form of words. As an example: Go + which allomorph suppletive of left. Poor + which allomorph suppletive of bad.

b. Allophone

1. Free variation, two sounds are used indiscriminately in different phonetic context. Example : happy [hæpi] and [hæpɪ].

2. Complementary distribution, two sound are never used in the same phonetic context. Example : cats [kæts] voiceless+s, birds[bɜdz] voiced+z.¹⁸

3. The Pronunciation of Allomorph and Allophone

Based on Graeme The pronunciation rules for present form of *-es* endings are:

1. When the final sound in the stem of the verb is voiceless, the *-es* ending is pronounced [s], example : bats [bæts], seats [si:ts].
2. When the final sound in the stem of the verb is voiced, the *-es* ending is pronounced [z], example : Bags:[bægz]
3. When the final sound in the stem of the verb is a sibilant sound, the *-es* ending is pronounced [ɪz] and the word is spelled with an *-es* ending, example : buses :[bʌsɪz], wishes wishes : [ˈwɪʃɪz]¹⁹

On the other hand, woodwath The ending is pronounced [s] after a voiceless sound, it is pronounced [z] after a voiced sound and is pronounced [ɪz] or [əz] after a sibilant sound.

1. voiceless is no vibration in throat and the sound come from the mouth area.

Example :Voiceless: helps [ps]-sits [ts]-looks [ks]

¹⁸ Robert Stockwell, Donka Minkova, *English Words: History and Structure*, (cambridge university press, 2001) p.73

¹⁹ Graeme Kennedy, *Structure and Meaning in English*, (USA: Routledge, 2013), P. 91

2. A voiced means that it uses the vocal cords and they produce a vibration or humming sound in the throat when they are said.

Example : Voiced: crabs [bz]-words [dz]-gloves [vz],

3. Sibilant is produced by forcing air out toward teeth.

Example : buses [sɪz] or [səz], bridges [dʒɪz] or [dʒəz], wishes [ʃɪz] or [ʃəz].

On the other hand, Mandy Egle Final -s is pronounced [s]after voiceless sounds,as in “t”, “p”, and “k”

- Seat → seats → seat[s]:[si:ts]
- Rope → ropes → rope[s]: [rəʊps]
- Back → backs → back[s]: [bæks]

Final -s is pronounced [z]after voiced sounds, as in “d”, “b”, “g” and “e”

- Seed → seeds → seed[z]:[si:dz]
- Robe → robes → robe[z]:[rəʊbz]
- Bag → bags → bag[z] :[bægz]
- See → sees → see[z]:[si:z]

Final-es are pronounced [ez]after “sh,” “ch,” “s,” “z,” and “ge,” “dge”. The [iz]ending adds a syllable.

- Catch → catches → catch[iz]:[kætʃɪz]
- Mix → mixes → mix[iz]:[mɪksɪz]

- Edge → edges → edge[ɪz] : [edʒɪz]²⁰

Based on Ann Cook, there are three ways to pronounce past form the [-ed] ending in English, depending what the previous sound is. If it is voiced, [-ed] like [d] played[pleɪd]. If it is unvoiced, [-ed] like [t] laughed[la:ft]. If the word ends in [t] or [d], [-ed] like [əd] patted [pædəd].²¹ Here are the rules:

- When adding [-ed] to a verb ending with the sounds [-t] or [-d], the [-ed] ending is pronounced as a separate syllable. For example, the verb need has one syllable; however, in the past it has two; the verb visit has two syllables, but in the past it has three.
- When adding [-ed] to a verb with [-x], [-s], [-sh], [-ch], [-k], [-p], or [-f], the ed-ending is pronounced as a [t]. An extra syllable is not added. For example, the verb fix has one syllable in both present and past.
- When adding [-ed] to a verb ending in the sound of a vowel or a consonant not mentioned above, the [-ed] ending is pronounced as a [d]. An extra syllable is not added. For example, the verb learns has one syllable in both present and past.²²

²⁰Mandy Egle, *Pronunciation Pages*, (USA: A Scattle Learning Academy Publication ryerson university, 2006), Second Edition, P.2

²¹Ann Cook. *American Accent Trainning*, (United States of America : Matrix Press, 1989), Second Edition , P. 181

²²Marilyn Ramirez, *English Now!*, (Mexico: Cuidad Universitaria, 2006), Primera Edicion, P. 65

On the other hand, Geoffrey and Svantyk states that the –ed ending of regular verbs has three spoken forms, like:

a) [ɪd] after bases ending in [d] and [t]:

Pad [pæd] – padded [pædɪd]

b) [d] after bases ending in vowels and voiced consonants other than [d]:

Mow [moʊ] – mowed [moʊd]

Praise [preɪz] – praised [preɪzd]

c) [t] after bases ending in voiceless aounds other than [t]:

Press [pres] – pressed [prest]

Pack [pæk] – packed [pækt]²³

Based on the types from the expert, the researcher uses British accent as the standard of pronunciation because of the students in Senior High School is learnt British accent. Moreover, the researcher uses the Mandy Eagle as the reference of the three rules of Allomorph Allophone Verb Pronunciation.

4. The Measurement of Allomorph And Allophone Performance

Geoffrey stated that measurement can be defined as a process through which researchers describe, explain, and predict the phenomena and constructs of our daily existence.²⁴ Measurement is a process to get a score from the object of the research. To measure the students'

²³Geoffrey and Svartvik, *A Communicative Grammar of English*, (USA: Routledge, 2013), Third Edition, P. 373

²⁴Geoffrey Marczyk et.al, *Essentials of Research Design and Methodology*, (USA: John Wiley & Sons, Inc, 2005) P. 97

achievement the researcher uses the criterion of success in performance but the researcher focus on allomorph and Allophone criterion.

Table 2

Allomorph and Allophone Rubric Score

Band	Indicator		
	Fluency	Allomorph and Allophone Accuration	Articulation
5 (Excellent)	Pronounces fluently no repetition; no self-correction; no pause	Uses a wide range of Allomorph and Allophone rules with only occasional repetition	Articulates Allomorph (s,z,iz) and Allophone (t, d,id) clearly
4 (Very Good)	Pronounces fluently with only occasional repetition or self-correction; hesitation is rarely found	Uses a wide range of Allomorph and Allophone but not all; two rules accurately	Articulates Allomorph (s,z,iz) and Allophone(t, d,id) clearly one or two mistakes
3 (Good)	Pronounces flow but uses repetitions, self-correction and or slow pronounce to keep going	Uses a range of Allomorph and Allophone features with some repetition; one rules accurately	Articulates Allomorph (s,z,iz) and Allophone (t, d,id) all of the sentence with three mistakes
2 (Fair)	Pronounces slowly; pronounce word to word with frequent	Pronouncing Allomorph and Allophone slowly	Articulates Allomorph (s,z,iz) and Allophone (t,

	repetition and self-correction	and literally; keep going	d,id)all of the sentence with five mistakes
1 (Bad)	Pronounces with long pauses, pronounce syllable to syllable	Pronouncing Allomorph and Allophone with long pauses; pronouncing Allomorph and Allophone syllable to syllable	Articulates Allomorph (s,z,iz) and Allophone (t, d,id)all of the sentence with seven mistakes

$$\text{Total Score} = \frac{(\text{Fluency X 20}) + (\text{Accuration X 20}) + (\text{Articulation X 20})}{3} = 100$$

B. The Concept of Direct Feedback

1. The Concept of Direct Feedback

a. The Definition of Direct Feedback

According to Michael E.Auer and David Guralnick Istvan
simonics direct feedback means feedback focesess mainly on

behavior. The point, the goal of direct feedback is the learners behavior.²⁵

Furthermore, John Hattie and Helen Timperley, feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response. Feedback thus is a "consequence" of performance.²⁶

While Hattie & Timperley, 2007; Mory, 2003; Shute 2008 Feedback has long been recognized as an effective tool for student learning.

While Scheeler, Ruhl, and McAfee (2004) pointed out few studies have focused on effective feedback to teachers.²⁷

Therefore, Hattie, 2009, Feedback is one of the most powerful tools teachers can use to enhance student learning.²⁸

²⁵Michael E. Auer and David Guralnick Istvan Simonics, *Teaching And Learning In A Digital World* (USE New York. Volume 1). p.151

²⁶John Hattie and Helen Timperley, *The Power Of Feedback*, (American Educational Research Association, 2007) vol.77, p.81

²⁷Marieke Thurlings and friends, *Journal Understanding feedback : A learning theory perspective*, (Elsevier Ltd. All Rights Reserved, 2012) p.1

²⁸Keuvelaar-van de Bergh, *Teaching Feedback During Active Learning: The Development And Evaluation Of A Professional Development Program Eindhoven*, Technische Universiteit Eindhoven DOI : 10.6100/IR754854. P.9

From the definitions the researcher conclude that feedback is most powerful tools for teachers to make effective for student learning.

b. The types of direct feedback

According to Viadimir Sergeevich Rusinov Two types of feedback, positive and negative are:

1. Known in the psychology of the central nervous system. The distinguishing feature of these types of feedback is that in the course of responses one type can change into the other. The dominant focus is formed. as the result of summation of incoming impulses with the local stationary excitation. This is one of the mechanisms of formation of the dominant focus, Impulses can travel along recurrent collaterals of the same axons and, consequently.
2. A positive type of feedback is created. Later, the same focus of excitation, having attained its culmination, begins to respond to the same impulses, traveling along recurrent collaterals, not by the dominant. reaction, but by its inhibition, thus exhibiting the second, negative type of feedback. The feedback intervenes in the course of the reflex associated with the dominant focus and changes its character. depending on the SPL in the focus of excitation itself. Systems with feedback are of two types: in the first the feedback takes place without delay, while in the

second delay is present and the effect of the feedback is exhibited only after a certain time has elapsed.²⁹

c. The benefit of direct feedback

According to Alexander W. Astin and Anthony Lising Antonio, Several principles can be applied to ensure that the direct feedback from assessment can be maximally beneficial to the learner. First, the teacher and the learner should both be committed to the shared goal of enhancing talent. Development and student satisfaction, and the assessment and feedback procedures should be directly relevant to these goals. Feedback should also be multidimensional (reflecting the multidimensional nature of learning outcomes) and should include process data concerning how the learner approaches the task. Feedback should also be optimally timed, and the learners themselves should be encouraged to generate their own feedback. Finally, feedback should be considered the result of an ongoing, iterative process (rather than as a one-time activity done at a single point in time) and the institution should specifically recognize the importance of assessment activities in faculty job descriptions and in the personnel review process. Most of the principles can be applied

²⁹Viadimir Sergeevich Rusinov, *The Dominant Focus Electrophysiological Investigation*, Medical center University of Rochester, New York. P.188

with equal validity in using direct feedback to enhance talent development among faculty and administrators.³⁰

d. The procedures of direct feedback

The procedures in using Direct Feedback are like above:

1) Affirm What They Do Well

- a) Should let students know what they have done right as well as what they have done wrong.
- b) Holds true for all learners, from the child who is struggling to the student who excels.
- c) give students practice problems
- d) The specifics will vary from task to task, and student to student. However, in all cases, you let student know what they have done that you like, and tell them that you want to see more of it as they continue their practice.

2) Correcting and directing.

- a) Students will not always do things correctly. Making mistakes is part of learning.
- b) When students make errors, it shows that they are willing to push themselves beyond what they have already mastered.
- c) Allowing time for students to make mistakes before formally assess them enables to put feedback to good use.

³⁰Alexander W.Astin and Anthony Lising Antonio, *Assessment for excellence*, American council in education, 2012, p.158

- d) When students get things wrong, it is vital that they know they wrong, and that they know it quickly. This is especially true when what they are learning is totally unfamiliar, and with students who struggle with the subject teacherare teaching them.
 - e) Need to do more than just tell them they are wrong. Also need to direct them to the right answer. Correct and then direct.
- 3) Pointing out the process.
- a) The correct and direct approach to feedback works.
 - b) Only helps with the specific task (word, math's problem or assignment) that you are commenting on. By adding the point out the process approach to your repertoire, you can also help students to do better on similar tasks in the future.
 - c) The essence of the point out the process form of feedback is that show the child the connection between their result, what they did to get that result and what they need to do to get a better result.
- 4) Coaching students to critique their own efforts.
- a) Coaching is the art of using questions to help students help themselves.

- b) It is a potent strategy to use when giving feedback to more experienced and advanced learners. However, coaching is not effective with learners who are inexperienced at what you have asked them to do or with students who generally struggle with the subject.³¹

e. Advantages and disadvantages of direct feedback

1) The Advantages of direct feedback

Here are the advantages of direct feedback, as follows:

- a) You can give a lot of feedback to a lot of students in a relatively short time.
- b) Feedback is strengthened by tone of voice, facial expression, body language, emphasis, and so on.
- c) Students can compare reactions to your feedback, especially when you use some discussion in the process.
- d) You can support (and partially evidence) giving feedback to the whole group by issuing a handout summarising the main points you include.

2) The Disadvantages of direct feedback

There are some disadvantages of direct feedback using in the class, namely:

³¹John Hattie, Evidence Based Teaching, <https://www.evidencebasedteaching.org.au> downloaded on October 29, 2018.

- a) Feedback is less individual, personal and intimate to students.
- b) You can only concentrate on principal feedback matters, and can't cover less-common feedback issues.
- c) Students' records or memories of your feedback may be inaccurate and sketchy, and they may not remember the detail when later they look back over their assessed work.
- d) Students may be so busy thinking about one particular aspect of your feedback, which they know will apply to their particular work, that they miss other elements as you talk.³²

C. Action Hypothesis

Based on the frame of theories and assumption the researcher formulated the hypotheses “using direct feedback can improve the allomorph and allophone performance at the eleventh graders of N 1 Lampung Timur”.

CHAPTER III

RESEARCH METHODOLOGY

A. Setting of The Research

³²Phil Race, *Using feedback to help students to learn*, (Journal The Higher Education Academy) p.8

The setting of this research was MAN 1 Lampung Timur, which is located at Lampung Timur. It is one of the schools which have a good accreditation in Lampung Timur.

B. Subject of The Research

The subjects of this research were the students of MAN 1 Lampung Timur. They were twenty nine students of class XI IPA² of MAN 1 Lampung Timur. The researcher chosen the students of the eleven graders after got the information from the teacher that the students' speaking skill are quite good, but they have difficulties in pronunciation.

C. Object of The Study

The object of this research was Allomorph and Allophone performance after using Direct Feedback.

D. Procedure of the Research

The research used the classroom action research, because the researcher was the teacher in the class. Therefore, the action research done exactly.

In this research the researcher used the CAR (Classroom Action Research) principles to collect the data. Jean McNiff defined that Action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work.³³

While Mc Milan describes action research or being focus on solving a specific classroom or 31 oblem, improving practice, or helping

³³Jean McNiff and Whitehead, *All You Need To Know About Action Research*, (Landon:Sage Publication Ltd, 2006), P. 7

make a decision at a single local site. Action research offers a process by which current practice can be changed toward better practice. The overarching goal of action research is to improve practice immediately within one or a few classrooms or schools.³⁴ Means that, action research is focus on solving a specific problem in the classroom and make a decision to change toward better practice.

While Sagor states that action research is a disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in action research is to assist the actor in improving or refining his or her actions.³⁵The intention is a systematic process is conducted to improve something by an action.

Meanwhile Mertler defines that action research is defined as any systematic inquiry conducted by teachers, administrators, and conselors or others with vested interest in the teaching and learning process or environment for purpose of gathering information about how their students learn.³⁶It means that, action research is a systematic procedure conducted by the teacher, administrators, or conselors to gather information about teaching learing process and take a decission to improve the weakness of the learner in teaching and learning process.

³⁴ Craig A. Mertler, *Action Research*, (U.S.A : Sage Publications Inc Ltd, 2012), Third Edition, P. 40

³⁵ Richard Sagor, *The Action Research Guidebook*, Second Edition , (U.S.A: SAGE Ltd, , 2011), P. 1

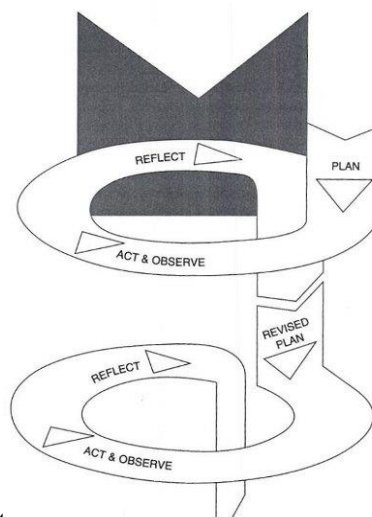
³⁶Craig A. Mertler,*Action Research*, Second Edition,(USA: Sage Publications Ltd, 2002), P. 15

The researcher has tried to use two cycles and each cycle consists of four elements. If the first cycle not successes, so the researcher continued to the second cycle to get good score or to solve the students' problems in learning Allomorph And Allophone.

Classroom action research consists of four activities which are conducted in every cycle, they are planning, action, observation, reflecting.³⁷

Here is step of classroom action research design:

Figure 1 Anne Burn's Action Research Cycle³⁸



Based on the figure above, it could be inferred that the classroom action research is a dynamic process that has four aspects (planning, acting, observing, and reflecting) in every cycles, it was done in the class to increase the quality of learning practice.

The following is the Classroom action research cycles:

1. Cycle 1

³⁷Valsa Kohsy, *Action Research for Improving Practice*, (London: Paul Chapman Publisher, 2005), P. 5

³⁸Anne Burns, *Collaborative Action Research for English Language Teachers*. (Cambridge: Cambridge University Press, 1999), P. 33

a. Planning

Planning was the first steps in each activity. Without planning the activity that the researcher has done would not be focus.

Here is step that writer had made in planning:

- 1) The researcher and collabolator prepared the lesson plan.
- 2) The researcher and collabolator prepared the material.
- 3) The researcher and collabolator prepared source learning.
- 4) The researcher and collabolator prepared observation sheet.

b. Acting

The second step in the action research was acting. It was the implementation about the planning. In this step the writer acted as follows:

1) Pre Teaching Activity

- a) Prayed and greet the students.
- b) Checked the attendancelist.
- c) Asked the students condition.
- d) The teacher has choose the appropriate with the material going to be taught.

2) While Teaching Process

- a) The teacher applied the lesson plan.
- b) The teacher explained about Allomorph and Allophoneperformance.

c) The teacher instructed the students to pronounce ten sentences.

d) The teacher gave evaluation.

3) Post Teaching Activities

a) The teacher asked the students to answer some questions related to the topic.

b) The teacher greet for the students.

c. Observing

In this step researcher observing the process of teaching learning by using format observation, and the outlines of observation in this step such student able to do the task and student understood the material. The important things in teaching learning process noted by observer.

d. Reflecting

Reflecting was the last step in this process. The researcher analyzed and discussed the observation result during teaching process, like the weakness and the strenght from the action in this steps, the researcher used data from evaluation to make improvement for the second cycle. The researcher decided that the next cycle focused on the weakness in preview cycle.

2. Cycle II

a. Planning

Planning was the first steps in each activity. Without planning the activity that the researcher has done would not be focus.

Here is step that writer have make in planning:

- 1) The researcher and collabolator prepared the lesson plan.
- 2) The researcher and collabolator prepared the material.
- 3) The researcher and collabolator prepared source learning.
- 4) The researcher and collabolator prepared observation sheet.

b. Acting

The second step in the action research was acting. It is the implementation about the planning. In this step the writer acted as follows:

1) Pre Teaching Activity

- a) Prayedand greet the students.
- b) Checked the attendancelist.
- c) Asked the students condition.
- d) The teacher has choose the appropriate with the material going to be taught.

2) While Teaching Process

- a) The teacher applied the lesson plan.
- b) The teacher gave the explanation to the student how to pronounce Allomorph and Allophone.
- c) The teacher gave feedback that contain of Allomorph and Allophone.

d) The teacher asked the students to pronounce five sentences that contain Allomorph and Allophone.

e) The teacher gave evaluation.

3) Post Teaching Activities

a) The teacher asked the students to answer some questions related to the topic.

b) The teacher gave homework for the students about one sentence Allomorph and Allophone that contained a regular Irregulaar. The students should tried in their house.

c) The teacher greet for the students.

c. Observing

In this step researcher observed the process of teaching learning by using format observation, and the outlines of observation in this step such student able to do the task and student understood the material. The important things in teaching learning process note by observer.

d. Reflecting

The researcher corrected and analyzed the result of the action. By reflecting, the researcher knew the strenght and weakness of the action. In this step the researcher compared the score distribution of pre test and post test, the researcher

review and reflected on the students' attitude was it is positive or negative, enough in the second cycle or need for next cycle.

E. Data Collection Method

The researcher collected the data by using data collection method as follow:

1. Test

According to Donald Ary, a test was a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.³⁹ Moreover to collect the data, the researcher use oral test in order to know the students' skill in pronouncing some sentences which contains of regular participial verb that is give by the researcher.

a. Pre-test

Pre test will be conducted before presenting the treatments to know, how far the students pronouncing a regular verb. The type of pre test is individual test, the researcher uses objective test in the pronouncing some sentences which was contain the regular verb. The items are based on the material that was taught in the class as a narrative text.

The researcher used oral test in order to know the students' performance in pronouncing some sentences which contains of regular participial verb that is given by the researcher. Because of the

³⁹Donald Ary, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), P. 201

researcher is become the teacher in this classroom, the researcher is become the testee also on this research. The test is the students read some sentences that contain of regular verb in each sentence.

b. Post test

The post test would be conduct in order to know the progress of students' pronunciation performance by using Direct feedback after the treatments. The type of post test was individual test and the form was oral test which consist of five sentences and each sentence contained of regular verb.

2. Documentation

Documentation as the method which was used to get information from written language. The researcher used the documentation method to got detail information about history of the school, the sum of the teacher, employers, students and organization structure at eleventh grader of MAN 1 Lampung Timur in the academic year 2018/2019. Here were the list of the documentation:

- a. Documentation about historical background of MAN 1 Lampung Timur.
- b. Documentation about structural organization of MAN 1 Lampung Timur.
- c. Documentation about facilities of MAN 1 Lampung Timur.
- d. Documentation about sketch of location MAN 1 Lampung Timur.

- e. Documentation about condition of the teachers and official employees of MAN 1 Lampung Timur.
- f. Documentation about students of MAN 1 Lampung Timur.

3. Observation

Observation was measuring of the data immediately to the object of the research. In this research used observation sheet. Observation sheet observed the students activities. This technique is to collect data by observing field study directly and accurately. It is use to know students' achievement on Allomorph and Allophone performance through Direct Feedback as a media, facilities and the documents of students' achievement in speaking. The object of this observation is the students in the XI IPA² class and the total amount of the students are twenty nine students.

In this step, the researcher observed the process of teaching learning by using format students observation list. The students observation list, as follows:

- a. The students pay attention of the teacher explanation
- b. The students asked/answered the question from the teacher
- c. The students able do the task

d. T

the students understood the Allomorph and Allophone rule

e. T

the students perform

4. Field Note

To collect the data more accurately, the researcher used field note to make easy when analyze the data. This is to know students' activities during teaching process. It is done after finishing teaching learning process.

F. Research Instrument

According to James and Kimberly said an instrument is anything to collect the data.⁴⁰It means that instrument is a tool of facilities that we are used by the researcher to collect the data completely and systematically. Futhermore, the researcher instrument involved:

1. Instrument Blueprint

The instrument was used to measure the students Allomorph and Allophoneperformanc was test. To obtain the data related to the research problem. The researcher used the same type pre-test and post test instruments in this research. The pre-test instrument was different with the post-test instrument, but have the same difficulty level. In this research, the researcher asked the student to pronounce regular verb based on the prepare sentences.

The researcher used three guidances in this research to complete the data in this research, as follows:

a. Test Blueprint

⁴⁰James B. Schreiber and Kimberly Asner-Self, *Educational Research*, (U.S.A:John Wiley & Sons, Inc, 2011), P. 126

Test is a systematic way which included the material that before it has given by the researcher. In this research, the researcher used oral test. In this oral test the researcher asked every student one by one to pronounce some sentences then recorded. The test contained five sentences that every sentence contained one regular verb and irregular verb. The grill of this oral test were:

- 1) The test consist of fifteen sentence with verb present participle.
- 2) The test used the present tense and past tense or it will discuss about the present and past event.
- 3) Every words contained one regular irregular verb.

b. Observation Guidance

In this research, to know the students' activity in the classroom directly the researcher used students observation list. There were some indicators of the observation instrument. Here were the students' observation guidance as follows:

Table 3

The Observation Sheet of The Students' Activity

No	Name	STUDENTS' ACTIVITIES				Score
		Pay attention of the teacher explanation	Ask/answer the questions from the teacher	The student active practicing Allomorph Allophone	The students Performance	
1.						
2.						

c. Documentation Guidance

Instrument which would be used in documentation was documentation guidance, as follows:

- 1) Documentation about historical background of MAN 1 Lampung Timur.
- 2) Documentation about structural organization of Documentation about historical background of MAN 1 Lampung Timur.
- 3) Documentation about facilities of Documentation about historical background of MAN 1 Lampung Timur.
- 4) Documentation about sketch of location Documentation about historical background of MAN 1 Lampung Timur.

- 5) Documentation about condition of the teachers and official employees of Documentation about historical background of MAN 1 Lampung Timur.
- 6) Documentation about students of Documentation about historical background of MAN 1 Lampung Timur.

G. Data Analysis Technique

Analysis of data means study the tabulated material in order to determine inherent facts or meanings. A plan of analysis can should be prepared in advance before the actual collection material.⁴¹ A data analysis technique that is used in this research was descriptive statistical analysis. To find the average of students' score and percentage of students' score then, the result is matched by the minimum standard.

Descriptive statistical analysis was concerned with numerical description of particular group observed and any similarity to those outside the group cannot be taken for granted. The data describe one sgroup and that one group only.⁴² Data analysis will be conducted by quantitative data and qualitative data. The quantitative data will be conducted by step by taking the average score of the pre-test and post-test in cycle 1 and cycle 2. Qualitative data will be conduct by observation.

To get the average score of pre-test and post test the formula, as follows:

$$\bar{X} = \frac{\sum x}{n}$$

⁴¹Yogesh Kumar Sigh, *Fundamental of Research Methodolody and Statistics*, (New Delhi: Age International Publisher, 2006), P. 223

⁴²*Ibid.*, P. 224

Notes: \bar{X} = Mean

$\sum X$ = The total number of students' scores

n = Number of students⁴³

Besides that, to measure the percentage of students activities, the researcher used the formula :

$$P = \frac{F}{n} \times 100\%$$

Notes : P = Mean Score

F = Total of Students

n = Number of The Students⁴⁴

I. Indicator of Success

From the result of the research, it could be state successful in learning process if the result of the cycle 2 more successful than cycle 1.

Indicator of the success research was if $\geq 70\%$ of the students get score minimum 70 in the post test. It means that the use of direct feedback in Allomorph and Allophone was success to improve the students' Allomorph and Allophone performance.

⁴³Donald Ary,et.al, *Introduction to Research in Education*, (U.S.A: Wadsworth, 2010), Eighth Edition, P. 109

⁴⁴*Ibid.*, P. 278

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

In this chapter, the researcher would be present the result of the research. It includes the documentation of MAN 1 Lampung Timur, the result of the research and the interpretation of the research.

A. Result of The Research

In this chapter, the researcher would like to present about the research. It involved the research result and discussion which had been carried out by the researcher at MAN 1 Lampung Timur especially for the Eleventh graders of student of MAN 1 Lampung Timur in academic year of 2018/2019. The result of the result, as follows:

1. Description of Research Location

a. The History of MAN 1 Lampung Timur

MAN 1 Lampung Timur was founded in 1968, at first this Madrasah was named the Preparatory School of the State Islamic Institute (SPIAIN) Metro. This madrasah is founded on the spirit of Muslim communities in Central Lampung to have a high school equivalent that is characterized by Islam.

In 1970, this Madrasah changed to Madrasah Aliyah Negeri Islam (MAAIN). Preparations, holding the MAAIN Tanjung Karang which has now changed to MAN 1 Bandar Lampung. At 1978 this Madrasah changed to the Madrasah Aliyah Negeri (MAN) of Metro Lampung Tengah, based on the Decree of the

Minister of Religion of the Republic of Indonesia Number: November 30, 1978. In 1982, the leadership period Hi. SANURI, BA, MAN Metro is able to buy a 1,000 M² plot of land and build a building on it. So in 1983, Metro MAN moved to the location of MIN Metro to a new location in Banjarejo 38B Batanghari, Lampung Tengah.

The leadership period of MACHRUDI in 1992, MAN 1 Metro Lampung Tengah developed a Boarding School education pattern which was named Madrasah Aliyah Kelas Khusus (MAKK). All students entering the MAKK selection must live in a dormitory. MAKK was born on the premise that the ability of students of MAN 1 Metro can study more intensively and compete with other schools as well as more alumni of MAN 1 Metro to enter favorite universities, both at home and abroad. On this basis, MAN 1 Metro Lampung Tengah developed the pattern of boarding school education until now.

Central Lampung Regency was divided into administrative areas into Central Lampung Regency, Lampung timur and Metro City. In 1999, Then MAN 1 Metro Lampung Tengah was included in the Batanghari, East Lampung, so that it became MAN 1 Metro Lampung Timur.

During the leadership of Drs. H. MOH. LUTHFIE AZIZ HF. In 2005 MAKK (Boarding School) MAN 1 Metro received a

charter for the establishment of Islamic Boarding Schools under the name Pondok Modern AL-KAHFI Banjarejo. Giving the boarding school charter in the hope that the Boarding School in MAN 1 Metro Lampung Timur will receive more support and attention from the community, local government and central government as well as favorite universities in screening outstanding students and supporting facilities for learning activities.

The name MAN 1 Lampung Timur was officially used since September 17, 2014 based on KMA No. 157 of 2014 which initially was MAN 1 Metro Lampung Timur. The leadership of MAN 1 Lampung Timur was continued by Drs. H. Imam Sakroni definitively February 6, 2016, previously led by Drs. H. Muh. Luthfie Aziz is entering retirement.

b. Vision and Mission of MAN 1 Lampung Timur

- 1) The vision of the school:** Righteousness, Excellence in Achievement, Professional and Religious.
- 2) The mission of the school:**
 - a) Carry out effective learning and guidance so that each student develops optimally, according to his potential. .
 - b) Growing a spirit of excellence intensively for all school members.

- c) Grow and encourage excellence in the application of science, technology and art.
- d) Growing appreciation and practice of the teachings of Islam and good national culture so that students are competent.
- e) Creating graduates who are qualified, accomplished, of high character, and devoted to Allah SWT.

c. The Condition of Teacher and Official Employees at MAN 1Lampung Timur

Condition of teacher and official employers in MAN 1 Lampung Timur, the numbers of the teacher and official employers in MAN 1 Lampung Timurin the academic year 2018/2019 that can be identified, as follows:

Table 3

**The condition of the teacher and official employers in MAN 1
Lampung Timur in the academic year 2018/2019**

The Highest Education	Permanent			Impermanent		Functional				Administration	
	PN S	DP K	Hel per Teacher	Pure	From Other School	Librarian		Laboran / Technician		P	IP
						P	IP	P	IP		
S2	6		3								
S1	36		25			2		1		1	3
D3			2								
D2											
D1											
SLTA	2		5							2	8
SMK											
SUM	44		35			2		1		3	11

Table 4

**The formation of the teacher and official employers in MAN 1
Lampung Timur in the academic year 2018/2019**

No	Subject	Staff	
		Needed	Available
1	Religious Education		
	a. Akidah akhlak		3
	b. Al-Qur'an hadist		3
	c. Fiqih	1	2
	d. SKI		3
2	Civic Education		2
3	Indonesian Language		3
4	English		3
5	Other FL		3
6	Mathematics		4
7	Physics		3
8	Biology		3
9	Chemist		3
10	History		2
11	Geography		3
12	Sociology	1	2
13	Anthropology		-
14	Economy		3
15	Accountancy		2
16	Arts		1
17	TIK		3
18	Cultural Art and Craft		
19	Physical Education		2
20	Counselor	1	2
21	Production Unit		
22	Laborer		2
23	Technician		
24	Librarian	2	1

d. The quantity students of MAN 1 Lampung Timur

The quantity students of MAN 1 Lampung Timur that can be identified, as follows:

Table 5

**The Students Quantity of MAN 1 Lampung Timurin the
Academic year 2018/2019**

No	Class	Gender		Total
		Male	Female	
1.	Class X	105	212	317
2.	Class XI	104	176	280
3.	Class XII	90	166	256
Total		299	554	853

e. The Building of MAN 1 Lampung Timur

The condition of facilities in MAN 1 Lampung Timurin the academic year of 2018/2019 that can be seen on the table below:

Table 6

**The Building of MAN 1 Lampung Timurin the academic year of
2018/2019**

No.	Names of Building	Sum
1	Class Room	23
2	Headmaster Room	1
3	Vice of Headmaster Room	2
4	Administration Room	1
5	Teacher Room	1
6	Counseling Room	1
7	Laboratory Room	

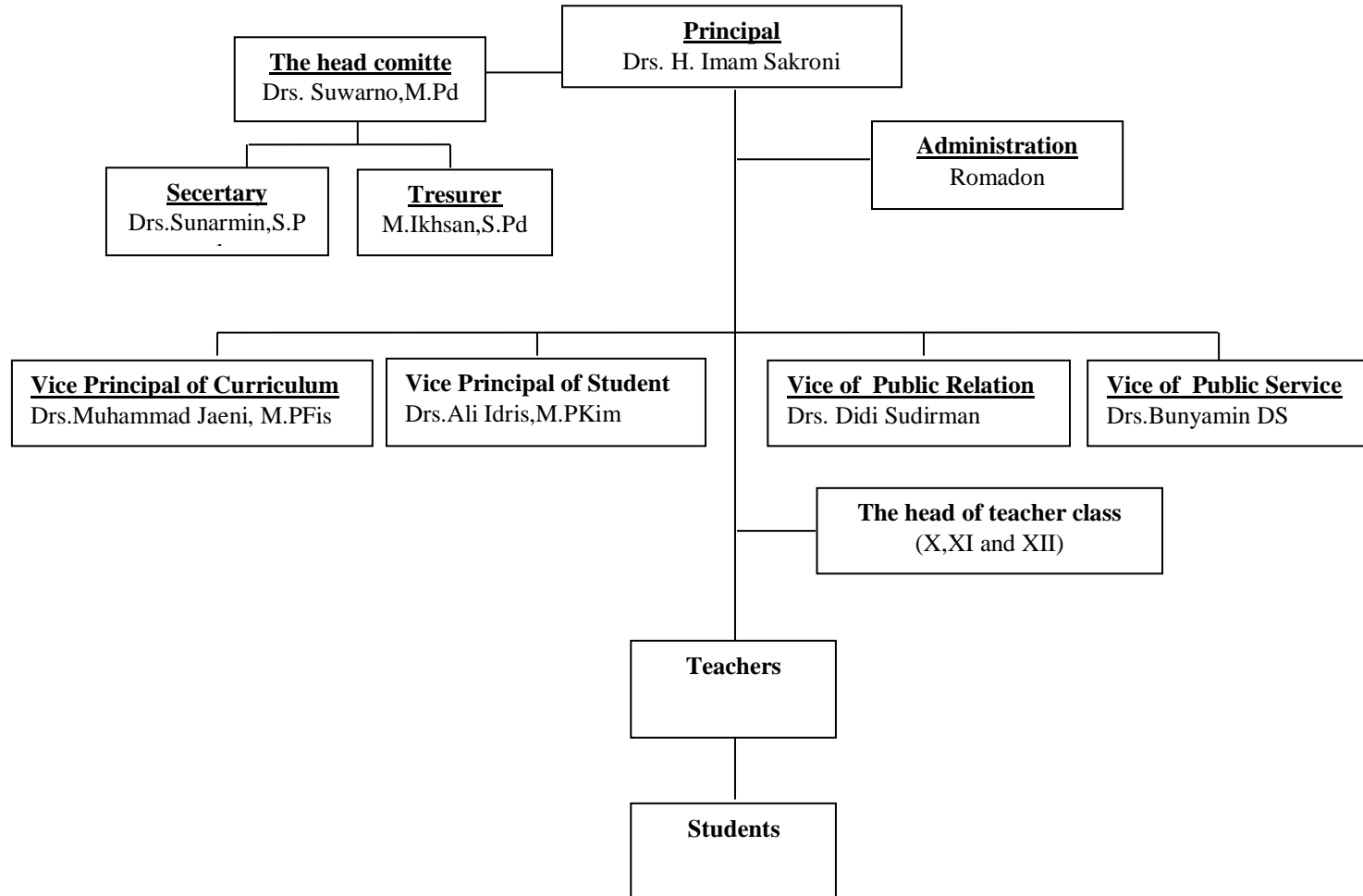
	a. Science Laboratory	1
	b. Physics Laboratory	1
	c. Biology Laboratory	1
	d. Chemist Laboratory	1
	e. Language Laboratory	1
	f. Computer Laboratory	3
8	Library Room	1
9	School Medical Room	1
10	OSIS Room	1
11	Store Room	1
12	A public toilet	14
13	Parking Area	1
14	School Yard	1
15	Mosque	1
16	Canteen	3
17	Sport Yard	1
18	Kitchen	1
19	Gate	1
20	Boreholes	1

f. The Organization Structure of MAN 1 Lampung Timur

The Organization Structure of MAN 1 Lampung Timur in the academic year of 2018/2019 can be shown in the following figure:

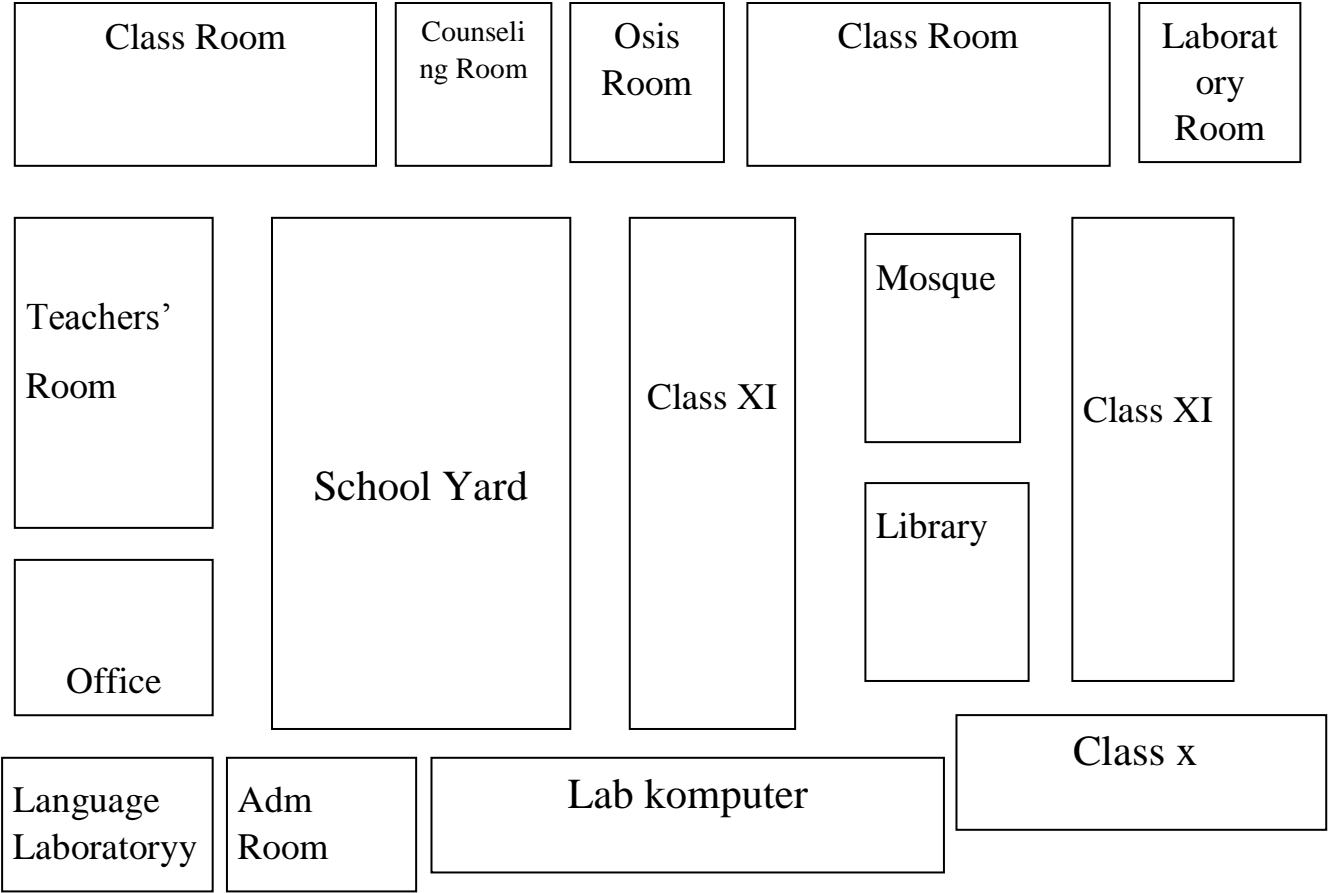
Figure 2

The Organization Structure of MAN 1 Lampung Timur



g. Location Sketch of MAN 1 Lampung Timur

Figure 3



2. Description of the Research

In this research, the researcher as an English teacher and Mrs. Woro Zuli Astuti,S.Pd as the collaborator conducted the researcher in two cycles and each cycle consist of planning, acting, observing and reflecting.

a. Cycle 1

Cycle 1 consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know the students in Allomorph and Allophone performance before giving treatment and it used as the comparison score with post-test. The students were given task to pronounce some sentences. After they finished the pre-test, the researcher asked them to pronounce Allomorph and Allophone five sentences one by one. The results of pre-test could be seen on the table below:

Table 7
The Pre Test Score of Allomorph And Allophone Performance

No	Name	Pre-test	Score
1	APM	36	Failed
2	AW	49	Failed
3	AFNF	-	-
4	AMN	56	Failed
5	ANR	50	Failed
6	AZ	55	Failed
7	CPH	50	Failed
8	DEF	58	Failed
9	DNR	36	Failed

10	DQ	73	Passed
11	FRA	50	Failed
12	IS	36	Failed
13	IWN	44	Failed
14	KR	39	Failed
15	MS	50	Failed
16	MU	44	Failed
17	MSU	30	Failed
18	NA	70	Passed
19	NF	50	Failed
20	NNN	44	Failed
21	NLA	71	Passed
22	NS	36	Failed
23	RRA	36	Failed
24	RN	50	Failed
25	RO	50	Failed
26	RDD	44	Failed
27	SDP	50	Failed
28	VH	56	Failed
29	ZAN	71	Passed
Total Score		1390	
Average		48	
Highest Score		73	
Lowest Score		36	

Based on the pre-test table, it can be inferred that all of the students got score < 70. Here are the students' mark of Allomorph And Allophone Performance, as follows:

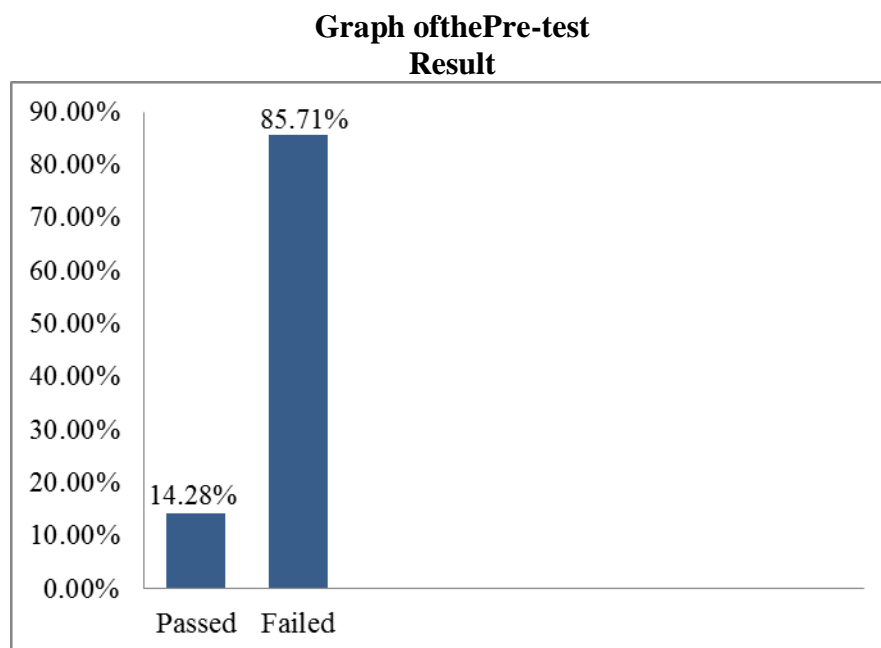
Table 8

Students' Mark of Allomorph And Allophone PerformancePre-Test

No	Mark	Frequency	Percentage	Category
1	≥ 70	4	14,28%	Passed
2	< 70	24	85,71%	Failed
Total Students		28		

Based on the table above, it could be analyzed that there were 2 students (14,28%) who get a minimum score and 24 students (85,71%) who failed the pre test. The lowest score in pre-test was 36 and the highest score was 73. It means that the students did not fulfill the minimum score at MAN1Lampung Timur and the students' pronunciation was low. Besides, from the result of pre-test the researcher got the average 48. Therefore, it was the reason why the researcher used Direct Feedbackto improve the students' Allomorph And Allophone Performance.

Figure 3



The following were the step of pre-test that did by the researcher:

1) Planning

The first meeting was done on Tuesday, Mei 04th, 2019. It was open by praying, greeting, checking attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the students' pre-test score.

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, the oral test, observation sheet that contains about list of students' names and activity, and evaluation for the second meeting.

2) Acting

The second meeting was treatment and the third meeting was post test I. The researcher conducted the treatment and post test I on May 07th, 2019. In this meeting, the researcher as an English teacher and Mrs. Woro Zuli Astuti, S.Pd as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students. Afterwards, the researcher gave the material about pronunciation.

At the beginning of teaching learning process, the researcher asked the students about Allomorph and Allophone and Direct Feedback. Some of the students knew about pronunciation and just a few students have known about Direct Feedback. Secondly, the researcher explained about Allomorph and Allophone. After that, the researcher gave some Direct Feedback.

Afterwards, the researcher explained about Allomorph and Allophone. The students should practice the pronunciation. The researcher guided the students to be active and pronounce Sentences used Direct Feedback. As long as the students pronounced the researcher investigated the students' voice. In the end of meeting, the researcher gave feedback to the students of learning process. The researcher gave motivation and informed to the students about the activities in the next meeting.

After did the first treatment, the researcher gave post-test I to the students. Then, the researcher continued to give treatment

again to the students, it was conducted May 14th, 2019. The post test was done to know how the students' Allomorph and Allophone after giving treatment. Then, the researcher gave post test to the students for pronouncing five sentences which contained of Allomorph and Allophone.

In the post-test I, only 8 students who got good mark, but the result of the students' was better than the students' test before giving treatment. In this session, the researcher got the result of the students' post test I in cycle I. The result can be seen, as follows:

Table 9
Post-Test 1 Score of Allomorph And Allophone Performance

No	Name	Post test 1	Note
1	APM	-	-
2	AW	60	Failed
3	AFNF	-	-
4	AMN	50	Failed
5	ANR	60	Failed
6	AZ	70	Passed
7	CPH	60	Failed
8	DEF	71	Passed
9	DNR	60	Failed
10	DQ	70	Passed
11	FRA	-	-
12	IS	-	-
13	IWN	60	Failed

14	KR	60	Failed
15	MS	60	Failed
16	MU	59	Failed
17	MSU	60	Failed
18	NA	70	Passed
19	NF	65	Failed
20	NNN	58	Failed
21	NLA	74	Passed
22	NS	56	Failed
23	RRA	57	Failed
24	RN	60	Failed
25	RO	-	-
26	RDD	60	Failed
27	SDP	70	Passed
28	VH	70	Passed
29	ZAN	73	Passed
Total Score		1513	
Average		63	
Highest Score		74	
Lowest Score		50	

Based on the table above, there were 8 students got ≥ 70 and 16 students got < 70 . The following were the table of students' score mark of post-test I:

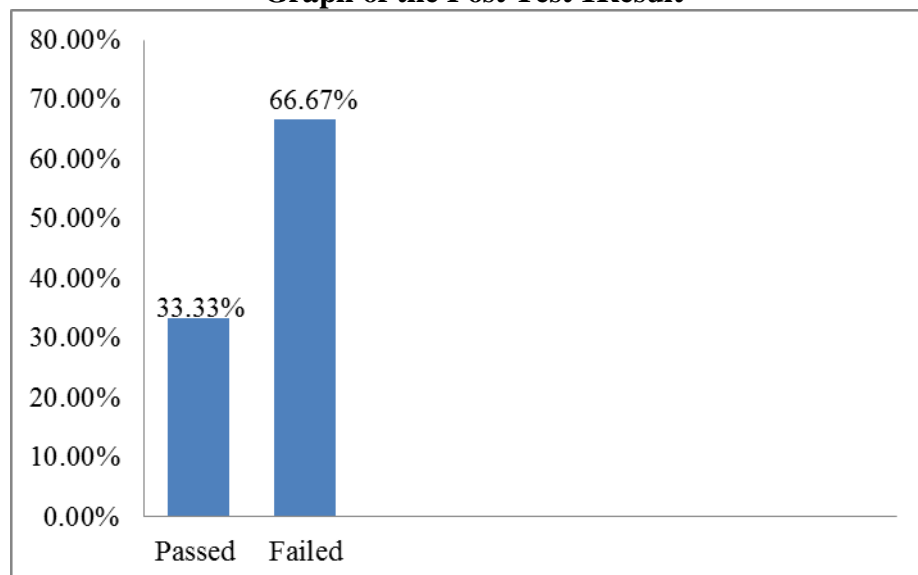
Table 10
Students' Mark of Post-Test 1 of Allomorph and Allophone Performance

No	Mark	Frequency	Percentage	Category
----	------	-----------	------------	----------

1	≥ 70	8	33,33%	Passed
2	< 70	16	66,67%	Failed
Total Students		24		

From the table above, it could be analyzed that the students' average score was 51. The highest score was 74 and the lowest score was 50. Based on the minimum mastery criterion (KKM), there were 8 on post test-test I or got score ≥ 70 . It mean that in cycle I the students' achievement could improve enough, but it was not successful yet.

Figure 5
Graph of the Post Test 1Result



3) Observing

In observing of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave

material about Allomorph and Allophonerule and trained them by using Direct Feedback as Method.

In learning process, there were four measurement used and mentioned to know the students' activity. Every student who has active in learning process gave a tick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty.

It could be seen on appendix. The indicators of the students' activities were:

- a) The students pay attention of the teacher explanation
- b) The students ask/answer the question from the teacher
- c) The students active in practiced Allomorph and Allophone.
- d) The students understood the Allomorph and Allophonerule.

The result of the students' learning activities could be seen, as follows:

Table 11
The students' Activities in Cycle 1

No	Students activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	21	87 %
2	The students ask/answer the question from the teacher	18	75%
3	The students active in practicing Allomorph and	16	67 %

	Allophone		
4	The students understood the Allomorph and Allophonerule	13	54 %
	Total Students	24	

The table showed that not all the students' active in learning process. There were 21 students (87%) who gave attention to the teacher explanation, 18 students (75%) who understood the materials, 16 students (67%) active practiced Allomorph and Allophone 13 students (54%) were understood the rule of Allomorph and Allophone.

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum mastery criteria (KKM). It could be seen from the result of pre-test and post test I score. However, most of the students' score had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problems that found, as follows:

- a) There were some students that shown unenthusiastic to the teacher's explanation
- b) Some students did not ask and answer the teacher's questions

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

- a) The teacher gave more motivation to the students in order to study harder and made the learning process more attractive
- b) The teacher gave more detail explanation and questions after explaining the materials to control the students’.

Furthermore, the result of the learning result of cycle I before and after doing the treatment could be analyzed in the following table:

Table 12
Students’ score at Pre-Test and Post-Test I of Allomorph and Allophone Performance

No	Name	Pre-test score	Post-test 1 score	Increasing	Explanation
1	APM	36	-	-	-
2	AW	49	60	11	Improved
3	AFNF	-	-	-	-
4	AMN	56	50	0	Constant
5	ANR	50	60	10	Improved
6	AZ	55	70	15	Improved
7	CPH	50	60	10	Improved
8	DEF	58	71	13	Improved
9	DNR	36	60	24	Improved
10	DQ	73	70	0	Constant
11	FRA	50	-	0	Constant
12	IS	36	-	0	Constant
13	IWN	44	60	16	Improved
14	KR	39	60	21	Improved
15	MS	50	60	10	Improved

16	MU	44	59	15	Improved
17	MSU	30	60	30	Improved
18	NA	70	70	0	Constant
19	NF	50	65	15	Improved
20	NNN	44	58	14	Improved
21	NLA	71	74	3	Improved
22	NS	36	56	20	Improved
23	RRA	36	57	21	Improved
24	RN	50	60	10	Improved
25	RO	50	-	0	Constant
26	RDD	44	60	16	Constant
27	SDP	50	70	20	Improved
28	VH	56	70	14	Improved
29	ZAN	71	73	2	Improved
Total		1382	1513	310	
Average		48	63	11	

In this research, pre test and post-test I had done individually. It was aimed to know the ability of the students' Allomorph and Allophone Performance before and after the treatment. From the result of pre-test and post test I, we knew that there was an improvement from the students' result score. It could be seen from the average in pre-test was 48 and post-test I was 51. Although there was an improvement of the students' achievement, cycle I was not successful yet because only 8 students (33,33%) who passed in post test I. It can be concluded that cycle I was not

successful yet because the indicator of successful was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

b. Cycle II

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more, as follows:

1) Planning

Based on observation and reflection in cycle I, it showed that cycle I was not successfully yet. Therefore, the researcher and collaborator tried to revised the several problems that appeared in cycle I arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, answer sheet, observation sheet and the test for post-test II

2) Acting

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings, namely; treatment and post test.

The treatment in cycle II was conducted on May 14th, 2019. It was started by greeting and asking the students' condition. The researcher as a teacher explained the material about Allomorph and Allophone. The teacher asked to the students to mention about example of Allomorph and Allophone, the rule of Allomorph and Allophone and Direct Feedback. The teacher practiced the Allomorph and Allophone in a sentence by using Direct Feedback with the students. In the end of the meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to listen the native speaker in order to improve their pronunciation performance, speaking, and listening.

After giving the treatment in cycle I and cycle II, the researcher conducted post-test II on May 15th, 2019. It was same type with the cycle I. After the students finished the test, the researcher analyzed the recording of students' oral test. The result of post-test II could be seen on the table below:

Table 13
Post Test II Score of Allomorph and Allophone

No	Name	Post-test II	Score
1	APM	-	-
2	AW	71	Passed
3	AFNF	-	-
4	AMN	-	-

5	ANR	75	Passed
6	AZ	75	Passed
7	CPH	75	Passed
8	DEF	75	Passed
9	DNR	75	Passed
10	DQ	80	Passed
11	FRA	-	-
12	IS	-	-
13	IWN	60	Failed
14	KR	70	Passed
15	MS	70	Passed
16	MU	70	Passed
17	MSU	75	Passed
18	NA	85	Passed
19	NF	70	Passed
20	NNN	69	Failed
21	NLA	89	Passed
22	NS	63	Failed
23	RRA	65	Failed
24	RN	70	Passed
25	RO	-	-
26	RDD	70	Passed
27	SDP	75	Passed
28	VH	75	Passed
29	ZAN	80	Passed
Total Score		1607	
Average		70	
Highest Score		89	

Lowest Score	60	
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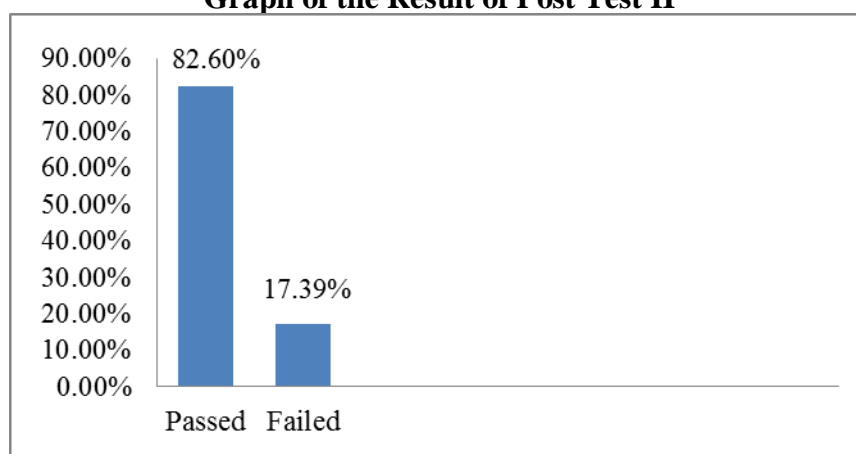
Based on the table below, there was 24 students got ≥ 70 and 4 students got < 70 . The following were the table of students' score mark of post-test II:

Table 14
Students' Mark of Post-Test II of Allomorph and Allophone Performance

No	Mark	Frequency	Percentage	Category
1	≥ 70	19	82,60%	Passed
2	< 70	4	17,39%	Failed
Total Students		23		

Based on the table above, it could be seen that the students' average score in post test II was 70. The highest score was 89 and the lowest score was 60. Most of students could improve Allomorph and Allophone Performance. It mean that cycle II was successful.

Figure 6
Graph of the Result of Post Test II



3) Observing

In this step, the researcher presented the material by using Direct Feedback. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follows:

Table 15
The students' Activities in Cycle II

No	Students activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	21	91,30 %
2	The students ask/answer the question from the teacher	19	82,60 %
3	The students active in practicing Allomorph And Allophone	23	100 %
4	The students understand of Allomorph And Allophone rule	20	86,95 %
	Total Students	23	

The table above showed that the students' activity in cycle II was in. The students' activity that had high percentage were pay attention of teacher's explanation was 91,30%, the students ask/answer the question from the teacher was 82,60%, the students active in practicing Allomorph And Allophonewas 100% and the last the students understand of Allomorph And Allophonerule was 86,95%. Based on the result above, the researcher indicated that

learning process in cycle II was successful because the students' activity got percentage $\geq 70\%$.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were $>70\%$ of students passed the examination. It means the students' Allomorph And Allophone performance had improve.

From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle. The students score of Allomorph And Allophone performance from pre-test I to post-test II could be seen on the table below:

Table 16
Students' Score at Post-Test I and Post-Test II of
Allomorph and Allophone Performance

No	Name	Post-test I score	Post-test II score	improving	Explanation
1	APM	-	-	-	-
2	AW	60	71	11	Improved
3	AFNF	-	-	-	-
4	AMN	50	-	-	-
5	ANR	60	75	15	Improved
6	AZ	70	75	5	Improved
7	CPH	60	75	15	Improved
8	DEF	71	75	4	Improved
9	DNR	60	75	15	Improved
10	DQ	70	80	10	Improved

11	FRA	-	-	-	-
12	IS	-	-	-	-
13	IWN	60	60	0	Constant
14	KR	60	70	10	Improved
15	MS	60	70	10	Improved
16	MU	59	70	11	Improved
17	MSU	60	75	15	Improved
18	NA	70	85	15	Improved
19	NF	65	70	5	Improved
20	NNN	58	69	11	Improved
21	NLA	74	89	15	Improved
22	NS	56	63	7	Improved
23	RRA	57	65	8	Improved
24	RN	60	70	10	Improved
25	RO	-	-	-	-
26	RDD	60	70	10	Improved
27	SDP	70	75	15	Improved
28	VH	70	75	15	Improved
29	ZAN	73	80	7	Improved
Total		1513	1607	229	
Average		63	70	10	

Based on the result above, it could be inferred that Direct Feedback could improve the students' of Allomorph and Allophone because there was improvement from average in post-test I was 63 became 70 in post-test II. In the cycle II, most of the students could develop their performance. It means that cycle II was successful. Therefore, the researcher concluded that the

research was successful because the indicator of successful had been achieved in this cycle. It means that it would be stop in this cycle.

Based on the result of students' activities in cycle I and cycle II, the researcher indicated that learning process in cycle II was successful. This table was to describe the comparison of the students' activities in cycle I and cycle II.

Table 17
The Table of Students' Activities in Cycle I and Cycle II

No	Students activities	Cycle I		Cycle II	
		F	Percentage	F	Percentage
1	The students pay attention of the teacher explanation	21	87 %	21	91,30 %
2	The students ask/answer the question from the teacher	18	75%	19	82,60 %
3	The students active in practicing Allomorph and Allophone	16	67 %	23	100 %
4	The students understand of Allomorph and Allophone rule.	13	54 %	20	86,95 %

Based on the result of the students activities in cycle I and cycle II was improve. Pay attention of the teacher explanation from 87% became91,30%, the students ask/answer question from 75% became 82,60%, the students active in practicing allomorph and

Allophone from 67% became 100% and the students understand the Allomorph and Allophone rule became 54% became 86,95%.

B. INTERPRETATION

1. Cycle I

In this research, a researcher gave the students pre-test individually for the purpose to investigate the students' Allomorph and Allophone performance before giving a treatment. In the pre-test, there were 4 students (14,28%) who get a minimum score and 24 students (85,71%) who failed the pre test. Furthermore, the lowest score in pre-test was 36 and the highest score was 73.

After did the pre-test, the researcher gave the treatment to the students in cycle I. The treatment was conducted by teaching the students using Direct Feedback as a Method. Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test I.

Afterwards, by analyzing the result of the post-test I, the researcher concluded that there were 8 students (33,33%) students passed the post-test I. The lowest score was 56, the highest score was 74 and the average score was 63.

From the result of students' score in pre-test and post-test I, there was an improvement from the students' result score. It could be seen from the average score in pre-test was 48 and post-test I was 63. Although there was an improvement of students' achievement, cycle I

was not successful yet because only 8 students (33,33%) who passed in post-test I. It means that in cycle I, the students' achievement could improve enough but it was not successful because the indicator of successful was not reached yet.

2. Cycle II

After analyzed the students' score in the post-test of cycle I, the researcher had to conducted the next cycle because only 8 students (33,33%) passed the test and got the score ≥ 70 .

In the next cycle, the researcher gave the treatment then post-test II. Furthermore, the researcher analyzed the result of post-test II and inferred that there were 19 students (82,60%) passed the test because they got score ≥ 70 . In this post test, the lowest score was 60, the highest score was 89, and the average score was 70.

From the result of the students' score from post-test II, it could be concluded that there were increase score. The increase score could be seen on the average score. The average score in the post-test I and post-test II were 63 and 70. In the pre-test, post-test I and post-test II, the total students who got the score ≥ 70 were 4, 6 and 19 students. Because the achievement of students had improved enough and the indicator of successful was reached, the research was successful and could be stopped in cycle II.

3. Students' Score in Pre-test, Post-test Cycle I, and Post-test Cycle II

Table 18

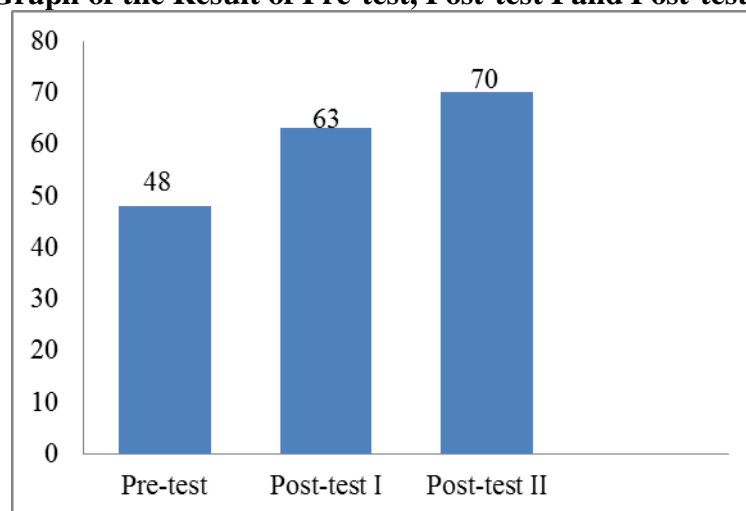
**The comparison of students' score of Pre-test, Post-test Cycle I,
and Post-test Cycle II**

No	Name	Pre-test	Post-test 1	Post-test II	Explanation
1	APM	36	-	-	-
2	AW	49	60	71	Improved
3	AFNF	-	-	-	-
4	AMN	56	50	-	-
5	ANR	50	60	75	Improved
6	AZ	55	70	75	Improved
7	CPH	50	60	75	Improved
8	DEF	58	71	75	Improved
9	DNR	36	60	75	Improved
10	DQ	73	70	80	Improved
11	FRA	50	-	-	-
12	IS	36	-	-	-
13	IWN	44	60	60	Constant
14	KR	39	60	70	Improved
15	MS	50	60	70	Improved
16	MU	44	59	70	Improved
17	MSU	30	60	75	Improved
18	NA	70	70	85	Improved
19	NF	50	65	70	Improved
20	NNN	44	58	69	Improved
21	NLA	71	74	89	Improved
22	NS	36	56	63	Improved
23	RRA	36	57	65	Improved
24	RN	50	60	70	Improved

25	RO	50	-	-	-
26	RDD	44	60	70	Improved
27	SDP	50	70	75	Improved
28	VH	56	70	75	Improved
29	ZAN	71	73	80	Improved
Total Score		1382	1513	1607	
Average		48	63	70	

Based on the result of pre-test, post-test I and post-test II, it was know that there was a positive significant improvement of the students' score. It could be seen from the average 48 of pre-test. In post-test I the average was 63 and average in the post-test II became 73. Therefore, the researcher concluded that the research was successful because the indicator of successful in this research had been achieved. The researcher showed the graph of the result of pre-test, post-test I and post-test II, as follows:

Figure 7
Graph of the Result of Pre-test, Post-test I and Post-test II



Based on the graph above, it can be inferred that using Direct Feedback as a Method could improve the students' Allomorph and Allophone performance. It is supported by increasing score of the students from pre-test to post-test I and from post-test I to post-test II.

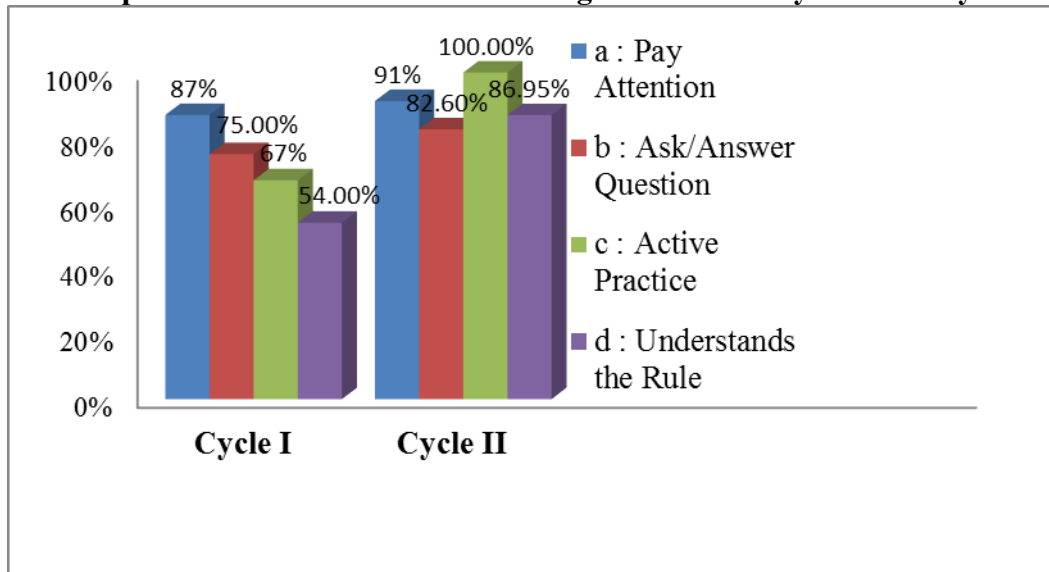
4. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of its, as follows:

Table 19
The table of Students' Activities in Cycle I and Cycle II

No	Students activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	The students pay attention of the teacher explanation	21	87 %	21	91,30 %	4,3%
2	The students ask/answer the question from the teacher	18	75%	19	82,60 %	7,6%
3	The students active in practicing Allomorph and Allophone	16	67 %	23	100 %	33,00%
4	The students understand of Allomorph and Allophone rule	13	54 %	20	86,95 %	32,95%

Figure 8
Graph of Students' Result of Learning Activities in Cycle I and Cycle II



Based on the data had gotten, it can be explained as follows:

a. Pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to next meeting was increase.

b. The students ask/answer questions

The students who understood the material from the teacher was improved from the first meeting to next meeting. It showed when the teacher gave the questions to the students; they were brave to answer although not all the questions could be answered well.

c. The students active in practicing Allomorph and Allophone

The students active in practicing Allomorph and Allophone were improved. It could be seen on the cycle I and cycle II.

d. The students understand of Allomorph and Allophonerule

The students understand the Allomorph and Allophonerules were improved. It could be seen on the cycle I and cycle II.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good improvement in learning activities when teachers used Direct Feedback to train the students' Allomorph and Allophone performance in cycle I and cycle II.

C. DISCUSSION

In teaching pronunciation in the Senior High School especially in students of Social Class in MAN 1 Lampung Timur, based on pre-survey there were some problems, such as some students' difficulties to pronounce English words because of their accent and their environment. The researcher choose Direct Feedback as method to improve the students' Allomorph and Allophone performance.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Direct Feedback could improve the students' Allomorph and Allophone performance. There was a progress average score from pre-test was 48, post-test I was 63 and become 70 in post-test II. We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In improving the students Allomorph and Allophone performance, the researcher used Direct Feedback to train the students and made the students more active in performance also interested in learning speaking and listening. The students' score improved because the students' had trained with Direct Feedback. Direct feedback contained a word, phrase or sentence in order to train the students. so that the students Allomorph and Allophone performance could improve after trained Direct Feedback continuously.

Moreover, the researcher used a direct feedback which contained of sentences in order to improve the students Allomorph and allophone performance. The researcher distributed a piece of paper to the students which contained of some sentences. The researcher practiced then the students repeated. This activity was did until the end of the meeting. After did the the cycle I, and cycle II the students' Allomorph and Allophone performance improve because the researcher used Direct Feedback as a Method.

CHAPTER V

CONCLUSION AND SUGGESTION

The aim of this chapter is to describe the conclusion from the research. In this chapter the researcher would like to suggest the teacher in teaching pronunciation which can use in teaching pronunciation.

A. Conclusion

Based on research finding and interpretation, the researcher would like point out the conclusions, as follows:

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Direct Feedback could improve the students' Allomorph and Allophone performance. There was a progress average score from pre-test was 48, post-test I was 63 and become 70 in post-test II. We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In improving the students Allomorph and Allophone performance, the researcher used Direct Feedback to train the students and made the students more active in performance also interested in learning speaking and listening. The students' score improved because the students' had trained with Direct Feedback. Direct feedback contained a word, phrase or sentence in order to train the students. so that the students Allomorph and Allophone performance could improve after trained Direct Feedback continuously.

Moreover, the researcher used a direct feedback which contained of sentences in order to improve the students Allomorph and allophone performance. The researcher distributed a piece of paper to the students which contained of some sentences. The researcher practiced then the students repeated. This activity was did until the end of the meeting. After did the cycle II the students Allomorph and Allophone performance improved because the researcher used direct feedback as a method.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions, as follows:

1. The students are expected to be more active in learning English therefore the students can understood and comprehend the material which teacher has given and improve their knowledge especially in pronunciation so that the students' speaking performance and listening ability will improve.
2. It would be better for the English teacher to use Direct Feedback to train the students' pronunciation and use to decreased the students' anxiety before the students do speaking performance because the benefit of the Direct Feedback can improve the students' pronunciation performance and also students' speaking performance.
3. The English teacher is supposed to give more motivation to the students in order to the students can be more excited in English learning since many student regard that English is difficult subject to learn. Based on the observation of the class, the students will be more active after the teacher

give motivation and positive stimulus to the students that English is not difficult subject.

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SILABUS

Mata Pelajaran :BAHASA INGGRIS-WAJIB

Kelas :XI

Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru</p>	<p>Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya</p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponnya 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. Siswa belajar mengambil giliran dalam melakukan tindak komunikasi <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: <ul style="list-style-type: none"> Fungsi sosial Ungkapan yang digunakan untuk memberi saran dan 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/ penyampaian 	2 x 2jp	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran,</p>	<p><i>Ungkapan</i></p> <p>Saran dan tawaran:</p> <p><i>Why don't you...</i></p> <p><i>What about ...?</i></p> <p><i>You should ...</i></p> <p><i>You can</i></p> <p><i>Do you need?</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Ucapan, tekanan kata, intonasi,</p> <p>(2) Rujukan kata</p> <p><i>Topik</i></p>	<p>tawaran</p> <p>- Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan tawaran dan meresponnya Siswa berlatih menggunakan ungkapan tersebut Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran 	<p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya . Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Keteladanan tentang perilaku peduli, kerjasama, dan proaktif	<p>dengan mengelompokkannya berdasarkan penggunaan.</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa bermain peran memberi 	<p>menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan.</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>saran dan tawaran serta responnya</p> <ul style="list-style-type: none"> • Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas,dalam bentuk percakapan/simulasi dengan memperhatikanfungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. 			

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MAN 1 LAMPUNG TIMUR

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI IPA²

Tema : Pronunciation

Aspek/Skill : Speaking (Berbicara)

Alokasi Waktu : Pertemuan (2 JP)

A. Kompetensi Inti

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran	1.1 Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya

dan tawaran, serta responnya, sesuai dengan konteks penggunaannya	<p>1.2 Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya</p> <p>1.3 Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</p>
---	---

C. Tujuan Pembelajaran

1. Peserta didik dapat membedakan morphem And phoneme word.
2. Peserta didik dapat melakukan berbagai tindakan tutur wacana lisan interpersonal/ transaksional.
3. Peserta didik dapat Mengucapkan kalimat morphem And phoneme dengan percaya diri.

D. Materi pembelajaran

Fungsi sosial :

Menjaga hubungan interpersonal dengan guru dan teman.

Struktur teks :

Ungkapan hafalan dengan kalimat morphem And phoneme.

Unsur kebahasaan :

1. Kosa kata dan tata bahasa kampus
2. Ucapan, tekanan kata dan intonasi
3. Ejaan dan tata baca
4. Tulisan tangan

Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran.

E. Metode pembelajaran

1. Direct Feedback

F. Media, Alat dan Sumber pembelajaran

1. Media
buku ajar.
2. Alat
Realita benda, spidol, papan tulis.

G. Langkah-langkah kegiatan pembelajaran

PERTEMUAN

Pendahuluan (10 Menit) :

1. Guru memasuki kelas dan memberikan salam (greeting)
2. Berdoa untuk mengawali pembelajaran. (Nilai yang ditanamkan: santunan peduli)
3. Guru Mengecek kehadiran siswa. (Nilai yang ditanamkan disiplin dan rajin)
4. Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran.
5. Guru memberikan motivasi kepada siswa tentang pentingnya belajar bahasa Inggris.

Kegiatan inti (40 menit)

1. Guru memberikan penjelasan tentang morphem And phoneme.
2. Guru memberikan contoh tentang pengucapan morphem And phoneme.
3. Guru meminta siswa untuk membuat kalimat tentang morphem And phoneme Seperti aktivitas di sekolah, perpustakaan, dll
4. Guru memberi umpan balik terhadap pemahaman siswa mengenai konsep materi yang dipelajari.

Penutup (10 menit)

1. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran (ice Breaking)
2. Peserta didik memperhatikan informasi tentang penugasan dan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3. Siswa dan guru berdoa dan mengucapkan salam perpisahan.

Instrument Penilaian

1. Standard of Assessment:

Score	Students' Performance
100-81	Excellent
80-61	Very Good
60-41	Good
40-20	Fair
20-0	Bad

Lampung Timur, Mei 2019

Collaborator

Researcher

WoroZuliAstuti,S.Pd
NIP.NIP.198107112005012007

Khowajah Lailul Fauziah
NPM.13107537

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MAN 1 LAMPUNG TIMUR
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI IPA²
Tema : Allomorph And Allophone
Aspek/Skill : Speaking (Berbicara)
Alokasi Waktu : Pertemuan (2 JP)

H. Kompetensi Inti

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

I. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
2. Menganalisis fungsi sosial,	2.1 Tingkat ketercapaian fungsi

struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya	<p>sosial memberi saran dan tawaran dan responnya</p> <p>2.2 Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya</p> <p>2.3 Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</p>
---	---

J. Tujuan Pembelajaran

4. Peserta didik dapat membedakan Allomorph And Allophone word.
5. Peserta didik dapat melakukan berbagai tindakan tutur wacana lisan interpersonal/ transaksional.
6. Peserta didik dapat Mengucapkan kalimat Allomorph And Allophone dengan percaya diri.

K. Materi pembelajaran

Fungsi sosial :

Menjaga hubungan interpersonal dengan guru dan teman.

Struktur teks :

Ungkapan hafalan dengan kalimat Allomorph dan Allophone.

Unsur kebahasaan :

5. Kosa kata dan tata bahasa kampus
6. Ucapan, tekanan kata dan intonasi
7. Ejaan dan tata baca
8. Tulisan tangan

Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran.

L. Metode pembelajaran

2. Direct Feedback

M. Media, Alat dan Sumber pembelajaran

3. Media

buku ajar.

4. Alat

Realita benda, spidol, papan tulis.

N. Langkah-langkah kegiatan pembelajaran

PERTEMUAN

Pendahuluan (10 Menit) :

6. Guru memasuki kelas dan memberikan salam (greeting)
7. Berdoa untuk mengawali pembelajaran.(Nilai yang ditanamkan: santun dan peduli)
8. Guru Mengecek kehadiran siswa. (Nilai yang ditanamkan disiplin dan rajin)
9. Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran.
10. Guru memberikan motivasi kepada siswa tentang penting nya belajar bahasa inggris.

Kegiatan inti (40 menit)

5. Guru memberikan penjelasan tentang Allomorph dan Allophone.
6. Guru memberikan contoh tentang pengucapan Allomorph dan Allophone
7. Guru meminta siswa untuk membuat kalimat tentang Allomorph dan Allophone Seperti aktivitas di sekolah, perpustakaan, dll
8. Guru memberi umpan balik terhadap pemahaman siswa mengenai konsep materi yang dipelajari.

Penutup (10 menit)

4. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran (ice Breaking)
5. Peserta didik memperhatikan informasi tentang penugasan dan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
6. Siswa dan guru berdoa dan mengucapkan salam perpisahan.

Instrument Penilaian

2. Standard of Assessment:

Score	Students' Performance
100-81	Excellent
80-61	Very Good
60-41	Good
40-20	Fair
20-0	Bad

Lampung Timur, Mei 2019

Collaborator

Researcher

Woro Zuli Astuti,S.Pd
NIP. NIP.198107112005012007

Khowajah Lailul Fauziah
NPM.13107537

OBSERVATION SHEET OF TEACHER'S ACTIVITIES

Meeting : 1 (Satu)

Day/Date :

Researcher Activities	Good	Enough	Low
1. Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability			
2. While-teaching a. Informing the objective of learning b. Explaining the material uses Direct Feedback c. Guiding the students to follow the lesson			
3. Post-teaching a. Concluding the result of learning b. Class closing ability			

Tick (√) for each positive activity

Mengetahui;
Collaborator

Lampung Timur, Mei 2019
Researcher,

Woro Zuli Astuti,S.Pd
NIP.198107112005012007

Khowajah Lailul Fauziah
NPM: 1307537

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE I

No	Students Code	Indicators				Total
		1	2	3	4	
1.	APM					
2.	AW					
3.	AFNF					
4.	AMN					
5.	ANR					
6.	AZ					
7.	CPH					
8.	DEF					
9.	DNR					
10.	DQ					
11.	FRA					
12.	IS					
13.	IWN					
14.	KR					
15.	MS					
16.	MU					
17.	MSU					
18.	NA					
19.	NF					
20.	NNN					
21.	NLA					
22.	NS					

23.	RRA					
24.	RN					
25.	RO					
26.	RDD					
27.	SDP					
28.	VH					
29.	ZAN					
TOTAL						

Note:

1. The students pay attention of teacher's explanation
2. The students ask/answer the question
3. The students able do the task
4. The students perform



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.iaim@metrouniv.ac.id

Nomor : B-3080/In.28.1/J/TL.00/10/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:


Nama : **KHOWAJAH LAILUL FAUZIAH**
NPM : 13107537
Semester : 11 (Sebelas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **IMPROVING THE-es VERB ENDING PRONOUNCIATION SKILLS
BY USING DIRECT FEEDBACK AMONG THE ELEVENTH
GRANDERS OF MAN 1 LAMPUNG TIMUR 2017/2018**

untuk melakukan *pra-survey* di MAN 1 LAMPUNG TIMUR.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 Oktober 2018
Ketua Jurusan
Tadris Bahasa Inggris


Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR
MADRASAH ALIYAH NEGERI 1

Jln. Kampus 38 B Banjarrejo Kecamatan Batanghari Lampung Timur Telp. (0725) 44756
Website : www.man1lampungtimur.sch.id E-mail : man1lampungtimur@gmail.com

30 Oktober 2018

Nomor : B- 275 /Ma.08.01/PP.07.1/10/2018
Lamp : -
Hal : Tanggapan Pra Survey

Yth.

Ketua Jurusan Tarbiyah dan Ilmu Keguruan
IAIN Jurai Siwo Metro

Assalamu'alaikum Wr. Wb.

Berdasarkan Surat dari IAIN Jurai Siwo Metro Nomor : B-3080/In.28/J/TL.00/10/2018 tanggal 04 Oktober 2018 tentang Izin Pra Survey, Maka diberikan izin kepada:

Nama : Khowajah Lailul Fauziah
NPM : 13107537
Program Studi : Pendidikan Bahasa Inggris

Kepada nama tersebut telah melaksanakan Pra Survey di MAN 1 Lampung Timur dalam rangka Penyelesaian Tugas Akhir/ Skripsi dengan judul "Imptoving The – es Verb Ending Pronunciation Skills By Using Direct Feedback Among The Eleventh Graders Of MAN 1 Lampung Timur 2017/2018"

Demikian surat ini diberikan untuk dapat dipergunakan semestinya.

Wassalamu'alaikum Wr. Wb.



Kepala,

s. H. Imam Sakroni
NIP. 19651204 19950 3 1001

Nomor : B-1194 /In.28.1/J/PP.00.9/5/2019

03 Mei 2019

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Khowajah Lailul Fauziah
NPM : 13107537
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving The Students' Allomorph And Allophone By Using Direct Feedback Among The Eleventh Graders Of MAN 1 Lampung Timur In The Academic Years 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,



A. Subhan Roza, M.Pd
NIP. 19750610 2008011014



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.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1251/In.28/D.1/TL.01/04/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : KHOWAJAH LAILUL FAUZIAH
NPM : 13107537
Semester : 12 (Dua Belas)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MAN 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS ALLOMORPH AND ALLOPHONE PERFORMANCE BY USING DIRECT FEEDBACK AMONG THE ELEVENTH GRADERS OF MAN 1 LAMPUNG TIMUR THE ACADEMIC YEARS 2018/2019".
 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 : 08 April 2019



Mengetahui,
Pejabat Setempat

H. IMAM SAKRONI

NIP. 196512041995031001



Wakil Dekan I,

AD. Isti Fatonah MA

NIP. 196705311993032003



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.iaim@metrouniv.ac.id

Nomor : B-1252/In.28/D.1/TL.00/04/2019
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1251/In.28/D.1/TL.01/04/2019, tanggal 08 April 2019 atas nama saudara:

Nama : KHOWAJAH LAILUL FAUZIAH
NPM : 13107537
Semester : 12 (Dua Belas)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 1 LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS ALLOMORPH AND ALLOPHONE PERFORMANCE BY USING DIRECT FEEDBACK AMONG THE ELEVENTH GRADERS OF MAN 1 LAMPUNG TIMUR THE ACADEMIC YEARS 2018/2019".

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

Wassalamu'alaikum Wr. Wb.

08 April 2019
Metro
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR
MADRASAH ALIYAH NEGERI 1

Jalan Lembayung Banjarrejo 38 B Kecamatan Batanghari Kabupaten Lampung Timur
Telepon 0725 44756 Website : www.man1lampungtimur.sch.id
E-mail : man1lampungtimur@gmail.com

17 Mei 2019

Nomor : B- 336/Ma.08.01/PP.07.1/05/2019
Lampiran : -
Hal : Izin Research

Yth. :
Dekan Fakultas Tarbiyah dan Ilmu Keguruan,
Institut Agama Islam Negeri Jurai Siwo Metro
di Tempat

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Jurai Siwo Metro Nomor : B-1252/In.28/D.1/TL.00/04/2019 tanggal 08 April 2019 tentang Izin Research maka Kepala MAN 1 Lampung Timur memberikan izin kepada :

Nama : Khowajah Lailul Fauziah
NPM : 13107537
Program Studi : Pendidikan Bahasa Inggris

Kepada nama tersebut telah melaksanakan Research di MAN 1 Lampung Timur dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul "Improving The Students Allomorph and Allophone Performance by Using Dirrect Feedback Aming the Eleventh Graders Of MAN 1 Lampung Timur The Academic Year 2018/2019"

Demikian surat izin penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Kepala,

Drs. H. Imam Sakroni
NIP. 19651204 199503 1 001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : KHOWAJAH LAILUL FAUZIAH

NPM : 13107537

Fakultas : Tarbiyah

Angkatan : 2013

Telah menyerahkan buku berjudul : English vocabulary in use

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610/200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : KHOWAJAH LAILUL FAUZIAH

NPM : 13107537

Fakultas : Tarbiyah

Angkatan : 2013

Telah menyerahkan buku berjudul : English vocabulary in use

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610/200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-421/In.28/S/OT.01/06/2019

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : KHOWAJAH LAILUL FAUZIAH
NPM : 13107537
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Pendidikan Bahasa Inggris

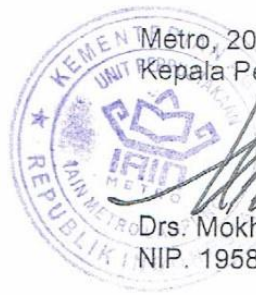
Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 13107537.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 20 Juni 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001 7





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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IAIN METRO

Nama : Khowajah Lailul Fauziah
NPM : 13107537

Jurusan : TBI
Semester : XI/2018

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 15/11/2018		✓	- Revise chapter I to - your print Research? - Chapter III add field note?	
2	Monday 03/12/18		✓	Show reference	
3	Thursday 06/12/18		✓	Revise chapter II again	
4	Thursday 13/12/18		✓	Acc and continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II,

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA
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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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IAIN METRO

Nama : Khowajah Lailul Fauziah
NPM : 13107537

Jurusan : TBI
Semester : XI/2018

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Monday 17/12/2018	✓		Revise : - Judul - Cover - Chapter I	
	Friday 21/12/2018	✓		Revise Chapter II	
	Monday 31/12/2018	✓		Revisi Skripsi: see discussion	

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Ketua Jurusan TBI

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Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Khowajah Lailul Fauziah
NPM : 13107537

Jurusan : TBI
Semester : XII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Thursday 04/19/07	✓		Revise : - Dedication Page - Acknowledgement - Table of Content - Chapter II Add Types Add Example - Explain one by one types of Direct feedback	
	Friday 05/19/07	✓		- Chapter III - Chapter IV & V	
	Monday 08/19/07	✓		Revisi Skripsi Bimbingan	

Mengetahui
Ketua Jurusan TBI



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Dosen Pembimbing I



Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

CURRICULUM VITAE



The name of the writer is KHOWAJAH LAILUL FAUZIAH. She was born in Buminabung, center Lampung on September 22th 1992. She is the third child from happy couple namely Mr. Suhartono (ALM) and Mrs. Mujiah.

She took her elementary school at Elementary School for 6 years at SD N 4 Buminabung Ilir, from 1999-2005. She continued her study in Madrasah Tsanawiyah for 3 years at MTs 05 Buminabung, from 2005-2018. In line with her focus on the study, she decided to continue her study in Islamic Senior High School for 3 years at MAN 1 Lampung Timur, East Lampung and finished in 2011. Then, she was registered as a S1 student of English Education Department of The State Institute for Islamic Studies (IAIN) of Metro on 2013 until now. Many things she has gotten in the classroom and she hoped get job soon after graduate.