

**AN UNDER GRADUATE THESIS**  
**IMPROVING STUDENTS PRONUNCIATION MASTERY THROUGH**  
**READING ALOUD AMONG THE EIGHT GRADERS OF MTS**  
**RIYADLATUL ULUM OF EAST LAMPUNG**

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**THE STATE INSTITUTE FOR ISLAMIC STUDIES**  
**OF METRO**  
**1439 H/2018 M**

IMPROVING STUDENTS PRONUNCIATION MASTERY  
THROUGH READING ALOUD AMONG THE EIGHT  
GRADERS OF MTS RIYADLATUL ULUM OF EAST  
LAMPUNG

Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Program

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*Assalamu'alaikum Warahmatullahi Wabarokatuh*

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Sudah kami setuju dan dapat munaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikum Warahmatullahi Wabarokatuh*

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MASTERY THROUH READING ALOUD AMONG THE  
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It has been agreed, so it can be continued to The Tarbiyah Faculty in order to be  
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**PENINGKATAN PENGUASAAN *PRONUNCIATION* SISWA MELALUI  
*READING ALOUD*  
PADA SISWA KELAS 8 MTs RIYADLATUL ULUM  
LAMPUNG TIMUR  
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**ABSTRAK**

**Oleh:  
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Tujuan dari penelitian tindakan kelas (PTK) adalah untuk mengetahui bagaimana *Reading Aloud* dapat meningkatkan kemampuan pronunciation dalam belajar bahasa Inggris dan seberapa jauh dapat meningkatkan penguasaan siswa terhadap pronunciation melalui Reading Aloud.

Penelitian Tindakan Kelas (PTK) ini dilakukan dalam 2 siklus. Ada empat tahap dalam setiap siklus: perencanaan, tindakan, observasi, dan refleksi. Penulis memberikan satu pre-test sebelum tindakan, dua tindakan, dan dua post-test. Subjek penelitian tindakan adalah siswa kelas 8 MTs Riyadlaul Lampung Timur. Penulis menggunakan observasi, tes (pre-test dan post-test), dokumentasi, dan catatan lapangan untuk mengumpulkan data. Sedangkan, untuk menganalisa data, penulis menggunakan nilai rata-rata siswa.

Hasil nilai dari pre-test dan post-test menunjukkan bahwa ada peningkatan nilai. Nilai rata-rata pada pre-test adalah 62,7, post-test I adalah 66 kemudian, nilai rata-rata pada post-test II adalah 74. Berdasarkan hasil di atas, dapat dikatakan bahwa Reading Aloud dapat meningkatkan penguasaan siswa terhadap pronunciation.

IMPROVING PRONUNCIATION MASTERY THROUGH READING  
ALoud AMONG THE EIGHT GRADERS OF MTS RIYADLATUL ULUM  
OF EAST LAMPUNG IN ACADEMIC YEAR 2017/2018

**ABSTRACT**

**By:**  
**Afif Azizah**

The objectives of this Classroom Action Research (CAR) are to find out how Reading Aloud could increase the students' pronunciation mastery in learning English and how far increasing the students' pronunciation through reading aloud.

The Classroom Action Research (CAR) was conducted by 2 cycles. There are four steps in each cycle: they are planning, action, observation, and reflection. The writer gives one pre-test before treatment, two treatments, and two post-test. The subject of this action research is the eighth graders of MTs Riyadlatul Ulum. The writer used observation, test (pre-test and post-test), documentation, and field note to collecting data. While, to analyzing the data, the writer used students average score.

The average result score of the pre-test and post-test shows that there is progressing score. The average score at pre-test is 62,7, post-test I is 66 and then, the average score at post-test II is 74. Based on the result above, it can be said that Reading Aloud can improve students' pronunciation mastery.



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**RATIFICATION PAGE**

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An undergraduate thesis entitled: IMPROVING STUDENTS PRONUNCIATION MASTERY THROUGH READING ALOUD AMONG THE EIGHT GRADERS OF MTS RIYADLATUL ULUM OF EAST LAMPUNG

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## STATEMENT OF RESEARCH ORIGINALITY

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The Writer,



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MOTTOS

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ  
الشَّيْطَانَ كَانَ لِلْإِنْسَانِ عَدُوًّا مُبِينًا

*Tell My bondmen to speak that which is kindlier. Lo! the devil soweth discord  
among them. Lo! the devil is for man an open foe.*

*(AL- ISRA : 53)*

## **DEDICATION PAGE**

This undergraduate thesis highly dedicated to:

1. Almighty Allah SWT, thanks God all about the precious gift inside to me.
2. My beloved father & mother, Ali Nurdin,S.H and Mayzuroh who always support, protect, and advise me.
3. My beloved Sponsor, Dr. Mahrus As'ad,M.Ag, and Co-Sponsor Trisna Dinillah Harya, M.Pd. who always guide me. Thanks for your help to finish this research.
4. My beloved friends, Rizki Apriliani who always accompany me.

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The researcher has many accepted help and guidance as long conduct to finish this script. Therefore researcher want to say thankful to Mrs. Prof. Dr. Enizar, M.Ag. as a principal of IAIN Metro, Drs. Mahrus As'ad, M.Ag. as a Sponsor and Mrs. Trisna Dinillah Harya, M.Pd. as Co-Sponsor that have give understanding and motivation, that all are very significant for myself. The researcher also thank to all lecture and worker of IAIN Metro that has available all facilities as long collecting the requirement. Also researcher say thank to all teacher of MTs Riyadlatul Ulum, East Lampung, that has support to give service of collecting all data, and to my parents are Mr. Ali Nurdin, S.H and Mrs. Mayzuroh, my yonger brother Muhammad Iqbal Sanusi that always pray and give support until finish my education.

Critical and suggestion to my thesis will be accepted with pleasure may the researcher can correct all his weakness. Thus, end the thesis can benefit for the researcher and for readers.

May the researcher is not feeling full of the result and will be perfect for the future. The researcher is indebted to many people whom he cannot mention one by one she realize the imperfectness of this work, nevertheless he hope that this little piece of work can contribute something to the betterment of English teaching and learning in general.

Metro, Jan 10<sup>th</sup> 2018

The Researcher

**Afif Azizah**



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# CHAPTER 1

## INTRODUCTION

### A. Background of The Study

Language has an important role in our life because its function is to communicate in our life. It helps us to communicate and to gain information about something that people need. English is one of the most important foreign languages. In learning foreign language, English learners deal with language skill and components. In order to be able to master English, there are many components that should be learnt. One of the components is pronunciation. It is demanded to spell out the unit of meaning consistently.

In addition, pronunciation is important to be mastered by the students in learning English. Pronunciation mastery can help the students have good speaking performance. Without having good pronunciation, it is hard for the listeners to understand the meaning or the words pronounced by the speakers. Wrong pronunciation will cause misunderstanding in the process of communication.

However, many students have problem in learning pronunciation. There are problems in pronunciation which comes from the inside and outside of learners. The pronunciation problems that come from the inside of learners are having less motivation to learn pronunciation, being nervous in trying to pronounce the words well, and having limited prior knowledge related on the pronunciation such as vowels, consonant, intonation, stress and others.

Furthermore, the pronunciation problem which comes from the outside of learners is inconducive environment which influence the learners to practice in pronunciation, limited learning media to be used to support pronunciation. Moreover, it is also hard for learner to have good pronunciation if they are not instructed by using appropriate teaching technique.

In relation with the general pronunciation problem above, it was found that there is a specific pronunciation problem as the result of pre survey by the researcher which was done on August, 17<sup>th</sup> 2017 at Mts Riyadlatul Ulum. The data pre survey is in from of the average score of student.

In addition, the result of pre- survey above is categorized into five kinds of criteria such as fail and passes based on the Minimum Mastery Criterion. The categorization of pre- survey result is provided in the following table:

**Table 1**

Data pre – survey on 17<sup>th</sup> August 2017  
At eighth graders of Mts Riyadlatul Ulum

No	Score	Category	Number of the students	Percentage
1	80 – 100	Excellent	3	7.6%
2	66 – 79	Good	4	11.6%
3	56 – 65	Fair	6	19.2%
4	40 – 55	Poor	19	61.5%
	<b>Total</b>		<b>32</b>	100%

**Source: The English teacher’s Grade Book at the Eighth Grader of MtsRiyadlatul Ulum in academic year 2017/ 2018**

From data above, we can see that the range of 80-100, there are 3 students categorized into excellent category 7.6%, for the range 66-79, there are 4 students categorized into good category 11.6 %, for the range 56-65, there are 6 students



categorized into fair category 19.2%, for the range 40-55, there are 19 students categorized into poor category 61.5%.

Therefore, researcher can be inferred that the pronunciation at the eighth graders students of Mts Riyadlatul Ulum of East Lampung is still poor. It proves from 32 students, there are 19 students categorized into poor category 61.5%. It means that student have low score in English especially in pronunciation.

All in all, in order to overcome the problem above, it is important to use strategy that is effective to improve student's pronunciation. Because of the reasons above, the researcher would like to propose an alternative strategy that is "Reading aloud". It would help the teacher convey the material and make students easier mastering pronunciation. In relation with the reasons stated above, the researcher proposes a title of this research proposal **IMPROVING PRONUNCIATION MASTERY THROUGH READING ALOUD AMONG THE EIGHT GRADERS OF MTS RIYADLATUL ULUM OF EAST LAMPUNG .**

## **B. Problem Identification**

Based on the background of study above, the problem can be identified as follows:

1. The students are nervous in trying pronouncing the words.
2. The students have limited prior knowledge related to the pronunciation.
3. The student pronunciation is insufficient.

### **C. Problem Limitation**

Based on the problem identification above, the researcher limits the problem of students' pronunciation mastery by applying reading aloud. In this research, the researcher only focuses on improving pronunciation mastery through Reading aloud among the eighth graders of Mts Riyadlatul Ulum of East Lampung.

### **D. Problem Formulation**

With the previous discussion in the background of the study, objectives of this study as follow: "is there any positive and significant improving students' pronunciation mastery through reading aloud at the eighth graders of Mts Riyadlatul Ulum of East Lampung?"

### **E. Objectives and Benefits of the Study**

#### 1. Objectives of the study

Based on the problem formulation above, this research has an objective to investigate whether there is positive and significant improving students' pronunciation mastery through reading aloud at the eighth graders of Mts Riyadlatul Ulum of East Lampung.

## 2. Benefits of the Study

### a. Teacher

The result of this study hopefully useful for English teachers at Mts Riyadlatul Ulum to get information about teaching pronunciation using reading aloud.

### b. students

The result of this study will give input to the students so that they can improve their pronunciation.

### c. Further Researcher

Further researchers who are interested in teaching pronunciation at junior high school level, can get the basic information from the study to do further researcher.

## CHAPTER II

### THE REVIEW OF RELATED THEORIES

#### A. Theoretical Review

##### 1. The definition of Pronunciation Mastery

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

According to Broughton Geoffrey, Pronunciation deals with two interrelated skills recognition or understanding the flow of speech, and production or fluency in the spoken language.<sup>1</sup>

Then Pollard Lucy said that Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not pronounce a word correctly, it can be very difficult to understand him or her.<sup>2</sup>

Next according to Harmer Jeremy, pronunciation is aware of different sounds and sounds features. Concentrating on sounds, showing where they

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<sup>1</sup> Geoffrey Broughton, Christopher Brumfit, Roger Havell, Petter Hill and Anita pincas, *Teaching English as a Foreign Language*, New York: Routledge, 2003, Second edition, Pg. 49

<sup>2</sup> Lucy Pollard. *Teaching English*, London University. Pg. 65

are made in mouth, making students aware of where words should be stressed all these things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligence.<sup>3</sup>

Kelly suggests that pronunciation is one that views pronunciation through the constituent parts. He argues that pronunciation has two main features namely phonemes and suprasegmental features.<sup>4</sup>

Thomas R Guskey and Eric m Anderman said that Mastery is a term that all educators use and believe they understand well. When pressed to describe precisely what it means to master a concept, skill, or subject.<sup>5</sup>

Then oxford English dictionary defines mastery as comprehensive knowledge or skill in a particular subject or activity. In other words, mastery construct that cannot be observed directly but can be inferred from observable performance on set of items or tasks related to a particular concept, skill or subject.

Mosher suggest mastery is simply reaching a certain level of understanding of particular content, whereas competent represents the ability to apply what has been mastered.<sup>6</sup>

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<sup>3</sup> Jeremy Harmer, *The practice of English Language teaching*, Longman, Third edition, Pg. 183

<sup>4</sup> Gerald Kelly, *how to teach pronunciation*, Essex , 2000 Pearson Education. Pg 14

<sup>5</sup> Thomas R. Guskey and Eric M anderman, *In Search of A Useful Defination of Mastery*, pg. 1

<sup>6</sup> Mosher B, *Is Your Learning About Mastery or Competency? Chief Learning Officer*. 2007.

From the definitions above, it can be concluded that pronunciation mastery is the particular way of speaking a word or phrase which is accepted or generally understood.

## **2. The aspects of pronunciation**

### **a. Discrimination of Sounds**

Sounds used in a language are distinctive so that words can be distinguished from each other when heard, such as:

#### 1. Vowels

A letter of the alphabet *a, e, i, o, u*, that represents a speech sound created by the relatively free passage of breath.

#### 2. Consonant

Letters that are not vowels are consonant. There are 21 consonant letters in the alphabet *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z*.

### **b. Identifying and discriminating Stress**

According to Daniel Jones, the force of the breath with which a syllable is pronounced is called stress. Stress varies from syllable to syllable. Syllable which are pronounced with greater stress than the neighbor syllables are said to be stressed.<sup>7</sup>

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<sup>7</sup> Daniel Jones, *Pronunciation of English*, Cambridge University, 1958), p. 57



It is in fact generally sufficient to distinguish two degrees only-stressed and unstressed. Stress syllables are marked when necessary by placed immediately before them. The same words and sentences are not always stressed in the same way. Variations are sometimes necessary for making the meaning clear, and they are eventually needed due to rhythmical considerations.

Word stress refers to which syllables in a word carries more emphasis, for example, the first syllable in the word 'teacher' is stressed. Sometimes more than one syllable in a word is stressed, in which case one is usually stressed more than the other. This is known as primary and secondary stress. For example, in the word pronunciation, the primary stress falls on the *a* sound and the secondary stress falls on the *nun* sound.

**c. Identifying and discriminating Intonation**

Daniel Jones states in speaking, the pitch of the voice, the pith of the musical note produced by the vocal chords, is constantly changing. These variations in pitch are called intonation or inflection. Intonation is thus quite independent of stress, with which it is sometimes confused by beginners.<sup>8</sup>

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<sup>8</sup> Ibid .pg. 59

Generally speaking, the following intonations are distinguished:

1. Rising Intonation means the pitch of the voice rises over time
2. Falling Intonation means that the pitch falls with time ↘
3. Dipping Intonation falls and then rises ↘ ↗
4. Peaking Intonation rises and then falls ↗ ↘

Intonation refers to the music of the language, how it rises and falls over a chunk of speech, a phrase or a sentence. Languages vary in how much intonation is used. For example German is not just “sing song” whereas spoken English carries a lot of intonation. If a student does not master intonation, they can sound monotonous or bored when speaking English, which might not be the impression he or she wants to give. Intonation can indicate meaning. For example, a rising intonation on a question can indicate we didn’t understand. A falling intonation is often used when giving orders. Intonation can also show how we are feeling, for example, a falling intonation can indicate that the speaker is bored.

To teach intonation, you can:

- 1) Mark phrases on the board with rising or falling arrows.

For example:

↗ ↘  
That’s lovely

↘ ↘  
What time is it?

## 2) Saying the sentence and exaggerate the intonation.

You can say the sentence and at the points where intonation rises and falls, use a rising or falling motion with your hand. Remember to ask students to repeat after you. To practice intonation, you can ask students to listen to phrases on a recording while looking at the written form of the phrases. Students mark on the phrases whether the intonation goes up or down.

They can practice saying the sentences. To practice intonation that carries feeling, you can read out various phrases and ask students what message you are conveying through your tone of voice. For example, 'I would simply love to go out tonight' in a bored voice, an excited voice, a resigned voice. Ask students what they think the meaning is. Then students can practice it in groups or pairs.

### **3. The problem of mastering pronunciation**

Harmer states that concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed all things give them extra information about spoken English and

help them achieve the goal of improved comprehension and intelligibility.

9

As Daniel Jones states that the difficulties of pronunciation are:

The student of spoken English or any other spoken language is faced at the outset with difficulties of five kinds in the matter of pronunciation. They are as follows:

- a) They must learn to recognize readily and with certainty the various speech-sounds occurring in the language, when they hear them pronounced, they must more over learn to remember the acoustic qualities of those sound.
- b) They must learn to make the foreign sounds with their own organs of speech.
- c) They must learn to use those sound in their proper places in connected speech.
- d) They must learn the proper usage in the matter of the sound attributes or prosodies as they are often called especially length, stress and voice pitch.
- e) They must learn to catenae sounds, for example, to join each sound of a sequence on the next, and to pronounce the complete sequence rapidly and without stumbling.<sup>10</sup>

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<sup>9</sup> Jeremy Harmer , *The Practice Of English Language Teaching*, pg . 58

<sup>10</sup> Daniel Jones , *Pronunciation Of English*, pg. 149

#### 4. The concept of Reading Aloud

##### a. Definition of reading aloud

Etymologically, in Oxford Advanced Learner's Dictionary the word of reading is derived from the word 'read' that can be defined as follows: a) to look at and understand the meaning of written or printed word or symbol. b) To go through written or printed word, silently or loudly to other. c) To discover or find out about somebody or something by reading.<sup>11</sup>

Terminologically, there are some experts that have different definitions of reading, as follows:

Reading is a complex process involving a network of cognitive actions that work together to construct meaning.<sup>12</sup>

Reading is cognitive activity that takes place rapidly and privately in our minds.<sup>13</sup> Reading is the meaningful interpretation of printed or written verbal symbols. Reading is a result of the interaction between the perception of graphic symbols that represent language and the readers' language skill, cognitive skills, and knowledge of the word. In this process the reader tries to re create the meanings intended by the researcher.

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<sup>11</sup> A S Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2010, the eight edition), p. 1262

<sup>12</sup> Linda J. Dorn and Charla Soffos, *Teaching for Deep Comprehension, A reading Workshop Approach*, (Stenhouse Publisher, 2005), p. 6

<sup>13</sup> Albert J. Harris and Edward R. Sipay, *How to increase reading ability*, (New York: Longman, c, 1985), p. 7

Lucy Pollard said that reading is majority an active process, the useful reader interacts with text, forecast what will come next, and bringing our skill of the subject and language to the text.<sup>14</sup>

Based on the explanation above, the researcher concludes that reading is a complex activity process of reader who reads to get meaningful message, science, or information by the researcher.

b. Types of reading

According to H. Douglas Brown, types of reading consist of:

- 1) Perspective reading tasks implicated attending to the part of larger stretch of discourse: letters, words, punctuation, and other grapheme symbols.
- 2) Selective is mostly a remains of assessment formats. In order to make sure one's reading recognition or lexical, grammatical, or discourse features of language into a very short stretch of language, a specific one representative task are use: picture cued tasks, matching, true or false, multiple choices. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

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<sup>14</sup> Lucy Pollard, guide to teaching English, ( Cambridge university Press), p. 89

3) Interactive involve between interactive reading types are stretch of language of various paragraph to one page or more in which the text. That is, reading is a method of preceding sense, the readers carry out the text organization schemata for comprehend it, and ingress is the produce of that mutually acting and reacting. The focus of an interactive task is recognize related to the highlight namely lexical, symbolic, grammatical, and discourse into texts of reasonably short length with the objective of retaining the information that is processed. Top-down processing is a common type of such tasks, even though some example of bottom-up performance perhaps essential.

4) Extensive reading applied to the texts of more than a page, up to and consists of professional articles, essays, technical reports, short stories, and a book. it should be noted that reading research commonly refers to extensive reading as longer stretches of discourse, such as long article and book that are usually read outside a classroom hour. Here that explanation is messaged a little in order to encompass any text longer than page. The purposes of assessment usually are to tap into

learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small details. Top-down processing is assumed for most extensive tasks.<sup>15</sup>

Patel, Praveen M. Jain highlight, the types of reading are:

1) Intensive Reading

Intensive reading is the text reading or phrase reading. In this reading the analyze of the text to acquire recognizing. The goal of this reading is to read shorter text. This reading is done to carry out to find specific information.

2) Extensive Reading

Extensive reading can be made the reason for oral reports, to the rest of the class, or full class discussion. It may be the source for written compositions in which students deal with specific issues arising from the material in the book. Extensive reading is the reading for pleasure. The reader wants identify about

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<sup>15</sup> H. Douglas Brown , language assessment: principle and classroom practices, ( San Francisco, California : 2003), p. 189-190



something. The reader is not accuracy specific or important information after reading.

### 3) Aloud Reading

Reading aloud also important role in educate of English. Teacher should understand that the training of reading aloud must be given at first level because it is the base of words pronunciation. If it is not cared, it will be very difficult at secondary level.

### 4) Silent Reading

Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.<sup>16</sup>

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<sup>16</sup> M.F . Patel and Praveen M. Ja in, English language teaching Method, Tool & technique, ( Jaipur: Sunrise,2008), p. 114

### c. Models of Reading

According to Thomas S.C. Farrel, model of reading contain of:

#### 1. Top-Down Model

The top-down model is the model of reading which argues that readers bring prior knowledge and the background to the text and that they continue to read as long as the text confirms their prospect.

#### 2. Bottom-up Model

The bottom-up model is the model of reading which suggest that a reader reads the words, sentence and look at the structure of the text (without connecting it to experience or prior knowledge) in order to construct meaning from what was written in the text meaning depends both on knowledge of vocabulary and syntax.

#### 3. The Interactive Model

The interactive model argues that both top-down and bottom-up processes happen when a person reads a text.<sup>17</sup>

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<sup>17</sup> Thomas S.C. Farrel, *Planning Lesson for Reading Class*, (Singapore Seameo Regional Language Centre, 2002) p.2

## 5. Reading Aloud as the Pronunciation teaching strategy

### a. Strategy

Reading aloud has not been looked on very satisfactorily in the second language class, mostly because of the abuse of the technique of reading aloud around the class. However, in the first language classroom, reading aloud to the teacher is very important stride towards gaining fluent decoding and understands ability which are needs equipment for fluent silent reading.

Based on Oxford Advanced Learner's Dictionary, strategy can be defined as a plan or action designed to achieve a long-term or overall aim.<sup>18</sup> Strategy is method or plan chosen to bring about a desired future, such as achievement of goal or solution to a problem.

Strategy can also define as “a general direction set for the company and its various components to achieve a desired state in the future. Strategy results from the detailed strategic process.”<sup>19</sup>

From some definitions above, the researcher can conclude that reading strategy is a planned reading aloud of a book or print excerpt, usually related to the theme or topic of study that can help students to gain pronunciation mastery.

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<sup>18</sup> As Hornby, *Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 2010), p. 854

<sup>19</sup> <http://www.managementstudyguide.com/strategy-defination.html>

#### b. The Steps

There are the steps of reading aloud strategy:

1. The researcher asks the students to read of the text word by word.
2. The researcher writes some words of the text in the white board, and writes the spelling the words.
3. The researcher reads the word with the correct spelling loudly.
4. The researcher asks the students to follow read the word together.
5. The researcher asks to the student to read the words one by one with the correct pronunciation loudly.

#### B. Action hypothesis

Based on the frame of theories and assumption the researcher formulates the action hypothesis as follow “applying Reading Aloud would be able to improve students’ pronunciation at Mts Riyadlatul Ulum.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

Based on the problem to identify the improving of students' pronunciation through Reading aloud, it is considered that the research design is classroom action research (CAR). Classroom Action Research is a research method which is aimed for improving and modifying the working system of a classroom in school or institution.

#### **B. Setting and Subject of the Study**

##### **1. Setting**

This research carried out at the MTs Riyadlatul Ulum which is located in 39 B Batanghari, East Lampung.

##### **2. Subject**

Then, the subject of this research is at the eighth grade students of MTs Riyadlatul Ulum in academic year of 2017/2018. This class consisted of one class. The number of students of those classes is explained on the following table:

Table 2  
The Number of VIII Students

No	Students	
	Male	Female
1	12	20

Source: Archive of MTs Riyadlatul Ulum 2016/2017

The researcher chose this class because several of student in this class have a low score in pronunciation mastery.

### C. Object of The Research

The object of this research is Pronunciation Mastery among the eighth grade student of MTs Riyadlatul Ulum in academic year of 2017/2018. Second, the researcher selected Reading aloud to improve students Pronunciation mastery.

### D. Action Plan

The research method used in this study is classroom action research (CAR). According to Kumar, action research is a research method which is aimed for improving and modifying the working system of a classroom in school or institution.<sup>1</sup> Meanwhile, Cresswell states that action research provides the opportunity for educators or teachers to reflect their own

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<sup>1</sup>Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006) ,Pg.261

practices.<sup>2</sup> From those statements, it can be inferred that action research emphasizes on the reflection and improvement teaching and learning process in the classroom.

In addition, Ary, *et.al*, asserts that action research is practical tools to solve the problem experienced by people in their professional lives.<sup>3</sup>

From several theories or explanations above, it can be inferred that classroom action research is inquiry or research which enables teachers or practitioners to investigate and evaluate their work in the classroom which is concerned for problem solving to improve teaching and learning in the classroom through self-reflection which is carried out with planned and systematic action.

Concerning about the type of action research, researcher will use collaborative action research so that it needs the collaborator or another participants which is English teacher to assist the researcher in this research. Therefore the researcher will be assisted by Mr. Muhlisin Ali, S. Pd. He is an English teacher of MTs Riyadlatul Ulum.

Classroom action research (CAR) has various models but in this research the researcher will use Kemmis and McTaggart (1988) research design. According to Kemmis and McTaggart as cited by Anne Burns (1999)

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<sup>2</sup>John Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), Pg.577

<sup>3</sup>Donald Ary, et.al, *Introduction to Research in Education*, (Belmont: Cengage Learning, 2010), Pg.516

action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.<sup>4</sup> Those phases can be seen on the following figure:

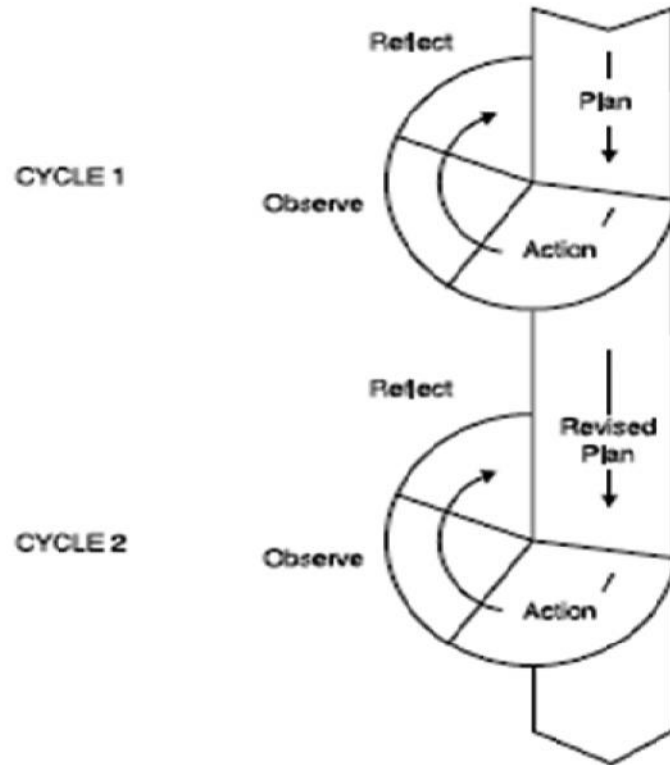


Figure 1. Kemmis and Mac Taggart Model<sup>5</sup>

This figure describes the sequence of the research which is preceded by preliminary study and followed by planning, acting, observing, and reflecting that implemented in each cycle in spiral system. The assumption is if the determined target in the first cycle cannot be

<sup>4</sup>Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge: Cambridge University Press, 1999), p.32

<sup>5</sup>*Ibid*, p. 33



achieved or there may be found new problem, so it will probably be continued and revised in the next cycle that have same phase on the first cycle.

## **E. Action Procedure**

Based on Kemmis and MacTagart's research design, the steps of the research cover four phases in each cycle. They are the following:

### **1. Cycle 1**

#### **a. Planning**

In the first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing students' problem in simple pronunciation mastery that occurred in the classroom and concluding the finding in preliminary study. Then the researcher and the collaborator (teacher) prepared some plans to conduct the classroom. They are the following:

- 1) The researcher prepared the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.
- 2) The researcher prepared learning resource for students.

- 3) The researcher determined the method to be applied in acting phase. In this case, the researcher used Reading aloud to improve Pronunciation Mastery.
- 4) The researcher prepared observation format and also evaluation format to evaluate the student's activity after teaching and learning process.
- 5) The researcher and the collaborator designed the criteria of success.

**b. Acting**

In the second phase, the researcher and the collaborator (teacher) collaborated to implement the action that had been arranged in planning phase. In this phase the researcher decided to take action as a teacher who implemented the determined method in teaching and learning process. Meanwhile, the collaborator became the who observed the activity of teaching and learning process in the classroom. Those activities are implemented on the following steps:

- 1) Pre teaching activity observer
  - a) The researcher started the lesson by greeting to the students.
  - b) The researcher and students prayed together.
  - c) The researcher checked students' attendance.

- d) The researcher informed to the students about the competence, the indicator and the objectives that should be achieved.

2) While teaching activity

- a) The researcher divided the students into two groups.
- b) The researcher asks the students to read text word by word.
- c) The researcher writes some words of the text in the white board, and read spelling the words.
- d) The researcher reads the words with pronunciation correctly.
- e) The researcher asks the students to follow read the words in the white board together.
- f) The researcher asks student to read the words one by one with the pronunciation correctly in front of class.
- g) The researcher and the collaborator giving scoring to the student.

3) Post teaching activity

- a) The researcher and the collaborator summarize the material of learning.
- b) The researcher and the collaborator give motivation to the students.

c) The researcher and collaborator close the meeting.

**c. Observing**

In the third phase, the observer observed the student's activity, their participations, class situation during teaching and learning process, and teacher (researcher) performance by using structured observation form and made note the overall activities. Furthermore, the researcher also collected the data from the post test and the result of student's activity. The researcher observed the overall activities to find out the effectiveness of teaching and learning process which had been occurred and its result is concluded and discussed in reflecting phase.

**d. Reflecting**

In the fourth phase, the researcher and the collaborator discussed about the data which had been collected from all the activities from the acting phase until observing phase. In this phase, the researcher and the collaborator also analyzed the teacher performance during teaching and learning process and the student's activity to find out whether the implementation of Reading aloud successful or unsuccessful by identifying strength and weakness. If

there still found the problems the researcher and collaborator conducted the next cycle and used the collected data in the first cycle as considerations by repairing all the problems or weaknesses in previous cycle.

## **2. Cycle 2**

### **a. Re-planning**

In the first phase, before conducting the action in the next phase, the researcher repaired the problem found in cycle one. It explained as follow:

- 1) The researcher analyzed the reflection result to obtain the solving problem.
- 2) The researcher revised and prepared the lesson plan based on the problem appeared in the previous cycle including teaching procedure, media, and relevant material to be applied in acting phase.
- 3) The researcher rearranged observation format and also reformed the evaluation format to improve the planned indicators that had not been achieved yet in the previous cycle.

## **b. Acting**

In the second phase of cycle two, it is regarded had same similarity as the previous step in the first cycle. In this phase the researcher and collaborator applied the revised plan such as lesson plan, selected material, and instrument for evaluation to be implemented in teaching and learning process in the classroom. The activities are:

### 1) Pre teaching activity

- a) The researcher started the lesson by greeting to the students.
- b) The researcher and students prayed together.
- c) The researcher checked students' attendance.
- d) The researcher informed to the students about the competence, the indicator and the objectives that should be achieved.

### 2) While teaching activity

- a) The researcher divided the students into two groups.
- b) The researcher asks the students to read text word by word.

- c) The researcher writes some words of the text in the white board, and read spelling the words.
- d) The researcher reads the words with pronunciation correctly.
- e) The researcher asks the students to follow read the words in the white board together.
- f) The researcher asks student to read the words one by one with the pronunciation correctly in front of class.
- g) The researcher and the collaborator giving scoring to the student.

3) Post teaching activity

- a) The researcher gave positive feedback or reinforcement to the students.
- b) The researcher and the students concluded the learning topic that had been discussed.
- c) The researcher greeted the students in the end of the meeting.

**c. Observing**

In the third phase, the researcher observed the student's activity, their participations, class situation during teaching and learning process, and the researcher performance by using structured

observation form and made note the overall activities. Furthermore, the researcher also collected the data from the post test and the result of student's activity.

#### **d. Reflecting**

In the fourth phase, the researcher and the collaborator discussed and analyzed about the data that had been collected from all the activities from the acting phase until observing phase to find out whether the implementation of reciprocal teaching technique run successful or unsuccessful in the second cycle and also compared the student's improvement from cycle one until cycle to find out the student's achievement. If there is found good improvement based on the criteria of success that had been determined before, the researcher did not continue the action in next cycle.

### **F. Data Collection Technique**

For this research, there are four techniques which used by the researcher to collect the data such as observation, documentation, test and field note. They are explained as follows:

#### **1. Observation**

According to Wallace, observation is data collection technique which concerns some form of observation of learning processes and it



may involves the use of video or audio techniques or of checklists or observational schedule.<sup>6</sup> In this case the researcher used observation to obtain the data about students' activity or participation and teacher performance in the classroom which is observed by observer. The observation sheet plan described as follows:

Table 3  
The Observation Sheet of Student's Activity Plan

No	Student's Code	Criteria				Total	%
		Attention	Active				
			Asking	Respond	answering		
		√		√			
	<b>Total</b>					0	
	<b>Percentage</b>						

The indicators of student activities for further explanation explained as follows:

- a) The students paid attention toward the teacher explanation.
- b) The students are active involved:
  - 1) The students asked to the teacher.
  - 2) The students repeat or responded direct example word from the teacher.
  - 3) The students pronounce the word.

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<sup>6</sup>Michael J Wallace, *Action Research for Language Teachers*, (Cambridge: Cambridge University Press, 1998), p. 46

4) The students are able to follow the task timely.

## **2. Documentation**

Cohen, *et.al* states that Documentation or document is data collection technique that is useful in rendering more visible the phenomena under study for instance field note, diary and journal, record, biography, autobiography, directories, archive, photograph, book, article and others.<sup>7</sup> The researcher used documentation to obtain the data about the school profile such as history of the school, the number of teacher and staff officer and students at MTs Riyadlatul Ulum, organization structure, and location sketch. Besides, the documentation is used for visualizing the classroom activity in the form of photograph.

## **3. Test**

Test is a set of stimuli which given to the individual to obtain the respond based on what is assessed.<sup>8</sup> In this research, the test is examined to the students consisted of two types namely pre-test and post-test. They are the following:

### **a. Pre-test**

First, pre-test is examined to the students before giving the treatment through the implementation of reciprocal teaching to evaluate

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<sup>7</sup>Louis Cohen, *et.al*, *Research Methods in Education*, (New York: Routledge, 2007), p. 201

<sup>8</sup>Donald Ary, *et.al*, *Introduction to Research.*, p. 201

their ability at first. The type of pre-test is Pronunciation mastery test. In this pre-test the researcher apply objective test in the form of pronounce the word consist of 12 words.

**b. Post-test**

Second, post-test is examined to the students after they are taught Pronunciation mastery by using Reading aloud as the treatment to find out the improvement before and after giving treatment. It could be seen by comparing the result between pre-test and post-test. In this post-test the researcher applied objective test in the form of pronouncing word which consisted of 12 items.

**4. Field Note**

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes description of places, people, objects, acts, activities, events, purposes, times and feelings.<sup>9</sup> In this research, the researcher used field note to record the student's activity during the learning process in narration form.

**G. Data Analysis Technique**

The researcher collected and analyzed the entire data by taking average score between pre-test and post-test of student's Pronunciation Mastery per

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<sup>9</sup>Donald Ary, *et.al*, *Introduction to Research.*, p. 526

action in each cycle. The formula to figure out the average between pre-test and post-test as follow:<sup>10</sup>

$$X = \frac{\sum X}{N}$$

**X** = Mean

**∑X** = Sum of the scores

**N** = Number of scores

Then, to find out the result or improvement the researcher compared the gained score between pre-test and post-test by comparing with the Minimum Standard Criteria (MSC) in this school at least 70. If in the first cycle the students do not pass the MSC, so the researcher will conduct the second cycle. The minimum cycle in classroom action research is two cycles, so it did not be continued to the next cycle if in the second cycle the 70% of the students passed the KKM. The formula to figure out the percentage of the students who passed the KKM in each cycle as follow:<sup>11</sup>

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

**P** = Percentage            **N** = Total Number of Students

**F** = Frequency

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<sup>10</sup>James B. Schreiber and Kimberly Asner-Self, *Educational Research*, (New Jersey: John Wiley and Sons, 2011),p. 233

<sup>11</sup>Louis Cohen, *et.al*, *Research Methods.*, p. 423

## **H. Indicator of Success**

Classroom action research (CAR) is regarded to be successful if it passed the criteria which had been established and failed if it did not pass the criteria. The indicators of student's successfulness in Pronunciation mastery by using Reading aloud explained on following criteria:

1. The criteria of student's improvement in learning process by using Reading aloud as follows:
  - a. The students became more active and enthusiastic in learning English at least 70% of the total student.
2. The criteria of student's improvement in learning result as follows:
  - a. The average of student's scores at least 70.
  - b. The students' Pronunciation Mastery score achieved Minimum Standard Criteria (MSC) at least 70 which is adapted from the school passing grade of MTs Riyadlatul Ulum in English subject.
  - c. It is regarded to be successful if 70% from entire students achieved the improvement scores at least 70 from the pre-test to post-test in cycle two.

**CHAPTER IV**  
**RESULT OF THE RESEARCH AND INTERPRATTION**

**A. Result of The Research**

In this chapter the researcher would like to present the result of the research. It in voles the result of the research and interpretation which had been carried out by the researcher at MTs Riyadlatul Ulum particularly at the eighth grade students of MTs Riyadlatul Ulum in the Academic Year of 2017/2018.

**1. Description of Research Location**

**a. History of MTs Riyadlatul Ulum**

MTs Riayadlatul Ulum is located on Pondok Pesantren street, Bumiharjo, Batanghari East Lampung. It was established on 2014. Teaching and learning activities in MTs Riyadlatul Ulum begins from 07.15 am until 14.00 pm.

**b. Total Student in the Academic Year of 2017/2018**

MTs Riyadlatul Ulum has 130 students. It is divided into some classes that could be identified as follows:

Table 5  
Total of Students at MTs Riyadlatul Ulum  
in the Academic Year of 2017/2018.

No	Class	Sex	
		Male	Female
1	VII	31	32
2	VIII	12	20
3	IX	15	20
Total		58	72

Source: Documentation of MTs Riyadlatul Ulum in Academic Year of 2017/2018

Table 6  
The Teacher of MTs Riyadlatul Ulum  
Batanghari East Lampung

No	Name	Job
	Subagio ZI, S.Pd.I	The head master
	Nur Khoiruddin, S.Pd.I	Teacher
	Yasir Efendi, A.Md	Teacher
	Huzaini, M. Sy	Teacher
	Susi Ernawati, S.Pd. I	Teacher
	Anifatul Muawanah, S.P.d.I	Teacher
	Sahidin Zuhri, S.Pd.I	Teacher

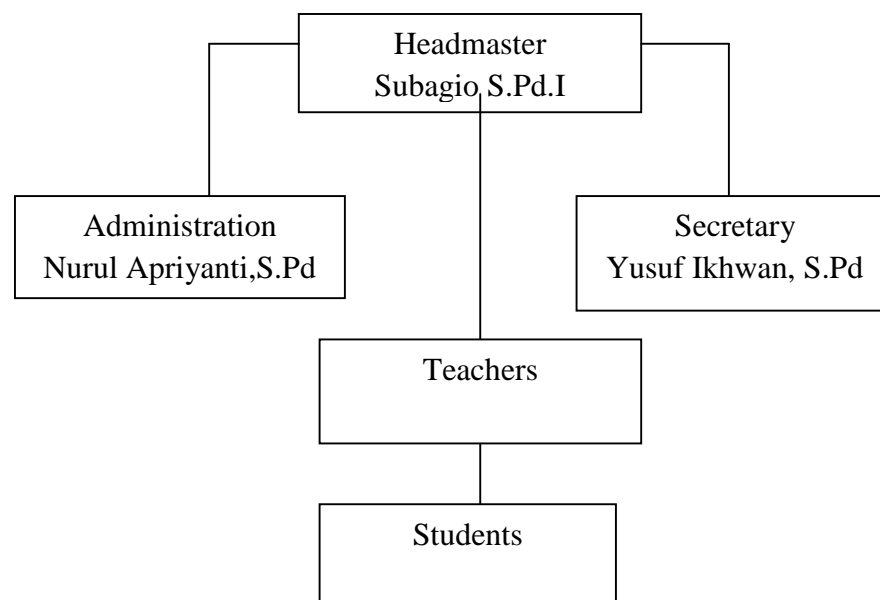
	Siti Nur Rifa'atul AM, S.Pd.I	Teacher
	Muhlisin Ali, S. Pd	Teacher
	Yusuf Ikhwan, S.Pd	Teacher
	Nailil Azizah,S.Pd	Teacher
	M. Zainul Asror, S.Pd	Teacher
	Nurul Apriyanti, S.Pd	Teacher
	Anisa Kurniati, S.Pd	Teacher
	Abdul Ghofurrohimi, S.pd. I	Teacher
	Tamim Khoirudin, S.Pd	Teacher
	Rahmad Setya Dharmawan	Teacher

Source: Documentation of MTs Riyadlatul Ulum in Academic Year of 2017/2018

Picture 1

Organization structure of MTs Riyadlatul Ulum

Batanghari in Academic Year of 2017/2018





**c. The list of students' name of class VIII**

Table 7

The List of students' name class VIII in academic year 2017/2018

No	Name
1	Zikri fadhillah arsad
2	Rafi'un
3	Rifki maulana
4	Eriska tastiana
5	Nurul kamila
6	Ratna ayu puspita sari
7	Alfi atu rohmah
8	Aisyatur rohmah
9	Febby lian ayu firmansyah
10	Yulis fitriyah
11	Rita rahma yanti
12	Muhammad alfarizi
13	Alif ramadhani
14	Muhammad alif akbar
15	Rizki kurniawan
16	Danu faturrohman
17	m. nasul muzaki
18	Dianis aditya fakhri. A

19	Ridho Aji
20	Sandi kurnia wijaya
21	Arya adi pratama
22	Rizki fatikhul hasan
23	Riva devi triyani
24	Senly angelia putrid
25	Carissa candra ningtias
26	Mahbub amirul aziz
27	Aninnda putrisca
28	Ahmad fajar riyadi
29	M. firmansyah
30	Arya dwi kusuma
31	Andre maulana
32	Annis nur'aini

## 2. Description of Research Finding

This research was classroom action research (CAR). It was carried out at the eighth (VIII) grade students of MTs Riyadlatul Ulum Batanghari East Lampung in academic year of 2017/2018. This research was conducted in two cycles. Each cycles consisted of four phases that were planning, acting, observing and reflecting which accomplished in seventh meetings. The students' pronunciation mastery result was gained through test which consisted of pre test and post test in the beginning research and the end of each cycle

while the students' activities were gained from observation of student's learning activities.

**a. Result of Pre-Test**

Pre-test was presented to student which was aimed at finding out students' ability before the treatment was implemented. It was conducted on Monday, November 06<sup>th</sup>, 2017 at 10.00 a.m until 11.30 p.m and it took about 90 minutes. In this meeting the researcher was being an observer and the collaborator was being a teacher.

Firstly, the collaborator opened the class by greeting, praying, and checking the attendance list, and asking the students' condition. Then, the collaborator gave the explanation to the students about pronounce the words for 40 minutes by using reading aloud. Afterwards, to measure their ability before giving the treatment, the researcher gave them pre-test. The researcher used objective test in the form of the words which consisted of 10 items which had to be completed for 50 minutes only. Then, the result of pre-test could be seen on the table below:

Table 8  
The Result of Pre-test

No	Student's Code	Score	Target >70
1	AS	73	Passed
2	AHR	63	Failed
3	ASFR	63	Failed
4	AMF	70	Passed
5	ANR	53	Failed
6	A	77	Passed
7	DK	67	Failed
8	DS	73	Passed
9	EDL	80	Passed
10	EF	63	Failed
11	FANP	80	Passed
12	FRS	56	Failed

13	HMAW	77	Passed
14	HY	63	Failed
15	KAS	67	Failed
16	LNL	43	Failed
17	MAH	37	Failed
18	MIR	43	Failed
19	MJA	40	Failed
20	NMR	70	Passed
21	NK	63	Failed
22	NNA	47	Failed
23	PMPD	63	Failed
24	R	53	Failed
25	RM	50	Failed
26	SM	77	Passed
27	S	70	Passed

28	YM	60	Failed
29	S	69	Failed
30	AA	70	Passed
31	MKR	60	Failed
32	AJ	50	Failed
<b>Total</b>		<b>2007</b>	
<b>Lowest Score</b>		<b>37</b>	
<b>Highest Score</b>		<b>80</b>	
<b>Average</b>		<b>62.7</b>	

Then, the frequency of student's pre test score could be specified on the table below:

Table 9  
Frequency of Pre-test Score

<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>
37-41	2	6.25 %
42-50	5	15.6 %
51-59	3	9.3 %
60-68	10	31.25%
69-77	10	31.25%
78-86	2	6.25 %
<b>Total</b>	<b>32</b>	<b>100 %</b>
<b>Successful = 70</b>	<b>11</b>	<b>34.37%</b>
<b>Failed 70</b>	<b>21</b>	<b>65.62 %</b>

Based on the result of student's pre-test score, it could be inferred that there was only 34.37% or 11 students for the score between the interval of 69-86 who passed the minimum mastery criteria (MMC) at least 70 while 65.62 % or 21 students for the score

between the interval of 37-69 did not pass the minimum mastery criteria (MMC) or less than 70. It indicated that the result of students pronunciation mastery score was still low. It was the reason why the researcher used reading aloud to improve the students' pronunciation mastery. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses.

#### **b. Cycle 1**

Cycle 1 was divided into planning, action, observation and reflection. Nevertheless, before the treatment was implemented, the researcher conducted pre-test as comparison with post-test. The sequence of those steps as follows:

##### **1) Planning**

Planning was the first step which had to be carried out by the researcher at the very first cycle in conducting the research. In this phase, the researcher and the collaborator arranged some plans for the action based upon the problems that faced by the students. Some plans which prepared by the researcher that would be used in teaching and learning process were lesson plan, learning material, media, observation sheet, and instrument. First, lesson plan (See Appendix 2) consisted of the sequences of the learning



process which reading aloud, the objectives of the learning and the indicators of success. Second, the learning topic which taught to the students was reading the words which consist of 10 words. Third, the observation sheet consisted of checklist of students activities which prepared for two meetings. Last, to know the improvement scores from pre-test to post-test, the researcher also prepared the instrument of post-test 1 (See Appendix 6) which consisted of 10 items done for 70 minutes only.

## **2) Action**

The action of the cycle 1 was carried out on Friday, November 10, 2017 at 08.30-09.30 a.m, Monday, November 13, 2017 at 10.30 a.m – 12.00 p.m and Friday, November 18, 2017 at 08.00-09.30 a.m.

### **a) First Meeting**

The first meeting was held on Friday, November 10, 2017 at 08.00 – 09.30 a.m and it took about 90 minutes or  $2 \times 45$  minutes. In this meeting the researcher was a teacher and Mr. Muhlisin Ali, S.Pd was the collaborator as well as an observer.

Firstly, at the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the condition of students. Afterwards, the researcher gave the students learning material about pronunciation by the title “Animals”.

Secondly, the researcher began to implement reading aloud. For the first step the researcher modeled how to use reading aloud to make sure their understanding of these sets of the strategy, the researcher demonstrated twice. Then, the researcher explained the pronouncing the words by reading aloud. After the presentation done, the researcher built their background knowledge. The researcher read for all students the sentence “Animal”.

After the students managed to guess the probable title, the researcher allowed to the students to look up or clarify the words that they did not know its spelling in dictionary by highlighting some of these difficult words to make them easy to pronounce the words

Afterwards the researcher gave students 10 items exercise to be read. Before the time was up, the researcher reminded the students to keep on learning at home and closed the meeting.

#### **b) Second Meeting**

The second meeting was held on Monday, November 13, 2017 at 10.30-12.00 a.m and it took about 90 minutes or  $2 \times 45$  minutes. In this meeting the researcher was as a teacher and Mr. Muhlisin Ali, S.Pd as the collaborator as well as an observer. The steps of this meeting were quiet similar as the first meeting.

Firstly, at the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking

attendance list and asking the condition of students. Afterwards, the researcher gave the students learning material about pronunciation by the title “Animals”.

Secondly, the researcher began to implement reading aloud. For the first step the researcher modeled how to use reading aloud to make sure their understanding of these sets of the strategy, the researcher demonstrated twice. Then, the researcher explained the pronouncing the words by reading aloud. After the presentation done, the researcher built their background knowledge. The researcher read for all students the sentence “Animal”.

After the students managed to guess the probable title, the researcher allowed to the students to look up or clarify the words that they did not know its spelling in dictionary by highlighting some of these difficult words to make them easy to pronounce the words

Afterwards the researcher gave students 10 items exercise to be read. Before the time was up, the researcher reminded the students to keep on learning at home and closed the meeting.

The next session was quite same as the previous meeting. Then, before the time was up, the researcher gave a feedback to strengthen their understanding towards the material that they had learnt.

**c) Third Meeting**

After giving the treatment twice, the researcher gave a post-test I on Friday, November 10, 2017 in order to measure their ability. The post-test I instrument (See Appendix 6) consisted of 10 items, it had to be completed for 70 minutes only. The result of post-test I (for detail see appendix 10) could be seen on the table below:

Table 10

The Result of Post Test 1

<b>No</b>	<b>Student's Code</b>	<b>Score</b>	<b>Target &gt;70</b>
1	AS	70	Passed
2	AHR	67	Failed
3	ASFR	70	Passed
4	AMF	73	Passed
5	ANR	70	Passed
6	A	80	Passed
7	DK	63	Failed

8	DS	50	Failed
9	EDL	80	Passed
10	EF	60	Failed
11	FANP	80	Passed
12	FRS	87	Passed
13	HMAW	83	Passed
14	HY	60	Failed
15	KAS	67	Passed
16	LNL	50	Failed
17	MAH	40	Failed
18	MIR	50	Failed
19	MJA	50	Failed
20	NMR	67	Failed
21	NK	70	Passed
22	NNA	63	Failed

23	PMPD	70	Passed
24	R	70	Passed
25	RM	63	Failed
26	SM	73	Passed
27	S	63	Failed
28	YM	66	Failed
29	S	70	Passed
30	AA	60	Failed
31	MKR	60	Failed
32	AJ	70	Passed
<b>Total</b>		<b>2115</b>	
<b>Average</b>		<b>66</b>	
<b>Low score</b>		<b>40</b>	
<b>High score</b>		<b>87</b>	

Then, the frequency of student's post test I score could be explained on the following table:

Table 11

The Frequency of Post Test 1 Score

<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>
40 – 49	1	3.12 %
50 – 59	4	12.5 %
60 – 69	10	32.25 %
70 – 79	10	31.25 %
80 – 89	7	21.9 %
<b>Total</b>	<b>32</b>	<b>100 %</b>
<b>Successful = 70</b>	<b>17</b>	<b>53.12 %</b>
<b>Failed 70</b>	<b>15</b>	<b>46.9 %</b>

Based on the result of student's post-test score, it could be inferred that there was 46.9 % or 15 students for the score between the interval of 40-69 did not passed the minimum mastery criteria (MMC)

at least 70 while 53.12 % or 17 students for the score between the interval of 70-89 passed the minimum mastery criteria (MMC) or more than 70. In addition, the average scores of post-test I was 67.43. It indicated that the result of students' pronunciation mastery improved which compared with the pre-test score that was 62.7. However, viewed from the indicator of success of this research that was 70% of the total students must pass minimum mastery criteria (MMC), the result of post-test I was unsuccessful because there were only 53.12 % students who passed the indicator of success.

### **3) Observation**

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion got the point by ticking it on the observation sheet. For the observation sheet in detail could be seen in appendix 13 and 14 for meeting 1 and meeting 2. The indicators of student activities as follows:

- a) Students pay attention toward the teacher explanation.
- b) Students are active in learning process:
  - (1) Students ask to the teacher.
  - (2) Students answer or respond direct question from the teacher.



(3) Students read the words.

(4) Students finish the task timely.

The observation result of students' learning activities in meeting 1 and meeting 2 at the first cycle could be seen on the table below:

Table 12

Observation Result of Student's Learning Activities at Cycle 1

No	Name	First Meeting		Second Meeting		Note
		Act	Percentages	Act	Percentages	
1	AS	2	40 %	3	60 %	Increase
2	AHR	1	20 %	1	20 %	Constant
3	ASFR	3	60 %	4	80 %	Increase
4	AMF	2	40 %	3	60 %	Increase
5	ANR	2	40 %	2	40 %	Constant
6	A	3	60 %	5	100 %	Increase
7	DK	1	20 %	1	20 %	Constant
8	DS	1	20 %	3	60%	Increase

9	EDL	1	20 %	4	80 %	Increase
10	EF	2	40 %	2	40%	Constant
11	FANP	3	60 %	5	100 %	Increase
12	FRS	4	80 %	5	100 %	Increase
13	HMAW	3	60 %	5	100 %	Increase
14	HY	1	20 %	1	20 %	Constant
15	KAS	1	20 %	1	20 %	Constant
16	LNL	1	20 %	1	20 %	Constant
17	MAH	1	20 %	3	60 %	Increase
18	MIR	2	40 %	3	60 %	Increase
19	MJA	1	20 %	2	40 %	Increase
20	NMR	2	40 %	4	80 %	Increase
21	NK	1	20 %	3	60 %	Increase
22	NNA	2	40 %	1	20%	Decrease
23	PMPD	2	40 %	5	100 %	Increase

24	R	1	20 %	1	20 %	Constant
25	RM	1	20 %	1	20 %	Constant
26	SM	2	40 %	2	40%	Constant
27	S	1	20%	3	60%	Increase
28	YM	1	20%	2	40%	Increase
29	S	2	40%	2	40%	Constant
30	AA	1	20%	3	60%	Increase
31	MKR	1	20%	1	20%	Constant
32	AJ	2	40%	2	40%	Constant

Note :

50% : **Not Active**

50% : **Active**

The accumulation of the observation of student's learning activities at cycle I could be specified on the following table:

Table 13

## The Accumulation of Student's Learning Activities at Cycle I

No	Students Activities	Cycle I		Poin (%)
		Meeting 1	Meeting 2	
1.	.Paying Attention Towards Teacher's Explanation	55,7 %	61,5 %	5,8 %
2.	Asking to the teacher	15,4 %	42,3 %	26,9 %
3.	Answering teacher's question	23,1 %	50 %	26,9 %
4	Giving an idea	7,7 %	38,5 %	30,8 %
5.	Finishing the assignment timely	65,4 %	76,9 %	11,5 %
	<b>Total</b>	<b>167,2%</b>	<b>274,2%</b>	<b>75%</b>
	<b>Average</b>	<b>31,3%</b>	<b>54%</b>	<b>15 %</b>

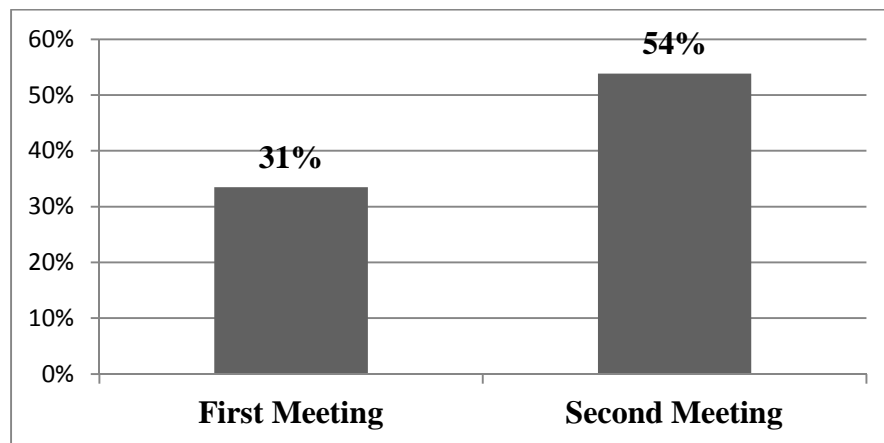
The table above showed that not all of the students were active in learning process. The average percentage of the student's learning activity in meeting 1 was only 31,3 % and 54 % in meeting 2. Based on the result

above, it could be inferred that the learning process was not successful compared with the indicator of success at least 70 % must pass the criteria. The comparison between meeting I and meeting II result described on the following percentage graph:

Graph I

The Comparison between First Meeting and Second Meeting of

Student's Learning Activities at Cycle I



The graph above showed that the students' participations to follow teaching and learning process viewed from their activeness were still low in which the final percentage was only 54%. This result could not be passed the indicator of success at least 70%.

#### 4) Reflection

At the end of this cycle, the researcher and the collaborator analyzed and figured out all the processes such as student's post-test I

score and the result of student's observation. The comparison between pre-test score and post test 1 score as follow:

Table 14

The Comparison between Pre-test and Post-test I Score

No	Student's Score	Pre-test Score	Post-test I Score	Gained Score	Note
1	AS	73	70	-3	Decrease
2	AHR	63	67	4	Improve
3	ASFR	63	70	7	Improve
4	AMF	70	70	0	Constant
5	ANR	53	70	17	Improve
6	A	77	80	3	Improve
7	DK	67	63	-4	Decrease
8	DS	73	50	-23	Decrease
9	EDL	80	80	0	Constant
10	EF	63	60	-3	Decrease

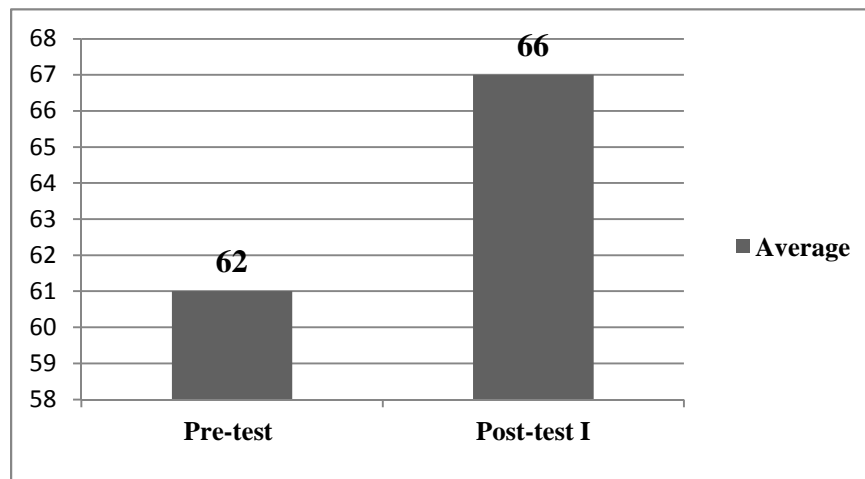
11	FANP	80	80	0	Constant
12	FRS	56	87	31	Improve
13	HMAW	77	83	6	Improve
14	HY	63	60	-3	Decrease
15	KAS	67	67	0	Constant
16	LNL	43	50	7	Improve
17	MAH	37	40	3	Improve
18	MIR	43	50	7	Improve
19	MJA	40	50	10	Improve
20	NMR	70	67	-3	Decrease
21	NK	63	70	3	Improve
22	NNA	47	63	13	Improve
23	PMPD	63	70	7	Improve
24	R	53	70	13	Improve
25	RM	50	63	13	Improve

26	SM	77	73	-4	Decrease
27	S	70	63	-7	Decrease
28	YM	60	66	6	Improve
29	S	69	70	1	Improve
30	AA	70	60	-10	Decrease
31	MKR	60	60	0	Constant
32	AJ	50	70	20	Improve
<b>Total</b>		<b>1990</b>	<b>2115</b>	<b>156</b>	
<b>Average</b>		<b>62,2</b>	<b>66</b>	<b>66</b>	

Then, the comparison between the average score of pre-test and post-test 1 result described on the following graph:



Graph 2  
Average Score of Pre-test and Post-test I



The table and the graphic above showed that the average score of post-test I was 66 and the average improvement score was 6 point. Then, by comparing post test I score with pre-test score, it could be obtained the improvement result was 56.25 % or 18 students of the total students passed the minimum mastery criteria (MMC) and 43.75 % or 14 students did not fulfill the MMC. Besides, the majority of the student's score significantly improved although there was also decreasing score. Hence, it could be concluded that the result was unsuccessful, because the indicator of success could not be entirely achieved 70% of the total students.

Furthermore, from the result of observation sheet in cycle I, there were some problems identified. They are the following:

- a) The student's participation to follow the learning process did not run enthusiastically, because most of the students did not pay attention towards the teacher's explanation.
- b) The students' participation in asking and answering the questions as well as in suggesting the idea were still low because they were ashamed to ask and to answer the question orally and thought the questions which given for them was difficult to be answered. So they would rather do other activities than answered it. In addition, not many of the students who gave their idea during the discussion. As a result of those problems, they did not accomplish the task timely.

Concerning to the problem identification found in the students' observation activity, there were some problems to be repaired such as:

- a) The teacher gave more motivation to the students in order to stimulate them to study hard and to make the learning process more enthusiastic by inviting them to be involved in the brainstorming session or ice breaking as the stimulation before turned back to the discussion session.
- b) The teacher gave more detail explanation and questions after explaining the materials to deepen students' comprehension.

- c) The teacher gave a reward for those who were active in the classroom.

Regarding to the result of student's post test score and the observation of student's activities in cycle I, it entirely could be concluded that although most of the students' score improved but the condition of learning process was not run well because most of the students did not pass the minimum mastery criteria (MMC). So the researcher and collaborator determined to continue the cycle 2 which consisted of planning, action, observation, and reflection in order to repair the weaknesses or the problems identified in cycle 1.

#### **a. Cycle 2**

Cycle II has four essential phases namely planning, action, observation and reflection. The implementation of cycle II could be explained on the following sequences:

##### **1) Planning**

Based on the reflection result in cycle 1 the researcher and the collaborator attempted to repair some problems which had been identified. The researcher and the collaborator rearranged some plans for the action based upon the problems that faced by the students toward pronunciation mastery. The plans which prepared by the researcher used in teaching and learning process were lesson plan, learning material,

media, observation sheet, and instrument. Third, lesson plan (See Appendix 3) consisted of the sequences of the learning process which contained reciprocal teaching, the objectives of the learning and the indicators of success. Second, the learning topic which taught to the students was reading the sentence about part of house. Third, the observation sheet consisted of checklist of students activities. In addition the researcher invited the students to take part in the brainstorming session or ice breaking to stimulate them before turned back to the discussion and gave a reward for those who were active in the classroom. Last, to know the improvement scores from post-test 1 to post-test 2, the researcher also prepared the instrument of post-test 2 (See Appendix 7).

## **2) Action**

The action of cycle 2 was carried out on Monday, November 21, 2017 at 10.30 a.m - 12.00 p.m, Friday, November 25, 2017 at 08.00 – 09.30 a.m and Monday, November 28, 2017 at 11.30 a.m – 13.00 p.m.

### **a) First Meeting .**

Firstly, at the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the condition of students. Afterwards, the

researcher gave the students learning material about pronunciation by the title “Part of house”.

Secondly, the researcher began to implement reading aloud. For the first step the researcher modeled how to use reading aloud to make sure their understanding of these sets of the strategy, the researcher demonstrated twice. Then, the researcher explained the pronouncing the words by reading aloud. After the presentation done, the researcher built their background knowledge. The researcher read for all students the sentence “Animal”.

It made the learning looked different from the previous meeting in cycle 1.

Thirdly, before the researcher began to implement the step of Reading Aloud, the researcher checked their understanding about the previous topic by asking them some questions. For the first step the researcher only reviewed the learning material about part of house.

After the explanation done, the researcher transferred the responsibilities fully for the students to take turn the discussion. Next, the researcher built their background knowledge.

The time was up, the researcher reminds the students to keep on learning at home and closed the meeting.

## **b) Second Meeting**

Second meeting was held on Friday, November 25, 2017 at 08.00 – 0930 a.m and it took about 90 minutes or  $2 \times 45$  minutes. In this meeting the researcher was as a teacher and Mr. Muhlisin Ali, S.Pd as the collaborator as well as an observer. The process on this meeting is quiet similar as the first meeting. The teacher reviewed the lesson which had been taught in the previous session. It was not only the teacher dominated in the process but also the students took the responsibility by pronouncing the words independently. Then, before the time was up the researcher give a feedback to strengthen the students' understanding.

**c) Third Meeting**

After giving the treatment twice, the researcher gave a post-test II on Monday, November 28, 2017 at 10.30 a.m – 12. 00 p.m in order to measure their ability. The post-test II instrument (See Appendix 7) consisted of 10 questions in the form of the sentence which has same indicators with the previous test which completed for 70 minutes only. The result of post-test II (see appendix 11) as follow:

Table 15

## The Result of Post Test II

<b>No</b>	<b>Student's Code</b>	<b>Score</b>	<b>Target (&gt;70 )</b>
1	AS	77	Passed
2	AHR	70	Passed
3	ASFR	73	Passed
4	AMF	77	Passed
5	ANR	73	Passed
6	A	83	Passed
7	DK	70	Passed
8	DS	63	Failed
9	EDL	83	Passed
10	EF	70	Passed
11	FANP	83	Passed

12	FRS	90	Passed
13	HMAW	87	Passed
14	HY	70	Passed
15	KAS	73	Passed
16	LNL	67	Failed
17	MAH	63	Failed
18	MIR	70	Passed
19	MJA	70	Passed
20	NMR	73	Passed
21	NK	77	Passed
22	NNA	70	Passed
23	PMPD	80	Passed
24	R	73	Passed
25	RM	70	Passed
26	SM	77	Passed



27	S	80	Passed
28	YM	70	Passed
29	S	73	Passed
30	AA	70	Passed
31	MKR	60	Failed
32	AJ	76	Passed
		<b>Total</b>	<b>2361</b>
		<b>Average</b>	<b>74</b>
		<b>Highest Score</b>	<b>90</b>
		<b>Lowest Score</b>	<b>63</b>

Then, the frequency of student's post test II score could be detailed on the following table:

Table 16  
The Frequency of Post Test II Score

<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>
63 – 68	4	12.5 %
69 – 74	16	50 %
75 – 80	7	21.8 %
81 – 86	3	9.3 %
87 – 92	2	6.25 %
<b>Total</b>	<b>32</b>	<b>100 %</b>
<b>Successful = 70</b>	<b>28</b>	<b>87.5 %</b>
<b>Failed 70</b>	<b>4</b>	<b>12.5 %</b>

Regarding to the result of student's post-test score, it could be seen that the average score in post-test II was 74. Based on the indicator of success of this research that was 70 % of the total students must pass the score at least 70 so it could be inferred that 87.5 % or 28 students from the total of students had passed the minimum mastery

criteria (MMC). In addition, there was only 12.5 % or 4 students did not pass the minimum mastery criteria (MMC). Meaning to say, the cycle II was successful.

### 3) Observation

This phase has similar step with the previous cycle. While the treatment was being presented by the researcher, the student activities during the learning process were also being observed by the observer. The students who were active in discussion got reward to make the learning more fun and to stimulate the students more enthusiastic. For the observation sheet in detail could be seen in appendix 16 and 17 for meeting 1 and meeting 2 at cycle II. The observation result of students' activities on meeting 1 and meeting 2 at the second cycle could be seen on the following table:

Table 17

Observation Result of Student's Learning Activities at Cycle II

No	Name	First Meeting		Second Meeting		Note
		Act	Percentages	Act	Percentages	
1	AS	4	80 %	5	100 %	Increase
2	AHR	3	60 %	3	60 %	Constant

3	ASFR	5	100 %	5	100 %	Constant
4	AMF	2	40 %	3	60 %	Increase
5	ANR	4	80 %	3	60 %	Decrease
6	A	5	100 %	5	100 %	Constant
7	DK	4	80 %	3	60 %	Decrease
8	DS	2	40 %	5	100 %	Increase
9	EDL	5	100 %	5	100 %	Constant
10	EF	3	60 %	4	80 %	Increase
11	FANP	4	80 %	5	100 %	Increase
12	FRS	5	100 %	5	100 %	Constant
13	HMAW	4	80 %	4	80 %	Constant
14	HY	2	40 %	4	80 %	Increase
15	KAS	4	80 %	5	100 %	Constant
16	LNL	4	80 %	4	80 %	Constant
17	MAH	4	80 %	4	80 %	Constant

18	MIR	4	80 %	4	80 %	Constant
19	MJA	3	60 %	4	80 %	Increase
20	NMR	3	60 %	4	80 %	Increase
21	NK	5	100 %	5	100 %	Constant
22	NNA	3	60 %	3	60 %	Constant
23	PMPD	5	100 %	4	80 %	Decrease
24	R	3	60 %	4	80 %	Increase
25	RM	4	80 %	4	80 %	Constant
26	SM	3	60 %	5	100 %	Increase
27	S	4	80 %	4	80 %	Constant
28	YM	3	60 %	4	80 %	Increase
29	S	3	60 %	3	60 %	Constant
30	AA	2	40 %	4	80 %	Increase
31	MKR	3	60 %	3	60 %	Constant
32	AJ	4	80 %	4	80 %	Constant

\ Note :

50% : **Not Active**

50% : **Active**

The accumulation of the observation of the student's learning activities at Cycle I could be specified on the following table:

Table 18

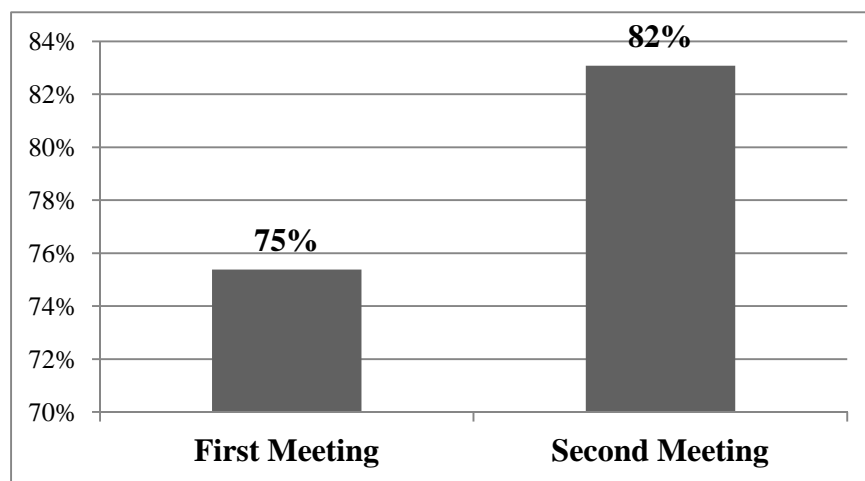
The Accumulation of Student's Learning Activities at Cycle II

No	Students Activities	Cycle II		Poin (%)
		Meeting 3	Meeting 4	
1	Paying Attention towards Teacher Explanation	84,6%	92,3%	7,7%
2.	Asking to the teacher	69,2%	80,8%	11,6%
3.	Answering teacher's question	73,1%	76,9%	3,8%
4.	Giving an idea	65,4%	76,9%	11,5%
5.	Finishing the assignment timely	84,6%	88,5%	3,9%
<b>Total</b>		<b>449.4%</b>	<b>492%</b>	<b>38,5%</b>
<b>Average</b>		<b>75%</b>	<b>82%</b>	<b>78,45%</b>

The comparison between meeting I and meeting II result described on the following percentage graph:

Graph 3

The Comparison between First Meeting and Second Meeting of Student's Learning Activities at Cycle II



The table and the graph above showed that the students' activity at cycle II improved significantly from the previous cycle. It could be shown, in meeting 1 the average percentage of the entire indicators of student's activities was 75%, in meeting 2 the average percentage was 82% and the average score of both meeting was 78, 45% with the improvement percentage was 7,7%. It could be highlighted that the learning process of cycle 2 was successful because the entire indicators from meeting 1 until meeting 2 of student's activity had been adequately fulfilled 69%.

#### 4) Reflection

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes such as student's post-test II score and observation of student's learning activities. The comparison between students's post-test I score and post-test II score could be compared on the following table:

Table 19

The Comparison between Post-Test I Score and Post-Test II Score

No	Student's Code	Post-test I Score	Post-test II Score	Gained Score	Note
1	AS	70	77	7	Improve
2	AHR	67	70	3	Improve
3	ASFR	70	73	3	Improve
4	AMF	73	77	4	Improve
5	ANR	70	73	3	Improve
6	A	80	83	3	Improve
7	DK	63	70	7	Improve

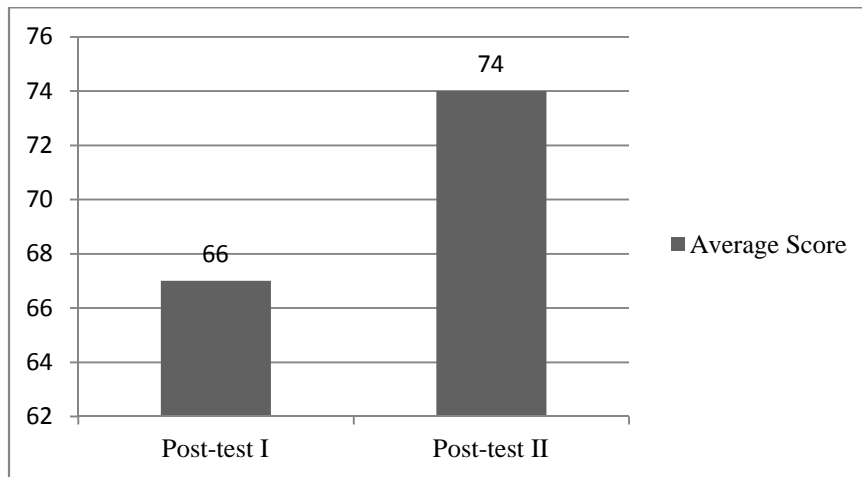


8	DS	50	63	13	Improve
9	EDL	80	83	3	Improve
10	EF	60	70	10	Improve
11	FANP	80	83	3	Improve
12	FRS	87	90	3	Improve
13	HMAW	83	87	4	Improve
14	HY	60	70	10	Improve
15	KAS	67	73	6	Improve
16	LNL	50	67	17	Improve
17	MAH	40	63	26	Improve
18	MIR	50	70	27	Improve
19	MJA	50	70	20	Improve
20	NMR	67	73	6	Improve
21	NK	70	77	7	Improve
22	NNA	63	70	7	Improve

23	PMPD	70	80	10	Improve
24	R	70	73	3	Improve
25	RM	63	70	7	Improve
26	SM	73	77	4	Improve
27	S	63	80	17	Improve
28	YM	66	70	4	Improve
29	S	70	73	3	Improve
30	AA	60	70	10	Improve
31	MKR	60	60	0	Constant
32	AJ	70	76	6	Improve
<b>Total</b>		<b>2115</b>	<b>2361</b>	<b>256</b>	
<b>Average</b>		<b>66</b>	<b>74</b>	<b>8</b>	

Then, the comparison between the average score of post-test 1 and post-test 2 results described on the following graph:

Graph 4  
Average Score of Post-test I and Post-test II



The table and the graph above could be pointed out that the average score of students in post-test II was 74 by the average improvement score was 7 point. Besides, the percentage of students' successfulness of post test II score was 88 % or 23 students of the total students passed the minimum mastery criteria while 12% or 3 students did not pass the minimum mastery criteria (MMC) at least 70. It means that the indicator of success of this research had been achieved 70%. It proved that the students' reading comprehension ability improved.

Moreover, the researcher and collaborator had identified the result of observation sheet of student's learning activity in cycle II. First, the average percentage of the entire indicators of student's activities in meeting I and meeting 2 was 79, 23% with the improvement percentage

was 7,7%. The result showed that the learning process of cycle 2 was successful because the entire indicators from meeting 1 until meeting 2 of student's learning activity had been achieved 70%.

Regarding to the result above, it could be completely inferred that this Classroom Action Research (CAR) was successful and it would not be continued in the next cycle because the learning process and the product of the learning entirely passed the indicators of success, hence reciprocal teaching could improve student's pronunciation mastery.

#### **A. Interpretation**

Data interpretation in this research was divided into two kinds of data. They were obtained from the result of pre-test, post-test I and post test II (the product of learning) and observation result of student's learning activities (the process of learning). For further description was as follow:

##### **1. The Result of Student's Score at Cycle 1**

In Classroom Action Research (CAR), the researcher presented pre-test to measure the student's ability before implementing the treatment. The researcher obtained the data through test in the form of pronounce the

sentence which completed for 50 minutes. The pre-test data showed that there were 7 students or 27% for the score between the interval of 70 – 86 who passed the minimum mastery criteria (MMC) 69 and 19 students or 73% for the score between the interval of 33-69 did not pass the minimum mastery criteria (MMC). Besides, the lowest score was 33 and the highest score was 83 by the average score was 61.

After the implementing the pre-test and calculating all the result, the researcher conducted the treatment in cycle I. The treatment was carried out in twice meeting by teaching pronunciation by reading aloud. Then in the end of the cycle I, the researcher examined the students by presenting post test I. The researcher obtained post test I through pronouncing the words completed for 70 minutes. It could be pointed out that 14 students or 54 % for the score between the interval of 70 – 89 who passed the minimum mastery criteria 69. Then, 12 students or 46 % for the score between the interval of 40 – 69 did not achieved the minimum mastery criteria for the score 70. Furthermore, the lowest score of post test I was 40 and the highest score was 87 by the average score was 67. By comparing the result of pre test and post test I, it had been obtained that the average score improvement both test were 6 point from 61 to 67.

## 2. The Result of Student's Score at Cycle II

The researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet. In this cycle the researcher conducted the treatment in twice meeting. Then to measure the student's achievement, the researcher held post test II. It could be obtained that 23 students or 88% for the score between the interval of 70 – 90 had fulfilled the minimum mastery criteria that was 69 and 3 students or 12 % for the score between the interval of 63 – 69 did not achieve the minimum mastery criteria. Moreover, it had been obtained the lowest score was 63 and the highest score was 90. By comparing the result with the previous test in cycle I, it had been gained the average improvement score of both tests that were 7 point from 67 to 74. Those overall data indicated that the gained score by the percentage of 88 % achieved the indicator of success that was 69% of the total students passed the minimum mastery criteria at least 70. Therefore, the research was successful. The following table was the comparison result of pre-test, post-test I and post-test II score:

Table 20

The Result of Pre-test, Post-Test I and Post-Test II Score

<b>No</b>	<b>Student's Code</b>	<b>Pre-test</b>	<b>Post-test I</b>	<b>Post-test II</b>	<b>Note</b>
1	AS	73	70	77	Improve
2	AHR	63	67	70	Improve
3	ASFR	63	70	73	Improve
4	AMF	70	70	77	Improve
5	ANR	53	70	73	Improve
6	A	77	80	83	Improve
7	DK	67	63	70	Improve
8	DS	73	50	63	Failed
9	EDL	80	80	83	Improve
10	EF	63	60	70	Improve
11	FANP	80	80	83	Improve

12	FRS	56	87	90	Improve
13	HMAW	77	83	87	Improve
14	HY	63	60	70	Improve
15	KAS	67	67	73	Improve
16	LNL	43	50	67	Failed
17	MAH	37	40	63	Failed
18	MIR	43	50	70	Improve
19	MJA	40	50	70	Improve
20	NMR	70	67	73	Improve
21	NK	63	70	77	Improve
22	NNA	47	63	70	Improve
23	PMPD	63	70	80	Improve
24	R	53	70	73	Improve
25	RM	50	63	70	Improve
26	SM	77	73	77	Improve
27	S	70	63	80	Improve



28	YM	60	66	70	Improve
29	S	69	70	73	Improve
30	AA	70	60	70	Constant
31	MKR	60	60	60	Constant
32	AJ	50	70	76	Improve
<b>Total</b>		<b>1990</b>	<b>2115</b>	<b>2361</b>	
<b>Average</b>		<b>62</b>	<b>66</b>	<b>74</b>	
<b>Highest Score</b>		<b>80</b>	<b>87</b>	<b>90</b>	
<b>Lowest Score</b>		<b>37</b>	<b>40</b>	<b>60</b>	
<b>Percentage of successfulness (=70%)</b>		<b>27%</b>	<b>54%</b>	<b>88%</b>	

Based on the result of pre-test, post-test I and post-test II score from cycle I to cycle II, it was found out that there was a significant improvement of the students' pronunciation score by reading aloud. It could be shown by the average score of these three tests which

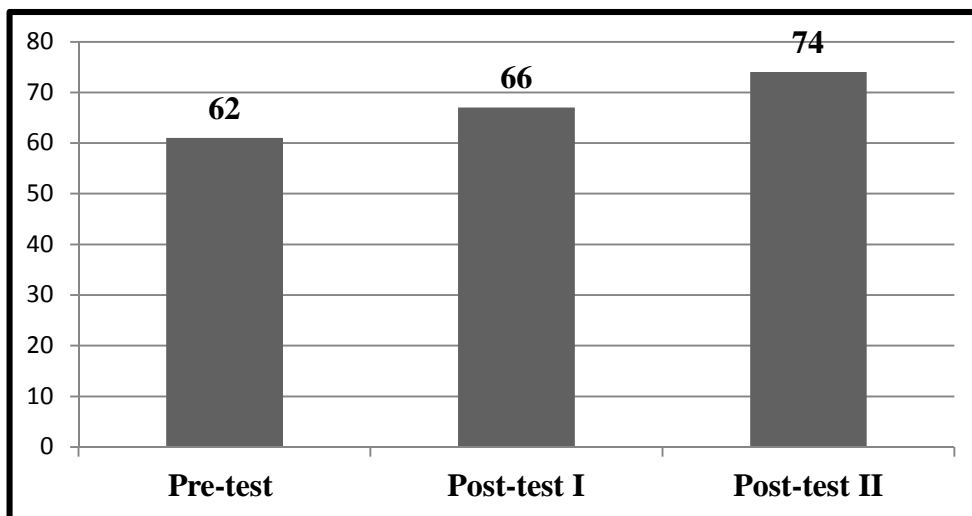
consecutively preceded from 61 in pre-test to 67 in post-test I became 74 in post-test II by the percentage of improvement

Therefore, the researcher concluded that this research was successful because the result of post test II at the second cycle had been significantly fulfilled the minimum mastery criteria (MMC) that was 88 %.

The result of students pre-test, post-test I and post-test II score both cycles in detail described on the following graph.

Graph 5

Average Score of Pre-test, Post-test I, and Post-test II



The graph above could be pointed out that reciprocal teaching could improve student's pronunciation mastery. It could be proved by the

improvement score consecutively from pre-test to post-test II in which the average score of these three testes improved significantly from 62 to 66 and to 74 by the percentage of final successfulness was 88 %.

### 3. The Result of Student's Learning Activity of Cycle I and Cycle II

The students' learning activities data obtained from the overall result of students' learning activities in the form of observation sheet from cycle I to cycle II. Each cycle consisted of two observation result of students' learning activity which observed for two different days. These results could be detailed on the following accumulation table:

Table 21

The Result of Students' Observation between Cycle I and Cycle II

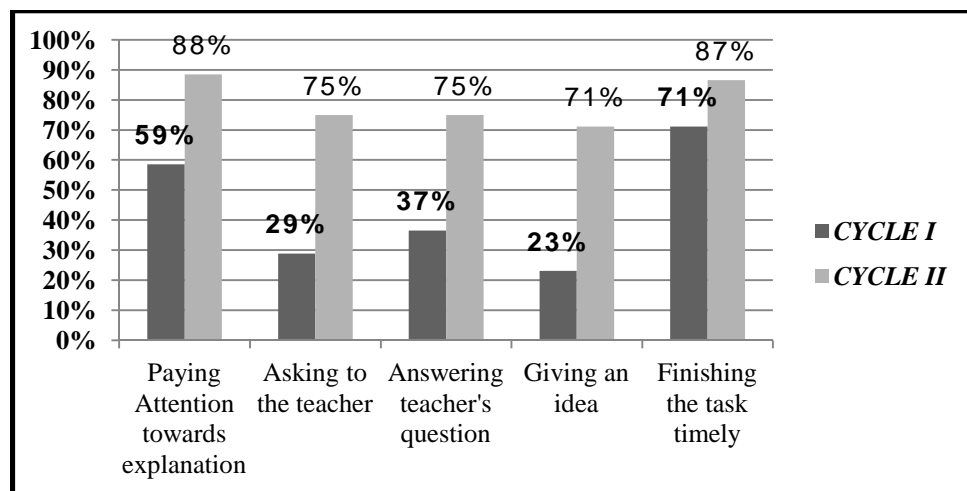
No	Students Activities	Cycle I		Cycle II		Improvement (%)
		Students	Average (%)	Students	Average (%)	
1.	Paying Attention	31	58,6 %	36	88,45 %	29,85 %
2.	Asking to the teacher	15	28,85 %	38	75 %	46,15 %
3.	answering teacher's	19	36,55 %	40	75 %	38,45 %

	question					
4.	Giving an idea	12	23,1 %	37	71,15 %	48,05 %
5	Finishing taks timely	37	71,15 %	45	86,55 %	15.4 %
	<b>Total</b>	<b>114</b>	<b>218,25</b>	<b>196</b>	<b>396,15</b>	<b>177,9 %</b>
	<b>Average</b>		<b>43,65 %</b>		<b>79,23 %</b>	<b>35,58 %</b>

Then, the graph percentage of those five indicators was specifically described on the following graph:

Graph 6

Result of Students' Learning Activities at Cycle I and Cycle II



Referring to the data table and graphic above, they can be analyzed as follows:

a. Student pays attention towards teacher's explanation.

The students' activity to pay their attention towards teacher's explanation from cycle I to cycle II improved by the percentage at least 58,6 % in cycle I to 88,45 % in cycle II and the improvement percentage was 29,85 %.

1) Answering to the teacher question.

The students' participation to respond teacher's question was also improved from cycle I to cycle II. It was proved by the braveness of the students to answer the question although not all of the questions could be answered accurately. The percentage of this activity in cycle I was 36,55% and in cycle II was 75% by the improvement percentage was 38,45 %.

2) Giving an idea.

The student's participation to give their idea during the discussion improved significantly. They did not feel ashamed to express their thought although not all of their ideas could not be properly accepted yet related to the topic. The

percentage of this activity in cycle I was 23,1 % and in cycle II was 71,5% by the improvement percentage was 48,05%.

3) Finishing the assignment timely.

The students' participation to finish the assignment timely improved so much. It could be seen in cycle I in which the percentage of this activity was 71,15% and in cycle II was 86,55% by the improvement percentage was 15,4%.

Regarding to the overall students' learning activity data, the students' activeness and enthusiasm to follow teaching and learning process showed significant improvement by applying reading aloud to teach pronunciation mastery from cycle I to cycle II by the average percentage consecutively from 43,65 % to 79,23% in which the average percentage was 35,8 %. So, it could be inferred that the learning process was aggregately successful by using reading aloud to improve students' pronunciation mastery.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Regarding to the research finding, the researcher would like to point out the conclusion that there was a significant improvement of teaching pronunciation mastery by using reading aloud. It could be seen from the result of student's learning outcome from pre-test to post-test II from cycle I to cycle II. It could be consecutively reviewed in pre-test in which the average score was 62,7 by the percentage of successfulness was 27%, in post-test I the average score was 66 by the percentage of successfulness was 54% and in post-test II the average score was 74 by the percentage of successfulness was 88%. Furthermore, the result of student's activities was also improved. It could be seen in cycle I the average percentage of students activity was 43,65% became 79,23% in cycle II. So this classroom action research was successful viewed from indicator of success because of 88% or 28 of the total students already passed the criteria by the minimum mastery criteria (MMC) score at least 70 and more than 70% of the total students passed the indicator. As a result the cycle II could not be conducted. It, in addition, reading aloud could be an effective and alternative way to improve students' pronunciation mastery both the student's learning activity and the outcome of the learning.

## **B. Suggestion**

Based on the research finding, the researcher would like to deliver some suggestions as follows:

1. For students

The students should improve their pronunciation mastery.

2. For English teacher

It is recommended for English teacher to apply reading aloud as an alternative way in teaching English especially to improve student's pronunciation mastery.

3. For Headmaster

The principle should take positive side of this strategy as the alternative way in teaching English, especially for teaching pronunciation by facilitating the students with other supporting education media.

4. For other Researchers

It was suggested for the other researchers to develop this research with new innovation and hopefully the result of this research could be a reference.



# APPENDICES

## SILABUS

Sekolah : Mts Riyadlatul Ulum  
 Kelas : VIII ( Delapan )  
 Mata Pelajaran : BAHASA INGGRIS  
 Semester : 1 (Satu)

### Standar Kompetensi : **Berbicara**

3. Mengungkap kan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
3.1 Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat	Percakapan singkatan memuat ungkapan – ungkapan. A; <i>Let me help you.</i> B: <i>Thank you so much.</i> A: <i>Can I have a bit.</i> B: <i>Sure. Here you are.</i> A: <i>Did you break the glass?</i> B: <i>Yes, I did / No, it wasn't me.</i> A: <i>What do you think of this?</i> B: <i>Not bad.</i>	1. <i>Review</i> kosakata dan ungkapanungkapan terkait materi dan tema 2. Tanya jawab Menggunakan ungkapan ungkapan tersebut 3. Bermain peran melakukan percakapan yang disediakan guru dengan percaya diri 4. Bermain peran Melakukan percakapan Berdasarkan situasi /gambar yang disediakan percaya diri 5. Menggunakan ungkapan yang telah dipelajari dalam <i>real life situation</i> dengan	Bertanya dan menjawab tentang meminta , memberi, menolak jasa Bertanya dan menjawab tentang meminta, memb eri, menolak barang Bertanya dan menjawab tentang mengakui, mengingkari fakta Bertanya dan memberi pendapat	Tes lisan	Bermain peran	<i>Create a dialogue based on the role cards and perform it in front of the class.</i>	2 x 40menit	1. Buku teks yang relevan 2. Gambar-gambar terkait tema 3. Realia Benda sekitar
3.2 Memahami dan merespon percakapan transaksional ( <i>to get things done</i> ) dan Interpersona				Tes lisan	Bermain peran			

<p>l(bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat</p>	<p><i>A: Would you come to party?</i>  <i>B: I'd love to / I wan't to, but .....</i>  <i>A: I do agree.</i>  <i>B: Thanks for the Support.</i>  <i>A: No, way, ...</i>  <i>B: It's O.K. I understand.</i>  <i>A: You have beautiful hair.</i>  <i>B: Thank you.</i>  <i>A: Happy birthday.</i>  <i>B: Thank you.</i></p>	<p><i>mandiri</i></p> <ol style="list-style-type: none"> <li>1. Review kosakata terkait tema, topik sebelumnya</li> <li>2. Memperkenalkan kosakata baru / ungkapanungkapan yang akan dibahas</li> <li>3. Tanya jawab menggunakan ungkapanungkapan terkait materi dengan bersahabat</li> <li>4. Menirukan percakapan yang diucapkan guru</li> <li>5. Melakukan percakapan yang diberikan</li> <li>6. Melakukan tanya Jawab menggunakan Ungkapan tersebut</li> </ol>	<p>Bertanya dan menjawab tentang mengundang, menerima, menolak ajakan</p> <p>Bertanya dan menjawab tentang menyetujui.tidak menyetujui</p> <p>Bertanya dan menjawab tentang memuji</p> <p>Bertanya dan menjawab tentang memberi selamat</p>		<p><i>Create a dialogue based on the role cards and perform it in front of the class.</i></p>		
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Standar Kompetensi : **Berbicara**

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>4.1 .Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan</p> <p>4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<p>Teks fungsional pendek berupa :<i>Undangan</i></p> <p>1. Teks pendek berbentuk <i>recount</i></p> <p>2. – informasi faktual- informasi rinci - gagasan utama - gagasan pendukung dalam teks pendek berbentuk <i>recount</i></p> <p>3. Ciri kebahasaan teks <i>recount</i></p>	<p>1. Mendengarkan teks fungsional pendek: undangan dengan cermat</p> <p>2. Tanya jawab tentang isi teks“undangan”</p> <p>3. Tanya jawab tentang struktur teks</p> <p>4. Membuat kalimat sederhana terkait jenis teks bentuk undangan - <i>I want to come to....</i> - <i>Please come to.....</i></p> <p>5. Berlatih mengundang seseorang secara lisan menggunakan gambit-gambit tertentu dengan kreatif dan</p>	<ul style="list-style-type: none"> <li>Mengungkapkan secara lisan teks fungsional pendek berbentuk undangan. Contoh: <i>Dear Rio, I want you to come to my house for lunch on Sunday at 12 a.m. Thanks.</i></li> <li><i>Mona</i></li> <li>Bertanya dan menjawab secara lisan berbagai Informasi tentang teks fungsional pendek berbentuk undangan</li> </ul>	Tes lisan	<i>Perfomance</i>	<p><i>Invite your friend to come to your bithday party orally! Think of an activity or event that happened to you yesterday and tell us about it.</i></p>	<p>2 x 40 menit</p> <p>4 x 40 menit</p>	<p>1. Buku teks yang relevan</p> <p>2. Gambar terkait tema/topik</p> <p>3. Benda-benda sekitar</p> <p>1. Buku teks yang Relevan</p> <p>2. Koran/majalah</p> <p>3. Gambar peristiwa</p>

		<p>komunikatif Contoh:</p> <p>A: <i>Hi Guys, I want you all to come to my birthday party.</i> B: <i>We'd love to! When?</i> A: <i>Tomorrow, at 4.00</i></p> <p>6. Secara berpasangan atau dalam kelompok mengungkapkan undangan berdasarkan konteks / situasi yang diberikan</p> <p>7. Secara mandiri Mengungkapkan undangan lisan</p> <p>1. Tanya jawab berbagai hal terkait topik tertentu ( peristiwa, kejadian, pengalaman )</p> <p>2. Mengembangkan kosakata, tata bahasa terkait topik / jenis teks <i>recount</i></p> <p>3. Mengidentifikasi kejadian, peristiwa, pengalaman yang pernah dialami melalui tanya</p>	<p>1. Bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek berbentuk : - <i>Recount</i></p> <p>2. Melakukan monolog pendek dalam bentuk <i>recount</i></p>					
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		jawab 4. Melakukan monolog dalam bentuk <i>recount</i>						
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Batang hari, November 2017

**English Teacher**

**Researcher**

**Muhlisin Ali, S.Pd**  
NIP. -

**Afif Azizah**  
St. Id 13106367

## **LESSON PLAN**

School : Mts Riyadlatul Ulum

Subject : English

Class/Semester : VIII/1

Skill : Pronunciation

Time Allocation : 2 x 40 minutes

Topic : Animals

### **I. Core Competence**

3. Understanding knowledge (factual, conceptual, and procedural) based on his/her curiosity about science, technology, arts, culture related phenomena and real events.
4. Trying, processing and presenting various things in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing and composing) in accordance with the learned in school and from other sources in the same point of view / theory.

### **II. Basic Competence**

- 3.1 Giving expression to the words and linguistic elements to carry out the purpose, and social function of pronunciation about people, animal , and famous historical building, according to the context of its use.

4. 2 Pronounce simple words related to prior knowledge.

### **III. Indicators**

1. Students give expression to animals words
2. Students read the animals words clearly.
3. Students pronounce the animal words with correct spelling.

### **IV. Learning Aims**

Improving students pronunciation by reading aloud at the end this learning activity, the students are able to:

1. The students can be able to give expression to animals words.
2. The students can read the animal words clearly.
3. The student be able to pronounce the animal words with the correct spelling.

### **V. Teaching Method**

1. Method : TPR Method
2. Strategy : Reading Aloud

### **VI. Media**

1. Laptop, White Board, Board marker, and Paper

### **VII. Sources of Material**











1. Text book
- 2.



## VIII. Teaching Material

IX. *The words:*

### ANIMALS

 Bee	 Frog
 Lion	 Rabbit
 Cow	 Cockroach
 Spider	 Bird
 Crab	 Penguin

## X. Learning Activities

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre-Activity	a. Teacher greets the students using English in order to create English Environment. b. Teachers and students pray together c. Teacher checks the student's attendance list. d. Students receive information competence, material, purpose, benefits, and lessons that will be implemented. e. Teacher asking to their student with the	10 minutes

	question related to the topic.	
Core-Activity	<p>a. Observing</p> <ol style="list-style-type: none"> <li>1. Students read carefully the words</li> <li>2. With teacher guidance, students try to understand the meaning of the words.</li> </ol> <p>b. Questioning</p> <ol style="list-style-type: none"> <li>1. Teacher gives chance to students to ask questions if they still confuse from the words.</li> </ol> <p>c. Exploring</p> <ol style="list-style-type: none"> <li>1. Students try to pronounce the words by themselves.</li> </ol> <p>d. Associating</p> <ol style="list-style-type: none"> <li>1. Teacher write the spelling of the words in whiteboard.</li> <li>2. Teacher read the words with the correct spelling.</li> </ol> <p>e. Communicating</p> <ol style="list-style-type: none"> <li>1. Students read the word together.</li> <li>2. Student read the words one by one.</li> </ol>	30 minutes
Post-Activity	<ol style="list-style-type: none"> <li>a. Students with teacher conclude the learning.</li> <li>b. Students reflect on the activities that have been carried out</li> <li>c. Students answer the questions given by the teacher</li> </ol>	5 minutes

**XI. Test**

**1. Read the words bellow with the correct pronunciation!**

<b>Bee</b>	<b>Lion</b>	<b>Bird</b>	<b>Cockroach</b>	<b>Penguin</b>
<b>Frog</b>	<b>Rabbit</b>	<b>Cow</b>	<b>Spider</b>	<b>Crab</b>

**OBSERVATION SHEET OF  
PRONUNCIATION MASTERY**

<b>NO</b>	<b>NAME</b>	<b>Indicators</b>				<b>Total Score</b>	<b>%</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		
1							
2							
3							
4							
5							

**NOTES:**

Indicators of the students' activities that observed are:

1. Giving attention to the teacher's explanation
2. Giving the respond to the teacher's explanation – question
3. Asking -answering the question from the teacher
4. Doing the assignment

**Direction:**

1. Give a tick ( ) for the active students
2. Let it empty for inactive students.

**Batang Hari, November 2017**

**English Teacher**

**Researcher**

**Muhlisin Ali, S.Pd**

**Afif Azizah  
St. Id 13106367**

## **LESSON PLAN**

School : Mts Riyadlatul Ulum

Subject : English

Class/Semester : VIII/1

Skill : Pronunciation

Time Allocation : 2 x 40 minutes

Topic : Part of house

### **I. Core Competence**

3. Understanding knowledge (factual, conceptual, and procedural) based on his/her curiosity about science, technology, arts, culture related phenomena and real events.
4. Trying, processing and presenting various things in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing and composing) in accordance with the learned in school and from other sources in the same point of view / theory.

### **II. Basic Competence**

- 3.1 Giving expression to the words and linguistic elements to carry out the purpose, and social function of pronunciation about people, animal, and famous historical building, according to the context of its use.

4. 2 Pronounce simple words related to prior knowledge.

### **III. Indicators**

1. Students give expression to part of house words
2. Students read the part of house words clearly.
3. Students pronounce the animal words with correct spelling.

### **IV. Learning Aims**

Improving students pronunciation by reading aloud at the end this learning activity, the students are able to:

1. The students can be able to give expression to part of house words.
2. The students can read the animal words clearly.
3. The student can be able to pronounce the animal words with the correct spelling.

### **V. Teaching Method**

1. Method : TPR Method
2. Strategy : Reading Aloud

### **VI. Media**

1. Laptop, White Board, Board marker, and Paper

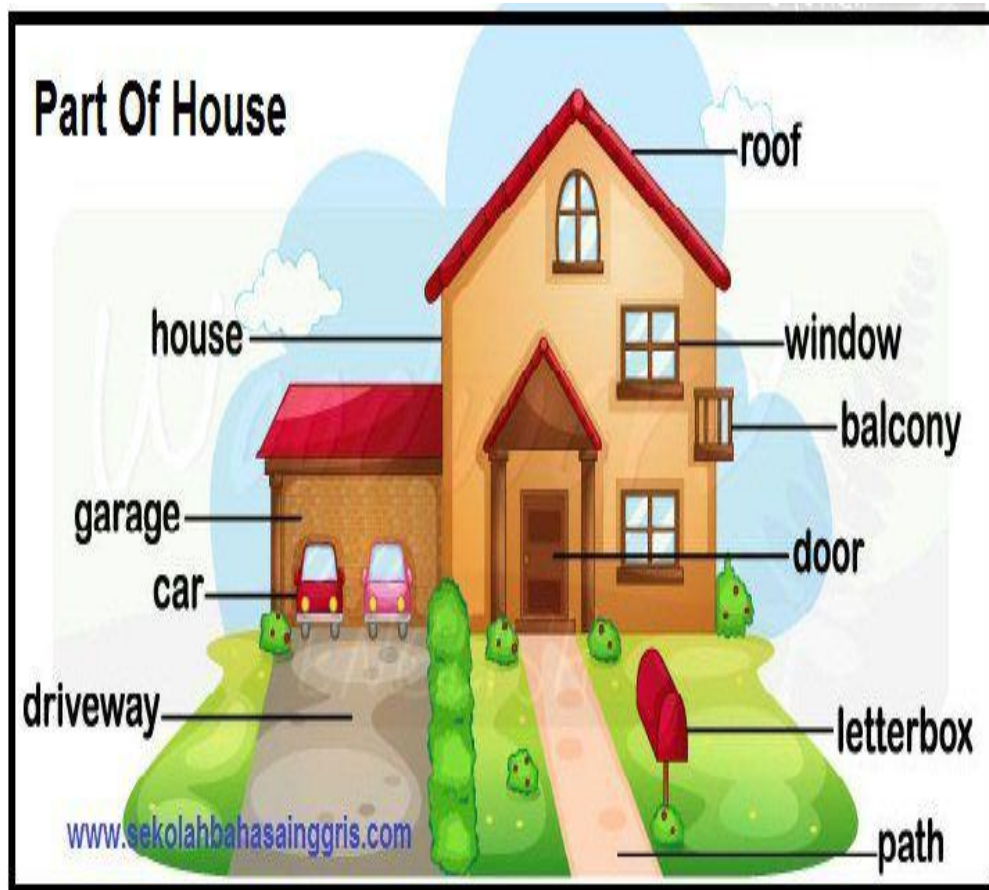
### **VII. Sources of Material**

1. Text book
- 2.

## VIII. Teaching Material

IX. The words:

### *PART OF HOUSE*



## X. Learning Activities

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre-Activity	<ol style="list-style-type: none"><li>Teacher greets the students using English in order to create English Environment.</li><li>Teachers and students pray together</li><li>Teacher checks the student's attendance list.</li><li>Students receive information competence, material, purpose, benefits, and lessons that will be implemented.</li></ol>	10 minutes

	e. Teacher asking to their student with the question related to the topic.	
Core-Activity	<p>a. Observing</p> <ol style="list-style-type: none"> <li>1. Students read carefully the words</li> <li>2. With teacher guidance, students try to understand the meaning of the words.</li> </ol> <p>b. Questioning</p> <ol style="list-style-type: none"> <li>1. Teacher gives chance to students to ask questions if they still confuse from the words.</li> </ol> <p>c. Exploring</p> <ol style="list-style-type: none"> <li>1. Students try to pronounce the words by themselves.</li> </ol> <p>d. Associating</p> <ol style="list-style-type: none"> <li>1. Teacher write the spelling of the words in whiteboard.</li> <li>2. Teacher read the words with the correct spelling.</li> </ol> <p>e. Communicating</p> <ol style="list-style-type: none"> <li>1. Students read the word together.</li> <li>2. Student read the words one by one.</li> </ol>	30 minutes
Post-Activity	<ol style="list-style-type: none"> <li>a. Students with teacher conclude the learning.</li> <li>b. Students reflect on the activities that have been carried out</li> <li>c. Students answer the questions given by the teacher</li> </ol>	5 minutes



**XI. Test**

**1. Read the words bellow with the correct pronunciation!**

<b>House</b>	<b>Car</b>	<b>Roof</b>	<b>Balcony</b>	<b>Letterbox</b>
<b>Garage</b>	<b>Driveway</b>	<b>Window</b>	<b>Door</b>	<b>Path</b>

**OBSERVATION SHEET OF  
PRONUNCIATION MASTERY**

<b>NO</b>	<b>NAME</b>	<b>Indicators</b>				<b>Total Score</b>	<b>%</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		
1							
2							
3							
4							
5							

**NOTES:**

Indicators of the students' activities that observed are:

1. Giving attention to the teacher's explanation
2. Giving the respond to the teacher's explanation – question
3. Asking -answering the question from the teacher
4. Doing the assignment

**Direction:**

1. Give a tick ( ) for the active students
2. Let it empty for inactive students.

**Batang Hari, November 2017**

**English Teacher**

**Researcher**

**Muhlisin Ali, S.Pd**

**Afif Azizah  
St. Id 13106367**





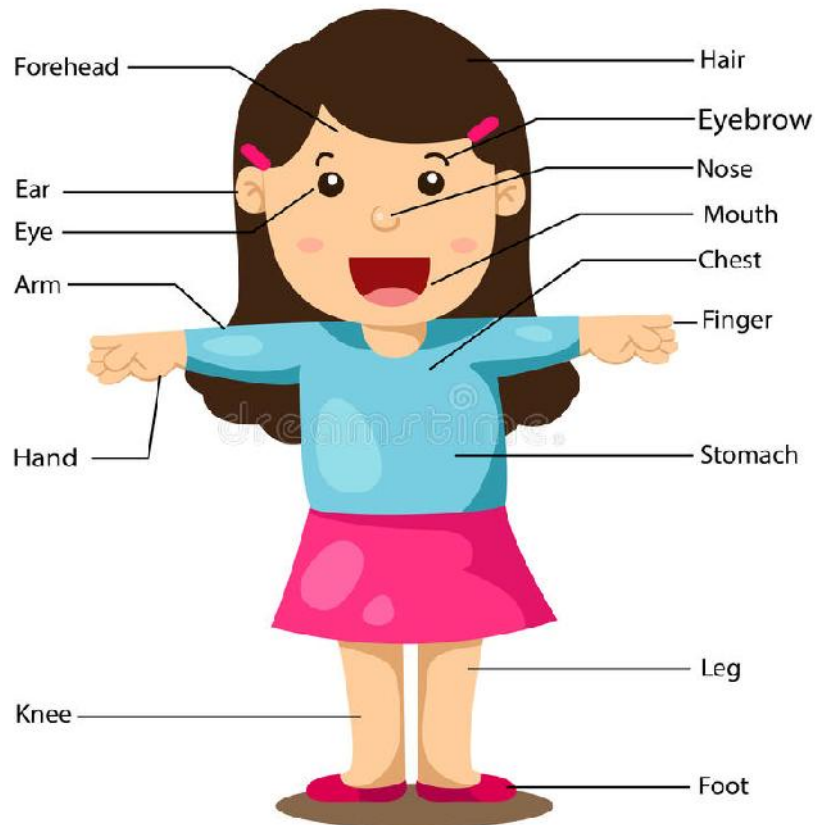
## Pre-Test Instrument of Pronunciation

### Direction:

1. Write your name on your answer sheet!
  2. Read the words bellow with the correct pronunciation!
- 

*The words:*

### ***PART OF BODY***



**GOOD LUCK !!!**

## CYCLE I











### Post-Test I Instrument of Pronunciation

**Direction:**

- 1. Write your name on your answer sheet!**
  - 2. Read the words bellow with the correct pronunciation!**
- 

*The words:*

#### **ANIMALS**

 Bee	 Frog
 Lion	 Rabbit
 Cow	 Cockroach
 Spider	 Bird
 Crab	 Penguin

**GOOD LUCK !!**

## CYCLE II

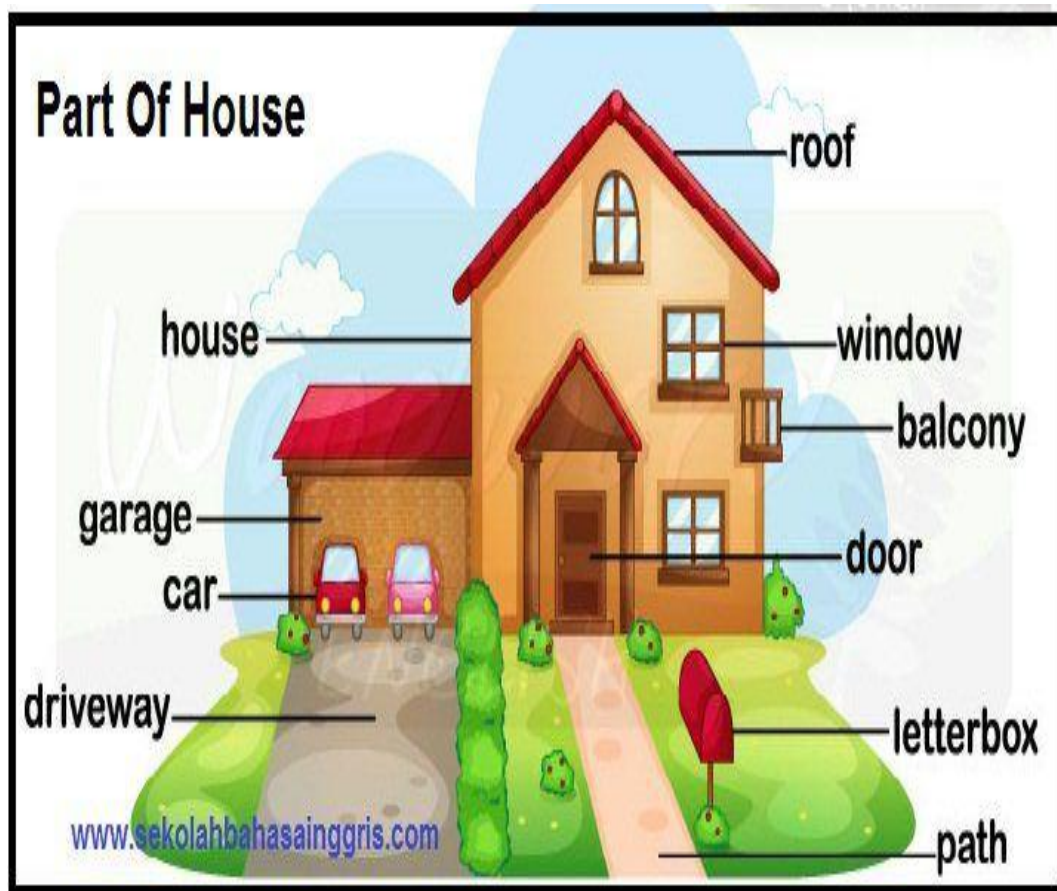
### Post-Test I Instrument of Pronunciation

Direction:

3. Write your name on your answer sheet!
  4. Read the words bellow with the correct pronunciation!
- 

*The words:*

#### *PARTS OF HOUSE*



**GOOD LUCK !!!**

### ATTENDANCE LIST OF PRE-TEST

**Class** :

**Date** :

<b>NO</b>	<b>STUDENTS NAME</b>	<b>SIGNATURE</b>	
1.		1.	2.
2.			
3.		3.	4.
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5.		5.	6.
6.			
7.		7.	8.
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11.		11.	12.
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13.		13.	14.
14.			
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16.			
17.		17.	18.
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19.		19.	20.
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21.		21.	22.
22.			
23.		23.	24.
24.			
25.		25.	



### ATTENDANCE LIST OF TREATMENT I

**Class** :

**Date** :

<b>NO</b>	<b>STUDENTS NAME</b>	<b>SIGNATURE</b>	
1.		1.	2.
2.			
3.		3.	4.
4.			
5.		5.	6.
6.			
7.		7.	8.
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11.		11.	12.
12.			
13.		13.	14.
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15.		15.	16.
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17.		17.	18.
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19.		19.	20.
20.			
21.		21.	22.
22.			
23.		23.	24.
24.			
25.		25.	

### ATTENDANCE LIST OF POST-TEST I

**Class** :

**Date** :

<b>NO</b>	<b>STUDENTS NAME</b>	<b>SIGNATURE</b>	
1.		1.	2.
2.			
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4.			
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18.			
19.		19.	20.
20.			
21.		21.	22.
22.			
23.		23.	24.
24.			
25.		25.	

## ATTENDANCE LIST OF TREATMENT II

**Class**        :

**Date**        :

NO	STUDENTS NAME	SIGNATURE	
1.		1.	2.
2.			
3.		3.	4.
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5.		5.	6.
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## ATTENDANCE LIST OF POST-TEST II

**Class**        :

**Date**        :

NO	STUDENTS NAME	SIGNATURE	
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23.		23.	24.
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25.		25.	

## ATTENDANCE LIST

**Class**        :

**Date**        :

NO	STUDENTS NAME	SIGNATURE	
1.		1.	2.
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22.			
23.		23.	24.
24.			
25.		25.	

## OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN CYCLE 1

**Subject** : English  
**Class** : VIII  
**Material** : Pronunciation

No	Name	Students' Activity				Total	%
		1	2	3	4		
1.							
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30.							
31.							
32.							
33.							
34.							
35.							

**NOTES:**

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3. Asking -answering the question from the teacher
4. Doing the assignment

**Direction:**

1. Give a tick ( ) for the active students
2. Let it empty for inactive students

**Collaborator (English Teacher)**

**Researcher**

**Muhlisin Ali,S.Pd**

**Afif Azizah**  
**13106367**



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507 Fax (0725) 47296 Website [www.metrouniv.ac.id](http://www.metrouniv.ac.id) e-mail [ian@metrouniv.ac.id](mailto:ian@metrouniv.ac.id)

Nomor : B-2565/In 28.1/J/TL.00/11/2017

07 November 2017

Lamp : -

Hal : BIMBINGAN SKRIPSI

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag.
  2. Trisna Dinillah Harya, M.Pd
- Dosen Pembimbing Skripsi

Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : AFIF AZIZAH  
NPM : 13106367  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
  - a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*







**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

Nomor : P.0701/In.28/FTIK/PP.00.9/04/2017  
Lamp : -  
Hal : **IZIN PRA SURVEY**

**Kepada Yth.,**

Kepala MTs Riyadlatul Ulum Batanghari

Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Afif Azizah  
NPM : 13106367  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris (TBI)  
Judul : Improving Pronuciation Mastery Through Cluster Buster Game Among The Eight Graders of MTs Riyadlatul Ulum 39<sup>B</sup> Batanghari Lampung Timur in The Academic Year 2016/2017

Untuk melakukan *PRA SURVEY* di MTs Riyadlatul Ulum 39<sup>B</sup> Batanghari Lampung Timur. Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 17 April 2017



**Dra. Isti Fatonah, MA**  
NIP. 196705311993032003 ✎



**YAYASAN PONDOK PESANTREN RIYADLATUL 'ULUM**

AKTE NOTARIS IMRAN MA'RUF S.H NO: 3.01-DESEMBER-1983  
SK.KEMENHUMHAM NOMOR AHU-0024569.AH.01.04.Tahun 2015

**MADRASAH TSANAWIYAH RIYADLATUL 'ULUM**

Surat Izin PPDB Nomor : Kd.08.07/3/PP.00.1/778/2015

Alamat : Jl.Pondok Pesantren Bumiharjo 39 B Batanghari Kabupaten Lampung Timur.Kode Pos 34181.E-mail:  
[mtsriyadlatululum@gmail.com](mailto:mtsriyadlatululum@gmail.com)

**Surat Keterangan**

Nomor : 069/14.RU/S.Ket.PS/MTs. Ru/Bt/IV/2017

Yang bertanda tangan dibawah ini kepala Madrasah Tsanawiyah Riyadlatul 'ulum menerangkan bahwa :

Nama : Afif Azizah  
NPM : 13106367  
Jurusan/Prodi : Tarbiyah / Tadris Bahasa Inggris (TBI)

Berdasarkan surat Nomor : P.0701/In.28/FTIK/PP.00.9/04/2017, tertanggal 17 April 2017 Perihal Izin Prasurey lapangan, mahasiswa tersebut di atas telah benar-benar melaksanakan **Prasurey** di Madrasah Tsanawiyah Riyadlatul Ulum pada tanggal 20 April 2017.

Demikian surat keterangan ini kami buat dengan sebenarnya dan dapat digunakan sebagai mana mestinya.



Bumiharjo, 21 April 2017

Kepala Madrasah

Subagio, S.Pd.I



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

Jalan Ki Hajar Dewantara Kampus 15 A Inggmulyo 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 : 2702/In.28/D.1/TL.00/11/2017  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth,  
KEPALA SEKOLAH MTS  
RIYADLATUL ULUM LAMPUNG  
TIMUR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: 2701/In.28/D.1/TL.01/11/2017, tanggal 17 November 2017 atas nama saudara:

Nama : AFIF AZIZAH  
NPM : 13106367  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS RIYADLATUL ULUM LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS PRONUNCIATION MASTERY THROUGH READING ALOUD AMONG THE EIGHTH GRADERS OF MTS RIYADLATUL ULUM EAST LAMPUNG".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 17 November 2017  
Dekan I,  
  
Bra. Isti Fatonah MA  
NIP. 19670531 199303 2 003







**YAYASAN PONDOK PESANTREN RIYADLATUL 'ULUM**

AKTE NOTARIS IMRAN MA'RUF S.H NO: 3.01-DESEMBER-1983  
SK.KEMENHUMHAM NOMOR AHU-0024569.AH.01.04.Tahun 2015

**MADRASAH TSANAWIYAH RIYADLATUL 'ULUM**

Surat Izin PPDB Nomor : Kd.08.07/3/PP.00.1/778/2015

Alamat : Jl.Pondok Pesantren Bumiharjo 39 B Batanghari Kabupaten Lampung Timur.Kode Pos 34181.E-mail:  
[mtsriyadlatululum@gmail.com](mailto:mtsriyadlatululum@gmail.com)

**SURAT KETERANGAN RISET**

Nomor : 064/14.RU/Riset/MTs. RU/Bt/XI/2017

Yang bertanda tangan dibawah ini kepala Madrasah Tsanawiyah Riyadlatul 'Ulum menerangkan bahwa :

Nama : AFIF AZIZAH  
NPM : 13106367  
Jurusan/Prodi : Pendidikan Bahasa Inggris  
Judul Skripsi : IMPROVING STUDENTS PRONUNCIATION MASTERY THROUGH READING ALOUD AMONG THE EIGHTH GRADERS OF MTS RIYADATUL ULUM EAST LAMPUNG

Berdasarkan surat Nomor :2701/In.28/D.1/TL.01/11/2017, tertanggal 17 November 2017 Perihal: Izin Research ( Izin Riset), mahasiswa tersebut di atas telah bebar-benar melaksanakan **Riset** di Madrasah Tsanawiyah Riyadlatul Ulum sesuai dengan prosedur yang telah ditentukan

Demikian surat keterangan ini kami buat dengan sebenarnya dan dapat digunakan sebagai mana mestinya.

Bumiharjo, 17 November 2017





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI  
(IAIN) METRO

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax. (0725) 47296 Email: iainmetro@metrouniv.ac.id Website: www.metrouniv.ac.id

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

Nama : Afif azizah  
NPM : 13106367

Jurusan : TBI  
Semester : IX

No.	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 14 Des 2017	✓		Revisi = 1. Cover 2. abstack 3. Dedication page 4. chapter I	
2.	Rabu 20 - Des - 2017	✓		Revisi : 1. chapter II 2. chapter III	
3.	Rabu 27 - Des 2017	✓		Revisi : chapter I, II, III, IV, V.	
4.	Rabu 19 jan - 2018	✓		Revisi : Munasasul	

Mengetahui  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 196750610 200801 1 014

Dosen Pembimbing I

**Dr. Mahrus As'ad, M.Ag**  
NIP. 19611221 1993303 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI  
(IAIN) METRO

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Afif Azizah  
NPM : 13106367

Jurusan : TBI  
Semester : IX

No.	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 04-12-2017		✓	Revise background of the school.	Aff
2.	Jumat 08-12-2017		✓	explore the method.	AA
3.	Senin 11-12-2017		✓	explain more how play method in skill	Aff
4.	Kamis 14-12-2017		✓	Alle - continuation to the 1st advisor	AA

Mengetahui  
Ketua Jurusan TBI

  
**Ahmad Subhan Roza, M.Pd**  
NIP. 196750610 200801 1 014

Dosen Pembimbing II

  
**Trisna Dinillah Harya, M.Pd**  
NIP. 19830511 200912 2004

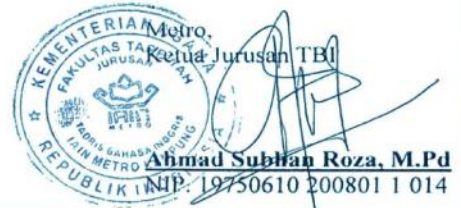


SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Afif Azizah  
NPM : 13106367  
Fakultas : FTIK  
Jurusan : Tadris Bahasa Inggris  
Angkatan :

Telah menyerahkan buku berjudul Cultural Bodies ethnography and theory

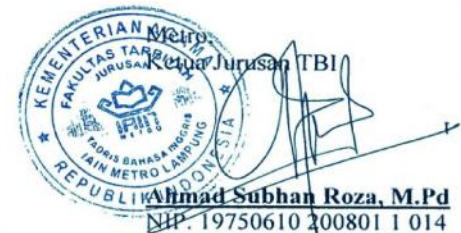


SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Afif Azizah  
NPM : 13106367  
Fakultas :  
Jurusan : Tadris Bahasa Inggris  
Angkatan :

Telah menyerahkan buku berjudul Cultural Bodies ethnography and Theory.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-094/ln.28/S/OT.01/01/2018**

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

Nama : AFIF AZIZAH  
NPM : 13106367  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13106367.

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.

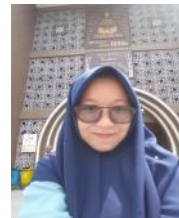
Metro, 11 Januari 2018  
Kepala Perpustakaan,



Drs. Mokhtandi Sudin, M.Pd.  
NIP. 195808311981031001



## **CURRICULUM VITAE**



Researcher is the first daughter of happy couple. Her father is H. Ali Nurdin, S.Hi bin H. Tasrifin and her mother is Mayzuroh binti Sai'in. She was born in Serupa Indah, on January 01<sup>st</sup> 1995 and then he is given name Afif Azizah.

She was an Elementary school student at State Elementary school MI Miftahul Huda, Way Kanan at 2001, than moved to State Elemntary School MI Miftahul Huda, Way Kanan at 2002 and passed at 2007. She registered in State Junior high school Mts N 2 Way Kanan in 2007, and graduated in 2010. She studied in MA Ma'arif Serupa Indah and graduate in 2013.

In 2013 she was registered in STAIN Jurai Siwo Metro as an S1 student of English Education Study Program.