

**AN UNDERGRADUATE THESIS**

**IMPROVING THE STUDENTS' PRONUNCIATION ABILITY  
THROUGH AUDIO LINGUAL METHOD AT THE EIGHTH GRADE OF  
MTs N 2 LAMPUNG TIMUR IN ACADEMIC YEAR 2017/2018**

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



**THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1439 H/ 2018 M  
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Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

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THROUGH AUDIO LINGUAL METHOD AT THE EIGHTH GRADE  
OF MTs N 2 LAMPUNG TIMUR IN ACADEMIC YEAR 2017/2018

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

*Wassalmu'alaikum Wr.Wb*

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*Assalamualaikum Wr.Wb.*

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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**RATIFICATION PAGE**

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An Undergraduated Thesis entitled: IMPROVING THE STUDENTS' PRONUNCIATION ABILITY THROUGH AUDIO LINGUAL METHOD AT THE EIGHTH GRADE OF MTs N 2 LAMPUNG TIMUR IN ACADEMIC YEAR 2017/2018, written by Tuatul Imah student number 13108647, English Education Department, has been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, January 17<sup>th</sup>, 2018 at 15.00-17.00 p.m.

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**IMPROVING THE STUDENTS'  
PRONUNCIATION ABILITY THROUGH AUDIO LINGUAL METHOD  
AT THE EIGHTH GRADE OF MTs N 2 LAMPUNG TIMUR IN  
ACADEMIC YEAR 2017/2018**

**ABSTRACT  
BY  
TUATUL IMAH**

The main purpose of this research was to investigate the pronunciation ability of MTs N 2 Lampung Timur to know that the *Audio Lingual Method* could help the students' learning process. The researcher tried to attest that *Audio Lingual as a Method* can be one of the teaching method to improve the students' pronunciation ability.

In this research, the researcher conducted classroom action research (CAR) which was done in two cycles. Each cycle consist of planning, acting, observing and reflecting. The subjects of this research was 34 students in Eighth class of MTs N 2 Lampung Timur. In collecting data, the researcher used test (pre-test, post test I and post test 2), observation, documentation and field note. The research was conducted collaboratively with the English teacher of MTs N 2 Lampung Timur.

The result of this research showed that *Audio Lingual Method* had positive result in improving the students' pronunciation ability at the eighth grade of MTs N 2 Lampung Timur. It can be proven by the students' average score from pre test to post test. The average score in pre-test was 60,73, post-test I was 66,91 become 72,05in post-test II. It means that the using of *Audio Lingual Method* in Pronunciation can improve the students' pronunciation ability.

***Keyword: Pronunciation Ability, Audio Lingual Method, Classroom Action Research***

**MENINGKATKAN KEMAMPUAN PELAFALAN SISWA DENGAN  
MENGUNAKAN METODE AUDIO LINGUAL DI KELAS DELAPAN DI  
MTs N 2 LAMPUNG TIMUR TAHUN AJARAN 2017/2018**

**ABSTRAK  
OLEH  
TUATUL IMAH**

Tujuan utama dari penelitian ini adalah untuk mengkaji kemampuan pelafalan siswa MTs N 2 Lampung Timur dan untuk mengetahui bahwa *Audio Lingual Method* dapat membantu proses belajar siswa. Peneliti mencoba membuktikan bahwa *Audio Lingual* dapat menjadi salah satu metode pembelajaran untuk meningkatkan kemampuan pelafalan siswa.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 34 siswa kelas delapan di MTs N 2 Lampung Timur. Dalam pengumpulan data, peneliti menggunakan test (pre-test, post test 1 dan post test 2), observasi, dokumentasi dan catatan lapangan. Penelitian ini bekerjasama dengan guru Bahasa Inggris MTs N 2 Lampung Timur.

Hasil dari penelitian ini menunjukkan bahwa *Audio Lingual* sebagai metode memiliki hasil positif dalam meningkatkan kemampuan siswa kelas delapan MTs N 2 Lampung Timur. Hal ini dapat dibuktikan berdasarkan nilai pre-test adalah 60,73 post test I adalah 66,91 dan pada post test II menjadi 72,05. Ini berarti bahwa penggunaan *Audio Lingual* sebagai metode dapat meningkatkan kemampuan pelafalan siswa.

***Kata Kunci: Kemampuan Pelafalan, Metode Audio Lingual, Penelitian Tindakan Kelas***



## STATEMENT OF RESEARCH ORIGINALITY

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Metro, 08 January 2018

The Writer,



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

Metro, 08 Januari 2018

Penulis,



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## MOTTO

وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ إِنَّ اللَّهَ لَغَنِيٌّ عَنِ الْعَالَمِينَ (٦)

And whoever strives only strives for [the benefit of] himself. Indeed, Allah is free from need of the worlds.

(QS. Al-Ankabut, Verse 6)

## **DEDICATION PAGE**

I truly dedicate this undergraduate thesis to:

1. My beloved parents, Mr. Fauzi, Mrs. Siti Mirah and my brother Priagus who always support me by their endless love.
2. My beloved both supervisor: Drs. Kuryani Utih, M.Pd and Mrs. Syahreni Siregar, M.Hum.
3. My beloved almamater of The State Institute for Islamic Studies of Metro, all of my Lecturer.
4. My beloved family, MTs N 2 Lampung Timur, especially Mrs. Sri Susilowati S.Pd who always support me and had been become the best teacher.
5. The best my friends Tri yunita sari, Rosita aryani Tia anggraini Anna meylinda Istimah Pynki soraya and also Sandy martin.
6. My beloved organization, Indonesian Moslem Student Movement. It is the second my home after the Campus, which always teach to being mature person.

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All praise is due to Allah, The lord of the worlds, the one who sustains the heavens and earths. Director of all that is created, who sent the Messengers to rational beings, to guide them and explain the religious laws with clear proofs and undeniable arguments. We bear witness that our leader, Muhammad is His servant and messenger, the best of all creation. May the peace and blessings of Allah be upon him, his families, his friends and the rest of righteous. First of all, the writer thanks to Allah which because of His blessings, the writer can complete the undrgraduated thesis entitled “Improving The Students’ Pronunciation Ability Through Audio Lingual Method at Eight Grade of MTs N 2 Lampung Timur in Academic Year 2017/2018”.

Secondly, the writer would like to express her sincere gratitude to those who has involved in the process of composing this proposal. The biggest thank goes to her parents who keep supporting her in such intagible ways. The best thanks is also given to both supervisors: Drs. Kuryani Utih, M.Pd and Syahreni Siregar, M.Hum. all of them have a significant role in giving aid and guidance in the process of compiling this proposal.

The last, may this writing be some benefits for all the readers in general and for all the knowledge seekers in particular.

Metro, November 2017

The Writer



Tuatul Imah

13108647

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# CHAPTER I

## INTRODUCTION

### **A. Background of The Study**

English is as the international language that is widely used in the world. It can be used to communicate, interact, and negotiate with others. It has become an international language that is used by almost all countries as the first, the second or the foreign language. Moreover English has been declared as a formal language on International communication for a long time ago.

In one hand, English is an international language which is learned by many people to catch up the development of the world, especially in education, science, and technology. Therefore, it is very important to master it in order to be able to perform smooth communication with other people from other countries. Realizing the importance of English, the goverment of Indonesia has declared English as the first foreign language which is taught in Indonesia.

In the other hand, learning English should involve four skills, those are : listening, speaking, reading, and writing. We should also learn the language components which support the mastery of four language skills. The goal of learning English is that we can communicate both in written and spoken english. As the goverment instruct to the education institution including school, university and informal education institution, in every

English language teaching, it is expected for students to have abilities to communicate using English actively.

Based on those skill, speaking is one of the important skill in language learning. In other words students are expected not only to understand English but also to use English for communicating. In this opportunity, the writer will discuss about pronunciation. Nevertheless, pronunciation is very important in speaking. Pronunciation can influence the communication process. It is the key to understand what someone is talking about. If someone has good pronunciation, thus, the communication process will go well, therefore the mistakes in pronunciation have to be minimized. It needs practice and reinforcement in each process to own.

Moreover, speaking at eight grade of MTs N 2 Lampung Timur, needs more attention from the teacher, especially in the aspect of the pronunciation. The writer assumed that there are many problems in learning English especially in learning pronunciation. Further, the writer surveys the research subject. There are many children who have some mistakes in pronouncing English words. The following table is the students' test result of pronouncing English words at eight grades of MTs N 2 Lampung Timur. Regarding to the data of pre survey that the writer had conducted on March 17, 2017 revealed the figure as follows:

**Table 1:**

**The result of pre survey of VIII F based on their scores in speaking especially in their pronunciation:**

<b>NO</b>	<b>TUDENTS' INITIAL</b>	<b>SCORE</b>	<b>MMC 70</b>
1	RW	70	Complete
2	ASR	80	Complete
3	AF	50	Incomplete
4	DA	70	Complete
5	K	60	Incomplete
6	M	60	Incomplete
7	ORY	90	Complete
8	OF	40	Incomplete
9	DP	60	Incomplete
10	A	60	Incomplete
11	DP	80	Complete
12	IRP	60	Incomplete
13	WA	60	Incomplete
14	M	60	Incomplete
15	PS	70	Complete
16	AH	60	Incomplete
17	A	80	Complete
18	AARS	60	Incomplete
19	AR	60	Incomplete
20	F	80	Complete
21	H	60	Incomplete
22	M	50	Incomplete
23	B	60	Incomplete
24	DL	60	Incomplete
25	A	60	Incomplete
<b>total</b>		<b>1600</b>	
<b>verage</b>		<b>64</b>	
<b>he Highest Score</b>		<b>90</b>	
<b>he Lowest Score</b>		<b>40</b>	

**Table 2**  
**The Percentage of Pre Survey Score Pronunciation Ability At The Eighth**  
**Grade of Mts N 2 Lampung Timur.**

no	result	students	explanation	percentage
	70	7	complete	8%
	70		complete	2%
total		5		100%

**Source: Documentation of English test taken on Friday, March 17 2017**

Based on the result of the test above, the writer concludes that most of students at eight grades encounter problems in pronunciation ability. The skill in their speaking is still poor because their result on pronunciation test are under MMC (70). This result is identified when the writer did the preliminary survey. Not only about pronunciation in English, but also the writer found that most of the students face difficulty in how to speak well, the students are confused about how to pronounce the words clearly. For example when the students have to say *wide*, they said *white* instead, then when they said *back*, the students used *bag* instead. In most cases the students are also difficult to use are pronounce correctly.

In the other hand, method can be one reason for the failure of teaching-learning process. Related to the method, audiolingual method is one of the methods that is good for teaching pronunciation. The emphasis of audiolingual method is on speaking and listening. In speaking, of course the students needs to have accurate pronunciation to be able speak well.

The audiolingual method is effective to teach pronunciation, because teaching by using audiolingual method, the students can learn the correct pronunciation from the teacher and memorize the pronunciation which is heard by them.

Furthermore, the writer will apply the audio lingual method to improve students' pronunciation ability at eight grade of MTs N 2 Lampung Timur in the academic year of 2017-2018.

## **B. Problem Identification**

In this research, the writer identifies certain problems related to pronunciation skill as follows:

1. Most of the students are confused in how to speak english.
2. The students have difficulty in pronouncing the English words.
3. The students lack of confidence.
4. The students seldom practice to pronounce the English words.
5. Most of the students have difficulty to speak well in pronunciation ability.

## **C. Problem Limitation**

Based on the problem identification that have been detected above, the writer limits the problem to the students' have difficulty in pronouncing the English words. So the writer use the audio lingual method to improve the students' pronunciation ability.

#### **D. Problem Formulation**

Based on the problem limitation above, the problem formulation is stated as follows:

“Can Audio Lingual Method improve the students’ pronunciation ability and their learning activity at the eight grade of MTs N 2 Lampung Timur in Academic Year 2017/2018?”

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

The objective of the study is to improve the students’ pronunciation and learning activity by using audio lingual method at the eight grade of MTs N 2 Lampung Timur in Academic Year 2017/2018.

##### **1. Benefits of the Study**

Moreover, this research would give certain information about audio lingual method to:

###### **a. For the Students**

- 1) As motivation to learn English, especially in pronunciation ability.
- 2) As encouragement that the students not difficult in learning of process, the students are able to speak well especially for pronunciation and speak correctly.

###### **b. For the Teachers**

As an information for the English teacher, and the teacher will give contribution as one of the creative method intended to teachers in solving problems in the class.



c. For The Headmaster

- 1) As a facilitator in the English learning process.
- 2) As a consideration in coaching English in learning process.
- 3) The headmaster may introduce this method to all teachers to be applied in the classroom not only in English subject but also in all subjects in the school.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concepts of Pronunciation Ability

##### 1. The Concept of Pronunciation

###### a. The Definition of Pronunciation

Pronunciation, also known as phonology, includes the role of individual sounds and sound segments, that is, features at the segmental level, as well as suprasegmental features such as stress, rhythm, and intonation<sup>1</sup>.

To be known, pronunciation is a necessary part of speaking (oral communication). It involves making the correct sounds of a particular language, as well as how the sounds are put together in the flow of speech (not just in isolated words)<sup>2</sup>. Pronunciation is the spelling of certain sounds based on their letters in the shape of complex speech.

Further, pronunciation refers to how we produce the sounds that we use to make meaning when we speak. It includes the particular consonants and vowels of a language (segments), aspects of speech beyond the level of the individual segments, such as stress, timing, rhythm, intonation, phrasing, (suprasegmental aspects), and how the

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<sup>1</sup> Jack C. Richards. *Methodology in Language Teaching An Anthology of Current Practice*. (New York: Cambridge University Press. 2002), p. 175.

<sup>2</sup> Susan Boyer. *Understanding English Pronunciation: An Intergrated Practice Course*. (Fransisco: National Library of Australia. 2002), p. 1.

voice is projected (voice quality)<sup>3</sup>. Pronunciation is essential to differ certain words that have nearly similar sounds, for instance, when we intend to say 'three' and 'tree', we have a big potency to make our listeners be confused if we don't know the correct sounds or called – pronunciation. Pronunciation is important because it does not matter how good a learner's vocabulary or grammar is if no one can understand them when they speak, and to be understood, a learner needs a practical mastery of the sounds, rhythms and cadences of English and how they fit together in connected speech.

Next, pronunciation is one of speaking aspects but sometimes its difficult for people to make a good pronunciation in foreign language, because it needs a lot of comprehension in each sound the way they construct a word. English pronunciation is comprehensive. Pronunciation is such complex procedures in how we spell sounds correctly to construct meaning in the form of consonants, vowels, and diphthongs. English and Indonesian language have different pronunciation based on mother tongue.

Moreover, pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean), but can also improve their speaking immeasurably. Concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed all these things give them extra

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<sup>3</sup> Lynda Yates, Beth Zielinski. *Give It a Go: Teaching Pronunciation to Adults*. (Australian: Department of Immigration and Citizenship Macquarie Universit. 2009), p. 11.

information about spoken English and help them achieve the goal of improved comprehension and intelligibility<sup>4</sup>.

The writer concluded that pronunciation is one of speaking aspects where we organized sounds that are obviously and how we pronounce the words correctly.

Pronunciation refers to the ability to use the correct stress, and intonation of a word in a spoken language.

Learning English pronunciation means that learning English sound, where sound of English is mainly formed by consonant, vowel and diphthongs. Moreover, there are three kinds of segmental phonemes : vowels, consonant, and diphthongs. For example: the word key and car begin with the same sound, but the letter are different. We can see this clearly if we read the two phonemic symbol: /ki:/, /ka/. In the examples, word pairs have the same pronunciation but different spelling, such as:

Buy /bai/	-> Bye /bai/
Weak /'wi:k/	-> Week /wi:k/
Weight /weɪt/	-> Way /wei/
Write /raɪt/	-> Right /raɪt/
Too /tu:/	-> Two /tu:/
Though/[ðoʊ]/	-> Thought /[θɔt]/

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<sup>4</sup> Jeremy Hamer, *The Practice of English Language Teaching*. (New York: Pearson. 2004), p. 248.

## 2. International Phonetic Alphabet (IPA)

The pronunciation of words is conventionally represented with the help of phonetic symbols, any such representation being a phonetic transcription. The symbols used in this book are those proposed by the International Phonetic Association (IPA)<sup>5</sup>.

International Phonetic Alphabet is an alphabet that is used to show the pronunciation of words in any language. International phonetics alphabet to symbolize the sounds of all languages. It is a list of the phonetic symbols that we will use to represent English speech sounds<sup>6</sup>.

a. A phonetics Alphabet for English Pronunciation

**Table 3**

### **A Phonetics Alphabet for English Pronunciation:**

Consonants				Vowels					
p	pill	t	till	k	kill	i	beet	ɪ	bit
b	bill	d	dill	g	gill	e	bait	ɛ	bet
m	mill	n	nil	ŋ	ring	u	boot	ʊ	foot
f	feel	s	seal	h	heal	o	boat	ɔ	bore
v	veal	z	zeal	l	leaf	æ	bat	a	pot/bar
θ	thigh	tʃ	chill	r	reef	ʌ	butt	ə	sofa
ð	thy	dʒ	gin	j	you	aɪ	bite	aʊ	bout
ʃ	shill	m	which	w	witch	ɔɪ	boy		
ʒ	measure								

Source: Fromkin, Rodman, Hyams (2009)

<sup>5</sup> Carlos Gussenhoven, Haike Jacobs. *Understanding Phonology 3rd Edition*. (London: Macmillan Company. 2011), p. 15.

<sup>6</sup> Victoria Fromkin. *An Introduction to Language*. (Los Angeles : Thomson Wadsworth University of California. 2003), *seventh Edition*, p. 236.

### 3. Definition of Sounds

The study of speech sounds is called phonetics. To describe speech sounds it is necessary to know what an individual sound is, and how each sound differs from all others.

There are three kinds of sounds in general, those are vowels, consonants, and diphthongs as follows:

#### a. Vowels

Vowels are sounds that are produced with the little restriction of the airflow from the lungs out the mouth and/or the nose. The quality of a vowel depends on the shape of the vocal tract as the air passes through. The sounds that belong to vowels are stated in the table below<sup>7</sup>:

**Table 4**  
**The Sounds That Belong to Vowels below:**

	Front	Mid	Back
High	[i:] <b>bead</b>		[u:] <b>boot</b>
	[ɪ] <b>bid</b>		[ʊ] <b>could</b>
Mid		[ə] <b>above</b>	
	[ɜ:] <b>bed</b>	[e] <b>ten</b>	[ɔ:] <b>caught</b>
Low	[æ] <b>bad</b>	[ʌ] <b>butt</b>	[ɒ] <b>cot</b>
		[ɑ:] <b>bar</b>	

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<sup>7</sup> Robert Rodman. *An Introduction to Language*. (New York: North Carolina State University, Raleigh. 2011). p. 205.



## b. Consonants

Consonants are produced with some restriction or closure in the vocal tract that impedes the flow of air from the lungs<sup>8</sup>. Kinds of consonants are place of articulation and manners of articulation. Here are the lists of English consonants: / b, d, g, dʒ, v, ð, z, m, n, ŋ, l, w, j, ʒ, r, p, t, k, tʃ, s, θ, ʃ, h/

**Table 5**  
**Place of Articulation below:**

Manner of articulation	Place of Articulation							
		Bilabial	Labiodental	Interdental	Alveolar	Palatal	Velar	Glottal
Stops	v- v+	p b			t d		k g	
Affricates	v- v+					tʃ dʒ		
Fricatives	v- v+		f v	θ ð	s z	ʃ ʒ		H
Nasals	v+	m			n	ŋ		
Liquids	v+				l r			
Glides	v+	w				j		

### 1) Voice and Voiceless Sounds

When the vocal folds are spread apart, the air from the lungs passes between them unimpeded. Sounds

<sup>8</sup> Victoria Fromkin, *An Introduction to Language*, p. 236.

produced in this way are described as voiceless. Besides, when the vocal folds are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating a vibration effect. Sounds produced in this way are described as voiced. Here is the list of voice and voiceless sounds: Voice sounds : /b, d, g, dʒ, v, ð, z, m, n, ŋ, l, w, j, ʒ, r/ Voiceless sounds: /p, t, k, tʃ, s, θ, ʃ, h/

### c. Diphthongs

Diphthongs is a sequence of two sounds, vowel and glide. Diphthongs are present in the phonetic inventory of many languages, including English. A diphthong is a sequence of two vowel sounds. Simple vowels are called monophthongs. The vowel sound in the word *bite* [baɪt], however, is the [a] vowel sound of *father* followed rapidly by the [ɪ] sound of *fit*, resulting in the diphthong [aɪ]. Here is the list of English vowels:

[ɪ] [ʊ] [ʌ] [ɒ] [ə] [æ] [e] short

[i:] [u:] [ɑ:] [ɔ:] [ɜ:] long

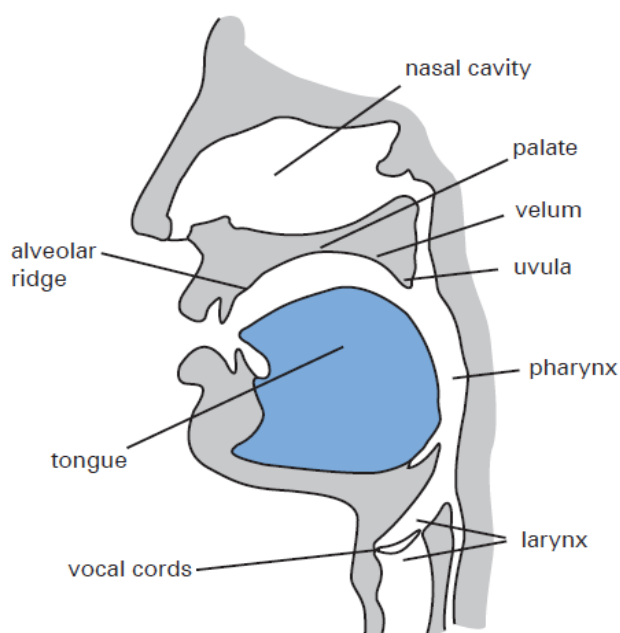
[ɪə] [ʊə] [aɪ] [ɔɪ] [əʊ] [eə] [aʊ] [eɪ] diphthongs

The difficulty of pronunciation is when they are asked to spell the nearly same sounds, for example, three /əri:/ and tree /tri:/.

#### 4. Place of Articulation

Place of articulation refers to the horizontal relationship between the articulators. It specifies the position of the highest point of the active articulator (usually some part of the tongue, but the lower lip may also be the active articulator) in relation to the passive articulator. The passive articulator involved typically gives its name to the place of articulation<sup>9</sup>. The terms used to describe the location inside the mouth at which the constriction takes place is place of articulation.

**Figure 1: Place of Articulation**<sup>10</sup>



Source: George Yule, *The Study of Language*, 2010

<sup>9</sup> Mike Davenport and S.J. Hannahs. *Introducing Phonetics & Phonology 2nd Edition*. (New York: Oxford University Press. 2005), p. 13.

<sup>10</sup> George Yule. *The Study of Language 4th Edition*. (New York: Cambridge University Press. 2010), p. 27.

- (1) Bilabials [p] [b] [m]: When people produce a [p] [b] or [m] the sounds articulated by bringing both lips together. For instance: **pill, bill, mill.**
- (2) Labiodentals [f] [v]: People also use their lips to form [f] and [v]. People articulate these sounds by touching the bottom lip to the upper teeth. For instance: **feel, veal.**
- (3) Interdentals [θ] [ð]: These sounds, both spelled *th*, are pronounced by inserting the tip of the tongue between the teeth. However, for some speakers the tongue merely touches behind the teeth, making a sound more correctly called dental, for instance: **think** [θɪŋk], **these** [ðiz].
- (4) Alveolars [t] [d] [n] [s] [z] [l] [r]: All seven of these sounds are pronounced with the tongue raised in various ways to the alveolar ridge. For instance: **till, dill, nill, seal, leaf, reef.**
- (5) Palatals [ʃ] [ʒ] [tʃ] [dʒ] [j]: For these sounds, which occur in **mission** [mɪʃən], **measure** [mɛʒər], **cheap** [tʃi:p], **judge** [dʒʌdʒ], and **yoyo** [jojo], the constriction occurs by raising the front part of the tongue to the palate.
- (6) Velars [k] [g] [ŋ]: Another class of sounds is produced by raising the back of the tongue to the soft palate or velum. The initial and final sounds of the word **kick** [kɪk] and **gig** [gɪg] and the final sounds of the words **back** [bæk], **bag** [bæg] and **bang** [bæŋ] are all velar sounds.

(7) Glottals [h] [ʔ]: The sounds of [h] is from the flow of air through the open glottis, and past the tongue and lips as they prepare to pronounce a vowel sound, which always follows [h]. If the air is stopped completely at the glottis by tightly closed vocal cords, the sound upon release completely at the glottis by tightly closed vocal cords, the sound upon release of the cords is a glottal stop [ʔ]<sup>11</sup>.

## 5. Scoring Rubric of Pronunciation

**Table 6**

**The scoring rubric of pronunciation is stated bellow:<sup>12</sup>**

Category	Vowels	Consonants	Intonation	Sentence Stress
	pronounces vowels correctly all the time.	pronounces consonants correctly all the time.	uses rising or falling intonation appropriately all the time. Uses intonation to express a variety of meanings, such as apology, sarcasm, etc.	places stress on focus words and other key words the time.
	pronounces vowels correctly most of the time.	pronounces consonants correctly most of the time.	uses rising or falling intonation appropriately most of the time but sometimes not effectively.	places stress on focus words and other key words most of the time.
	makes inconsistent vowel errors. Common errors: /i:/, /ɪ/.	makes inconsistent consonant errors. Common errors: /w, v/ /z/.	uses rising or falling intonation appropriately most of the time, but intonation impedes understanding.	places stress on focus words and other key words sometimes.

<sup>11</sup> Victoria Fromkin. *An Introduction to Language 7rd Edition*.( Los Angeles : Thomson Wadsworth University of California. 2003), p. 242.

<sup>12</sup> Rui Ma. *The Role of Pronunciation in Speaking Test Ratings*. (Brigham Young University. 2015 ), p. 34

	<p>pronounces some vowels incorrectly consistently.</p> <p>Common errors:  /ɪ/, /e, ei/  , ai/</p>	<p>pronounces some consonants incorrectly consistently.</p> <p>Common errors:  h/, /t, d/, /k, g/</p>	<p>uses intonation appropriately sometimes to express emotion, but uses up-rising intonation for both whquestions and yes/no questions.</p>	<p>frequently misplaces stress on focus words and other key words.</p>
	<p>vowel errors are frequent.</p> <p>Common errors:  æ/, /æ, ʌ/  , ɒ/, /ʌ, ɒ/  əʊ</p>	<p>consonant errors are frequent. Common errors:  , b/, /p, f/  , n/, /n, l/  r/</p>	<p>uses rising or falling intonation inappropriately frequently.</p>	<p>sentence stress rarely identified.</p>

## 6. The Measurement of Pronunciation Ability

**Table 7**

**The measurement of pronunciation ability as follows:**

No	Item	Ideal Score	Actual Score	Total
<b>Vowels</b>				
1.	Pronounces vowels correctly all the time.	5		
2	Pronounces vowels correctly most of the time.	4		
3	Makes inconsistent vowel errors. Common errors: /i:/, ɪ/.	3		
4	Pronounces some vowels incorrectly consistently. Common errors: /e, ɪ/, /e, eɪ/ /ɑ:/, aɪ/	2		
5	Vowel errors are frequent. Common errors: /e, æ/, /æ, ʌ/ /æ, ɒ/, /ʌ, ɒ/ /ɔ, əʊ	1		
<b>Consonants</b>				
1	Pronounces consonants correctly all the time.	5		
2	Pronounces consonants correctly most of the time.	4		
3	Makes inconsistent consonant errors. Common errors: /w, v/ , z/.	3		
4	Pronounces some consonants incorrectly consistently. Common errors: /h/, /t, d/, /k, g/	2		

5	Consonant errors are frequent. Common errors: /b/, /p, f/ /n, n/, /n, l/ /r/	1		
<b>Intonation</b>				
1	Uses rising or falling intonation appropriately all the time. Uses intonation to express a variety of meanings, such as apology, sarcasm, etc.	5		
2	Uses rising or falling intonation appropriately most of the time but sometimes ineffectively.	4		
3	Uses rising or falling intonation appropriately most of the time, but intonation impedes understanding.	3		
4	Uses intonation appropriately sometimes to express emotion, but uses up-rising intonation for both whquestions and yes/no questions.	2		
5	Uses rising or falling intonation inappropriately frequently.	1		
<b>Sentence Stress</b>				
1	Places stress on focus words and other key words all the time.	5		
2	Places stress on focus words and other key words sometimes.	4		
3	Places stress on focus words and other key words sometimes.	3		



4	frequently misplaces stress on focus words and other key words.	2		
5	entence stress is rarely identified.	1		

## B. The Concept of Audio lingual Method (ALM)

### 1. Definition of Audio Lingual Method

Audio lingual method is a method using the stimulus response, reinforcement model, it is attempted through a continuous process of such positive reinforcement, to engender good habits in language learners<sup>13</sup>. In other words, audiolingual method is a method that offers reinforcement by using drills continuously so that the result that might be expected is students are able to comprehend the sounds of particular words.

Furthermore, the Audio lingual method is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which professes that certain traits of living things, and in this case humans, could be trained through a system of reinforcement correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.<sup>14</sup>

So that, the writer assumes that Audio lingual method is a method had some drillings which all of them emphasized on oral practice.

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<sup>13</sup> Jeremy Harmer. *The Practice of English Language Teaching*. (New York: Pearson. 1991), *Second Edition*. p. 63.

<sup>14</sup> Masoud Nosrati. *Investigation of Language Teaching Methodologies in Second Language Learning*. (Iran: Eslamabad-E-Gharb branch. 2013), p. 208.

Dialogues and drills form the basis of audiolingual classroom practices. Dialogues provide the means of contextualizing key structures and illustrate situations in which structures might be used as well as some cultural aspects of the target language. Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized. After dialogue has been presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus of various kinds of drill and pattern-practice exercise<sup>15</sup>.

## 2. The Principles of Audio Lingual Method

- 1) Language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning<sup>16</sup>.
- 2) The purpose of language learning is to learn how to use the language to communicate.
- 3) Particular parts of speech occupy particular 'slots' in sentences. In order to create new sentences, students must learn which part of speech occupies which slot.
- 4) Positive reinforcement helps the students to develop correct habits.

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<sup>15</sup> Jack C. Richards. *Approaches and Methods in Language Teaching. A Description and Analysis*. (New York: Cambridge University Press. 1986), p. 53.

<sup>16</sup> Diane Larsen-Freeman. *Techniques and Principles in Language Teaching*. (New York: Oxford University Press. 2000), p. 35.

- 5) Each language has a finite number of patterns. Pattern practice help students to form habits which enable the students to use the patterns.
- 6) Students should 'over learn', learn to answer automatically without stopping to think.
- 7) The teacher should be like an orchestra leader conducting, guiding, and controlling the students' behavior in the target language.
- 8) The major objective of language reaching should be for students to acquire the structural patterns, students will learn vocabulary afterward.

There are kinds of drills and patterns practice is a distinctive feature of the Audiolingual Method. Includes the following<sup>17</sup>:

a) Dialog memorization

Dialogs or short conversations between two people are often used to begin a new lesson. Students memorize the dialog through mimicry; students usually take the role of one person in the dialog, and the teacher the other. After the students have learned the one person's lines, they switch roles and memorize the other person's part. Another way of practicing the two roles is for half of the class to take one role and the other half of the class to take the other. After the dialog has been memorized,

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<sup>17</sup> *Ibid.*, p. 47.

pairs of individual students might perform the dialog for the rest of the class. In the Audio-Lingual Method, certain sentence patterns and grammar points are included within the dialog. These patterns and points are later practiced in drills based on the lines of the dialog.

b) Backward build-up (expansion) drill

This drill is used when a long line of a dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

c) Repetition drill

Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialog<sup>18</sup>.

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<sup>18</sup> *Ibid.*, p. 48.

d) Chain drill

A chain drill gets its name from the chain of conversation that forms around the room as students, one-by-one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

e) Single-slot substitution drill

The teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase-called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.

f) Multiple-slot substitution drill

This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time, that fit into different slots in the dialog line. The students must recognize what part of speech each cue is, or at least , where it

fits into the sentence, and make any other changes, such as subject-verb agreement. They then say the line, fitting the cue phrase into the line where it belongs.

g) Transformation drill

The teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into reported speech.

h) Question-and -answer drill

This drill gives students practice with answering questions. The students should answer the teacher's questions very quickly. Although we did not see it in our lesson here, it is also possible for the teacher to cue the students to ask questions as well. This gives students practice with the question pattern.

i) Use of minimal pairs

The teacher works with pairs of words which differ in only one sound; for example, 'ship/sheep'. Students are first asked to perceive the difference between the two words and later to be able to say the two words. The teacher selects the sounds to work on after she has done a contrastive analysis, a

comparison between the students' native language and the language they are studying.

j) Complete the dialog

Selected words are erased from a dialog students have learned.

Students complete the dialog by fill in the blanks with the missing words.

k) Grammar game

Games are designed to get students to practice a grammar point within a context. Students are able to express themselves, although it is rather limited in this game. Notice there is also a lot of repetition in this game.

### 3. Characteristics of Audio Lingual Method

There are certain characteristics of audio lingual method. They are as follows<sup>19</sup>:

- a. New material is presented in dialog form.
- b. There is independence on mimicry memorization of set phrases, and overlearning.
- c. Structures are sequenced by means of contrastive analysis and taught one at a time.
- d. Structural patterns are taught using repetitive drills.

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<sup>19</sup> H. Douglas Brown. *Teaching by Principles An Interactive Approach to Language Pedagogy 2rd Edition*. (New York: San Francisco State University. 2001), p. 23.

- e. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.
- f. Vocabulary is strictly limited and learned in context.
- g. There is much use of tapes, language labs, and visual aids.
- h. Great importance is attached to pronunciation.
- i. Very little use of the mother tongue by teachers is permitted.
- j. Successful responses are immediately reinforced.
- k. There is a great effort to get students to produce error-free utterances.
- l. There is a tendency to manipulate language and disregard content.

#### **4. Procedures of Audio Lingual Method**

There are certain procedures that should be applied in audio lingual method as follows:<sup>20</sup>

- 1) Students first hear a model dialogue (either read by the teacher or on tape) containing the key structures that are the focus of the lesson. They repeat each line of the dialogue, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immediate. The dialogue is memorized gradually, line by line. A line may be broken down into several phrases if necessary. The dialogue is

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<sup>20</sup> Jack C. Richards, Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. (New York: Cambridge University Press. 1986), p. 44.



read aloud in chorus, one half saying one speaker's part and the other half responding. The students do not consult their book throughout this phase.

- 2) The dialogue is adapted to the students' interest or situation, through changing certain key words or phrases. This is acted out by the students.
- 3) Certain key structures from the dialogue are selected and used as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually. Some grammatical explanation may be offered at this point, but this is kept to an absolute minimum.
- 4) The students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialogue may be introduced. At the beginning level, writing is purely imitative and consists of little more than copying out sentences that have been practiced. As proficiency increases, students may write out variations of structural items they have practiced or write short compositions on given topics with the help of framing questions, which will guide their use of the language.
- 5) Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out.

## 5. The Advantage and Disadvantage of Audio Lingual Method

### a. The Advantage of Audio lingual Method

There are certain the advantage of audio lingual method<sup>21</sup>:

- 1) Audio Lingual Method is one of method that can solve students' problem in pronunciation, because this method had some drillings which all of them emphasized on oral practice, so teacher could focus or control students' pronunciation.
- 2) It is a teacher dominated method.
- 3) The use of visual aids is effective in vocabulary teaching.
- 4) The audio lingual method are learned better when practiced orally first.

### b. The Disadvantages of Audio Lingual Method

There are certain the disadvantages of audio lingual method, there are<sup>22</sup>:

- 1) The audio-lingual method is the basic teaching method is repetition, students learn to reproduce many things but never create anything original or use patterns fluently in natural speech situations.
- 2) The students felt bored when the teacher must specify what language the student will use and control student interaction with the language.

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<sup>21</sup> Josue M. Gonzalez. *Encyclopedia of Bilingual Education*. (California: Arizona State of University. 2008), p . 47.

<sup>22</sup> *Ibid.*, p. 47.

### **C. Action Hypothesis**

Based on the frame of theories and assumption above, the writer formulates the hypothesis is the use of audio lingual method can improve the students' pronunciation ability at the Eight Grade of MTs N 2 Lampung Timur.

## CHAPTER III

### RESEARCH METHOD

#### A. Variable and Operational Definition of Variable

##### 1. Variable of Research

There are two kinds of research variables as follow:

##### a. Independent Variable

Independent variable is presumed to affect (at least partly cause) somehow influence at least one other variable<sup>23</sup>. Independent variable in this research is audio lingual method. The writer assumes that audio lingual method made the students in order to attain conversational proficiency in a variety of foreign language, and puts the emphasis on behaviorism. The Audio-Lingual method considered language simply as form of behavior to be learned through the formation of correct speech habits Audio lingual method uses repetition, replacement and answer the question to drill speaking skill especially student's pronunciation. The Audio-Lingual method focuses on oral skills. It aims to improve students' speaking achievement in students' pronunciation.

##### b. Dependent Variable

Dependent variable is the variable which is observed and measured to determine the effect of the independent variable. Dependent

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<sup>23</sup> Jack R. Freenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh Edition*, (New York: McGraw-Higher Education, 2009), p.42.

variable in this research is pronunciation. The improving students' pronunciation can be seen after using audio lingual method.

## 2. The Definition of Operational Variable

Operational definition is the definition of variable that identifies the observable indicators that will be used to determine the variables' attributes<sup>24</sup>. In an operational definition, we tell us what activities or operations we need to perform to measure a concept or variable.

As the explanation above, this research consists of two variables: those are using audio lingual method as independent variable and students' pronunciation ability as dependent variable. The definition of two variables can be explained as follows:

### a. Independent variable

Independent variable is a variable which functions to influence the other variable. The independent variable in this research is using audio lingual method. This method can be used to improve students' pronunciation.

In measuring this variable, the writer will use observation sheets to observe the use of audio lingual method. As the indicator of success in using audio lingual method can be seen as follows:

- 1) The students have good participation of teaching pronunciation by using audio lingual method.

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<sup>24</sup> Allen Rubin & Earl R. Babbie, *Essential research Method for Social Work*, (Engaged Learning, United State of America: 2010), Second Edition, p.70.

- 2) This method run well and the students are enthusiastic to follow teaching learning process.
- 3) The students' achievement of pronunciation can improve by using audio lingual method in teaching learning process.

b. Dependent Variable

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable in this research is students' pronunciation.

In measuring this variable the writer will use test as tool to measure the students pronunciation ability. The test consist of 5 sentences in objective that formula which is the score of 20 for each item. So the maximal score is 100 and the meaning score is 0. The indicator of students pronunciation ability is follow:

- 1) The students can pronounce vowel and consonant well.
- 2) The students can pronounce word well.
- 3) The students can pronounce sentences correctly.

**B. Setting of the research**

The setting of this research is MTs N 2 Lampung Timur, which is located is in Raman Utara, East Lampung. This class consists of 34 students. Mts N 2 Lampung Timur established in October 1998, it consists of 17 classes, a computer laboratory, IPA laboratory, an office, mosque and a library. It has 40 teachers 8 administration staff, and 593 students.

**Table 8**  
**Total all of The Students**

Class	Sex		Total
	Male	Female	
Class VII	97	100	197
Class VIII	105	92	197
Class IX	102	97	199
ToatL	304	289	593

### C. Subject of The Research

The subject of this research is the students' eight grades of class D Mts N 2 Lampung Timur in Academic Year 2017/2018 it consists of 34 students.

**Table 9**  
**Total of The Students In Class VIII D**

Class	Sex		Total
	Male	Female	
VIII F	21	13	34
Total	21	13	

### D. Classroom Action Research (CAR)

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research<sup>25</sup>. It is based on the following assumptions:

---

<sup>25</sup> Eileen Ferrance. *Action Research. Themes In Education*. (Northeast and Islands Regional Educational Laboratory: Brown University. 2000), p. 1.

1. Teachers and principals work best on problems they have identified for themselves.
2. Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently.
3. Teachers and principals help each other by working collaboratively.
4. Working with colleagues helps teachers and principals in their professional development.
5. Teachers and principals work best on problems they have identified for themselves.
6. Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently.
7. Teachers and principals help each other by working collaboratively.
8. Working with colleagues helps teachers and principals in their professional development.

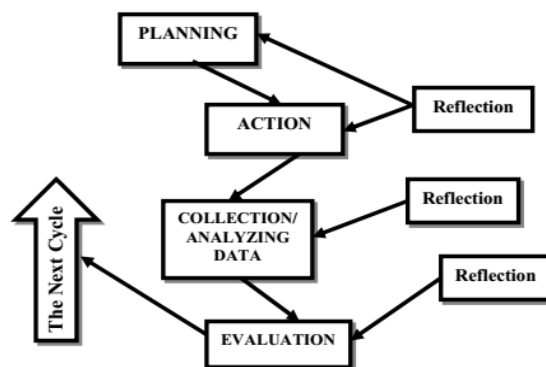
Although there are many types of research that may be undertaken, action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future.

Action research is a form of collective self reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or education practices, as



well as their understanding of these. Practices and the situations in which these practices are carried out<sup>26</sup>. It means that the teacher gives an action or instruction then the students do it. Classroom action research must concern with the effort of teachers in learning process. Practitioners are potential writers and writers are practitioners (some people, who like to maintain their status as “pure” writers do not always see it this way). The aim of the research is to find the problem solving.

In the classroom action research, the writer would like to hold the research in two cycles. There were a relationship between one and the other. They are planning, acting, observing, and reflecting. It means that, action research consist of four steps include planning, action, observation, and reflection. Here is step of classroom action research design:



**Figure 2. Design of Classroom Action Research Model (McKernan Model)<sup>27</sup>.**

<sup>26</sup> Jean Mn.Niff with Jack Whitehead. *Action Research: Principles and Practice*. (London and New York: Routledge Falmer Taylor and Francis Group, 2002), p. 24.

<sup>27</sup> Karen Goodnough. *Taking Action in Science Classroom Trough Collaborative Action*. (Canada: Sense Publishers, 2011), p. 4.

Based on model design from McKernan above, there were four steps in a acting process, they are planning, acting, reflection and the last evaluation. Which Was all activity has relationship with the other.

## **1. Cycle I**

### **a. Planning**

Planning is the first step in each activity, the researcher it is prepared before the action.

- 1) The researcher prepared the lesson plan.

In conducting the research, the researcher made lesson plan for the activities.

- 2) The researcher prepared the material and the method for the process of learning.

### **b. Acting**

After finishing the planning, the learning process would be done in the eight class junior high school MTs N 2 Lampung Timur. It described about teaching procedures of the research. In this step, the researcher acts as follows:

- 1) The students pray and greet together.
- 2) The researcher checks the attendant list.
- 3) The researcher choosed the appropriate with the material going to be taught which suit to syllabus.
- 4) The researcher prepared material such us; short dialog. The researcher read short dialog and strengthen it by using audio.

- 5) The students listen carefully, to memorized material, then the students repeat each word. They are used mimicry memorization technique.
- 6) The researcher asked the students to speak what they had been listen, the correct word.
- 7) The researcher asked the students to correct the words.
- 8) The researcher corrects the students' error.
- 9) The researcher gave a motivation for the students.
- 10) The researcher closed the meeting.

**c. Observing**

Observing is the activity of recording the event and action. Based on the observation, the researcher can determine there is anything that the writer has to be improved soon in order that the action can achieve the aim of researcher wants. The observation is doing in teaching learning process. In this step, the researcher observes the process of teaching learning by using form of observation.

**d. Reflecting**

Reflection is the last step in this process. The researcher analyzed and discusses the observation result during teaching process, those are, the weakness and strength from the action in this steps, the researcher used the data from evaluation to made improvement for the second cycle. The researcher decides that the next cycle focused on the weakness in preview cycle.

## 2. Cycle 2

### a. Planning

Planning is the first step in each activity, without planning the activity that the writer does not will focus. There are steps for planning:

- 1) The researcher prepared the lesson plan.
- 2) The researcher prepared the material.
- 3) The researcher identifies the problem and finds the problem solving form the first cycle.

### b. Acting

The second step in the action research is acting. It is the implementation of the planning. In this step the researcher acts as follows:

- 1) Pre teaching
  - a. The students pray and greet together.
  - b. The researcher checks the attendant list.
  - c. The researcher give motivation.
  - d. The researcher choosed the appropriate with the material going to be taught.
- 2) While Teaching
  - a. The researcher gave the audio.
  - b. The students listen the audio.

- c. The researcher asked the students for the repeat what their hear, the sentences with the good pronuniciaton.
  - d. The students should memorized and could wrote the word by word.
  - e. The researcher asked the students to repeat with good mimicry.
  - f. The researcher asks the students are there difficulties in process of lerning pronunciation.
- 3) Post teaching
- a. The researcher summarized the material of learning.
  - b. The researcher gave the motivation to the students.
  - c. The researcher closed the meeting.
  - d. The researcher greets to the students.

**c. Observing**

Observation would be done to identify classroom activities during teaching and learning process. It is done while the action is being implemented. Observation and field note help collaborator do observation. The result of the observation could be used as input for the next meeting. Observation would be done either in first or second cycle. The researcher given the tasks as post test in teaching learning process.

The task are pronunciation is they are must find out the vocabularies in the story, comprehend and memorized.

#### **d. Reflecting**

In this step, the researcher would compare the score of pre-test and post-test. The researcher reviews and reflects on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

### **E. Data Collection Technique**

To collect the data, the researcher used the data collection method as follows:

#### **1. Test**

Test is a set of questions or exercises or other tools that is used to measure skill, ability, knowledge, intelligence, capability, that belong to individual or group. In this research, the researcher used test to collect the data. The researcher would use pre-test and post-test as tools to gather the data.

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

To know that the use of audio lingual method could be improved the students' pronunciation, the researcher gave pre-test before the students got explanation about making a good pronunciation. The researcher gave the oral test to students. From this result the writer knew how the students' in pronunciation and knew the weakness during learning process. Pre-test was the first activity before the teacher did the teaching-learning activities and a post test. The students would perform the dialogue. Their voices and performance would be recorded and

videos by the teacher. The aims of pre-test is to measure students' prior ability in pronunciation.

b. Post-test

After the researcher observed and analyzed the weakness strength that had done by the teacher and the students about the difficulties in pronunciation. Then, the researcher gave more explanation until the students understand. Finally the researcher gave the post-test to the students. The aims of post-test is to know the improvement of students' ability after they had given audiolingual method.

## **2. Observation**

Observation is a process of watching or listening to professional action either while it is happening, or from a taped sequence. Observation is the election modification, recognition, and coding combination in behavior and organism situation that suitable with empires goals. Observation is data collection method by directly observing to the object that is examined. The writer uses this method to get data about students activities such as students' skill in question answer, students; lack pronunciation, repetition and good participant of students' learning in the class.

## **3. Documentation**

Documentation is the method which is used to got information from the written source or document like books, magazines, notes of meeting and daily report.

#### **4. Field Note**

Field Note is a note that is used in the research to write the activities during learning process. So, if the teacher is teaching, the collaborator notes everything that happened in the class. This is to know students activities during teaching process.

### **F. Research Instrument**

#### **1. Test Form**

In this research, the researcher used oral pre-test and post-test to measure students ability. The shape of the test is pre-test and post-test. The researcher used oral test. The pre-test consists of five sentences that must be pronounced by all the students in the class. The aim of pre-test is to know students' background knowledge. The students had to pronounce all five sentences given by the researcher. Then, in the post-test the researcher would command the students to listen the audio that consists of certain dialog until several times. After that, the students have to pronounce the conversation best on what they heard in the audio. This experience would be taught at least three times.

In order to make the data become scientific and accurate, the instrument must be served appropriately, therefore, the writer will use content-related evidence of validity whereby the validity refers to the relevance of instrument based on how appropriate the content is, how comprehensive the content is, how logical the content to get at the intended variable, and how adequate the questions represent the content to be assessed. The content and



format must be consistent with the definition of the variable and the sample of subjects to be measured.

## **2. Observation sheet**

What will be observe in this research are students activity in learning English and the implementation of audio lingual method. The observation sheet will consists of certain criteria of measurement those are students interest, students responses, attitude, gestures, and students activity when learning English.

Meanwhile in order to observed the implementation of the audio lingual method the criteria that the writer will use are the use of audio for drill and repetition.

## **3. Documentation**

What have been documented are, students scores, the conditions of scool building, facilities, teachers, employers, and stuctural organizations. The writer will documentate the students learning process by taking pictures and recording their activities in the class.

## **G. Data Analysis Technique**

In this research, the researcher would analyzed the data analysis by calculating the average from the result or score from pre-test and post-test. The researcher also compares score between pre-test and post-test. Then, the result would be matched with the minimum standard. In the eight grade of MTs N 2 Lampung Timur the minimum standard in English subject is 70. If there are some students that are not successful in cycle 1 it means that the

researcher has to conducted the cycle 2. If in the cycle 2 there are some students that are not successful, the cycle 3 has to be conducted and so on, but if the cycle 2 the students of successful, the cycles are able to be stopped.

The data would be analyzed step by step to get the average score of the pre-test and post-test. The formula to got the average of pre-test and post-test is as follows<sup>28</sup>:

$$\bar{x} = \frac{\sum x}{N}$$

where:

$\bar{x}$  = Average score

$\sum x$  = The total number of student's score

$N$  = Total of Students

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

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

Notes :

$P$  = Mean Score

$F$  = Total of Students

$n$  = Number of The Students

---

<sup>28</sup> Donald Ary *et.al.* *Introduction to Research in Education. 8th Edition.* (Canada: Wadsworth, 2006). p.108.

#### **H. The Indicator of the Success**

The research would be called success if 80 % of students got minimum score at least 70 and there is improvement in students' learning activity after used audio lingual method.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

In this chapter, the researcher would be present the result of the research. It includes the documentation of MTs N 2 Lampung Timur, the result of the research and the interpretation of the research.

#### **A. Result of The Research**

##### **1. Description of Research Location**

###### **a. The History of MTs N 2 Lmpung Timur**

MTs N 2 Lampung Timur is one of Junior High School of Raman Utara. It is located in Raman Utara, Jl. Merdeka Raman Utara, sub-district office of Raman Utara, district of Lampung Timur. Mts N 2 Lampung Timur was established on October 25, 1993.

The establishment, this school has been led by several principals:

- 1) Bisri, BA. (1993-1996)
- 2) Drs. Yahya Sulaiman (1996-2005)
- 3) Drs. Jumari (2005-2006)
- 4) Lenny Darnisah, S.Pd, MM (2006-2015)
- 5) Rubangi, S.Pd (2015-2016)
- 6) Toipi S,Ag.,M.Pd.I (2016-now).

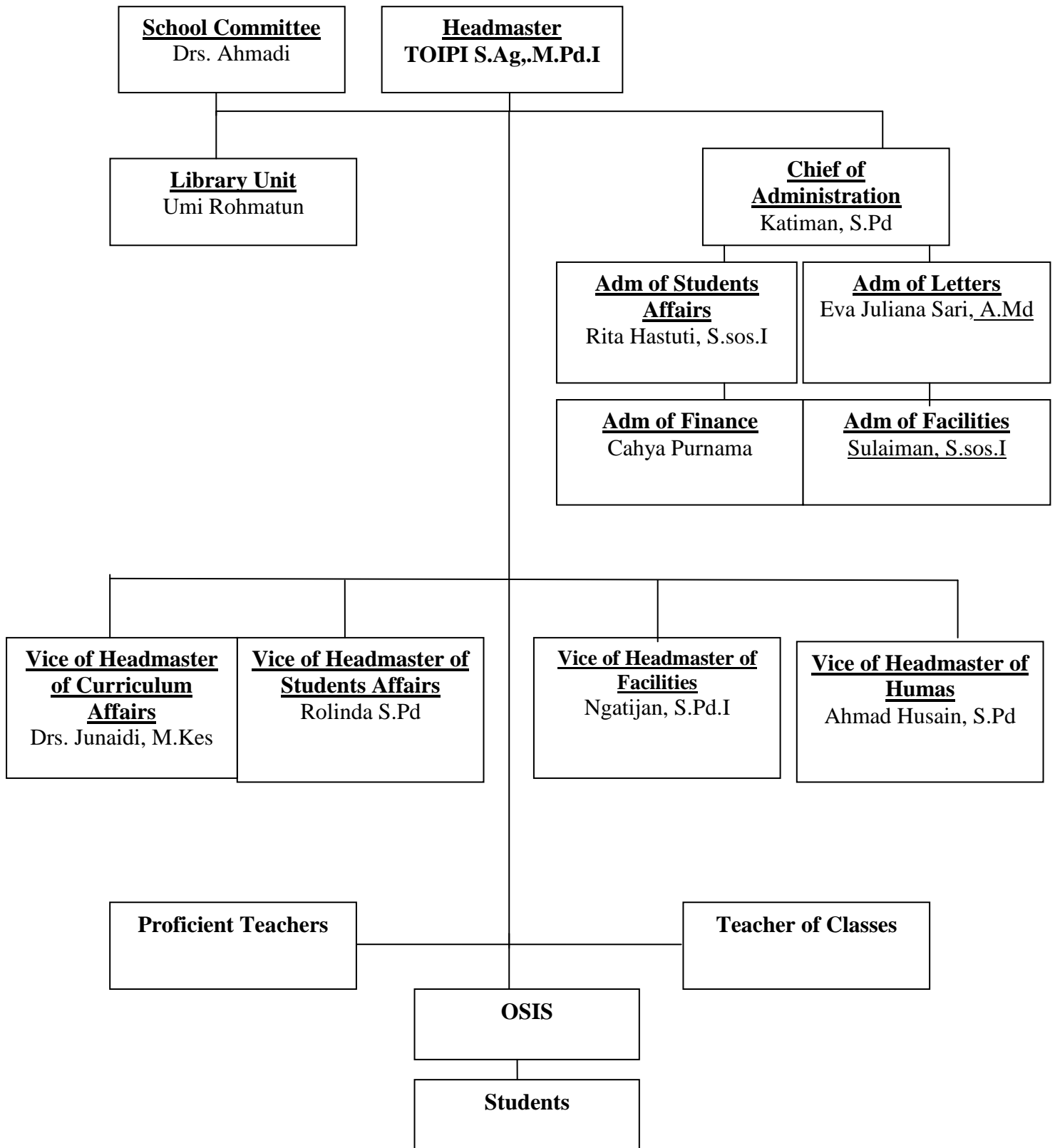
**b. Vision and Mission of MTs N 2 Lampung Timur**

- 1) The vision of the school: qualified, religious, and populist.
- 2) The mission of the school:
  - a) Harmonious and democratic relations.
  - b) Increased insight and performance.
  - c) The optimum utilization of facilities and infrastructure.
  - d) Improving the implementation of education as a whole.
  - e) The creation of graduates of MTs N 2 Lampung Timur that qualified, religious, and competent.
  - f) To create an event to the friendship for the teachers, the staff employees and all of the students.
  - g) Enhancing to use facility and infrastructure.
  - h) To create the facility for extracurricular.
  - i) The continuous control for the students learning process.

**c. Structure of Organization**

The structure of organization of MTs N 2 Lampung Timur is stated below:

**ORGANIZATION STRUCTURES OF MTs N 2 LAMPUNG TIMUR**



**d. The Condition of Teacher and Official Employees at MTs N 2  
Lampung Timur**

Condition of teacher and official employers in MTs N 2 Lampung Timur, the numbers of the teacher and official employers in MTs N 2 Lampung Timur in the academic year 2017/2018 that can be identified, as follows:

**Table 10**  
**The Condition of Teacher and Official Employees at MTs N 2**  
**Lampung Timur in the academic year 2017/2018**

No	Name	Occupation	Education
1	TOIPI S.Ag., M.Pd.I	Headmaster	S2
2	Drs. Sri Raharjo	Teacher	S1
3	Drs. M. Nurdin	Teacher	S1
4	Drs. Junaidi, M.Kes	Teacher	S2
5	Drs. Ahmadi	Teacher	S1
6	Ari Widayati, S.Pd	Teacher	S1
7	Dra. Nur Rachmah	Teacher	S1
8	Supriyati, S.Pd	Teacher	S1
9	Anwar Sadat, M.Pd.I	Teacher	S2
10	Ngatijan, S.Pd.I	The vice of Headmaster	S1
11	Nihayatul Solihati	Teacher	S1
12	Siti Khotimah, S.Pd.I	Teacher	S1
13	Acak Kursaman	Teacher	D2
14	Drs.Lanjar	Teacher	S1

15	Subardo	Teacher	SMEP
16	Sri Mulyono, S.Pd.I	Teacher	S1
17	Dra. Istikomah	Teacher	S1
18	Dra.Umi Muawanah	Teacher	S1
19	Suharmi Setya Budi,A.Md.Pd	Teacher	D3
20	Wibowo A.Md.Pd	Teacher	D3
21	Ahmad Husain,S.Pd	Teacher	S1
22	Shofiyul Umam,SS.	Teacher	S1
23	Dra. Dewi Susiyanti	Teacher	S1
24	Esti Palupi, S.Pd	Teacher	S1
25	Sri Susilowati, S.Pd	Teacher	S1
26	A.Jakfar, S.Ag	Teacher	S1
27	Tanseriyadi, S.Ag	Teacher	S1
28	Sulasih, S.Pd	Teacher	S1
29	Hestin Isyati, S.Ag	Teacher	S1
30	Dra. Mujiyem	Teacher	S1
31	Afif Isa Anshori,S.Pd.I	Teacher	SI
32	Rolinda, S.Pd	Teacher	S1
33	Pathurrahman,S.Ag	Teacher	S1
35	Ardi Ristanto, S.Pd	Honoror	S1
36	Disca Fenidesty S, S.Pd	Honoror	S1
37	Ika Nurrohmah	Honoror	S1



**Table 11**  
**The Condition of the administration staff in MTs N 2 Lampung Timur**

No	Name	Occupation	Education
1	Katiman, S.Pd	Leader of Staff administration	S1
2	Sualaiman, S.sos.I	Staff Administration	S1
3	Umi Rohmatun	Staff Administration	SMA
4	Rita Hastuti, S.Sos	Staff Administration	S1
5	Eva Juliana Sari, A.Md	Staff Administration	D3
6	Mamad Hermawan	Staff Administration	SMA
7	Cahya Purnama	Staff Administration	SMA
8	Andri Wijaksono	Staff Administration	SMA

**Table 12**  
**The Building of MTs N 2 Lampung Timurin the academic year of 2017/2018**

No.	Names of Building	Sum
1	Class Room	17
2	Headmaster Room	1
3	Vice of Headmaster Room	1
4	Administration Room	1
5	Teacher Room	1
6	Counseling Room	1
7	Laboratory Room	1
	Laboratory computer	1
	Laboratory IPA	1
8	Library Room	1
9	School Medical Room	1
10	OSIS Room	1

11	Store Room	1
12	A public toilet	8
13	A teacher toilet	1
14	A administration toilet	1
15	Basket area	1
16	Voly area	1
17	Tennis room	1
18	Computer	40
19	Television	2
20	CCTV camera	20
21	Table and chair the students	580
22	Printer	2
23	Projector LCD	4
24	Sreenview	3
25	Parking Area	1
26	School Yard	1
27	Union	1
28	Canteen	3
29	Sport Yard	1
30	Kitchen	1
31	Gate	2

**d. Total of The Students at MTs N 2 Lampung Timur**

The quantity of the students MTs N 2 Lampung Timur can be identified as follow:

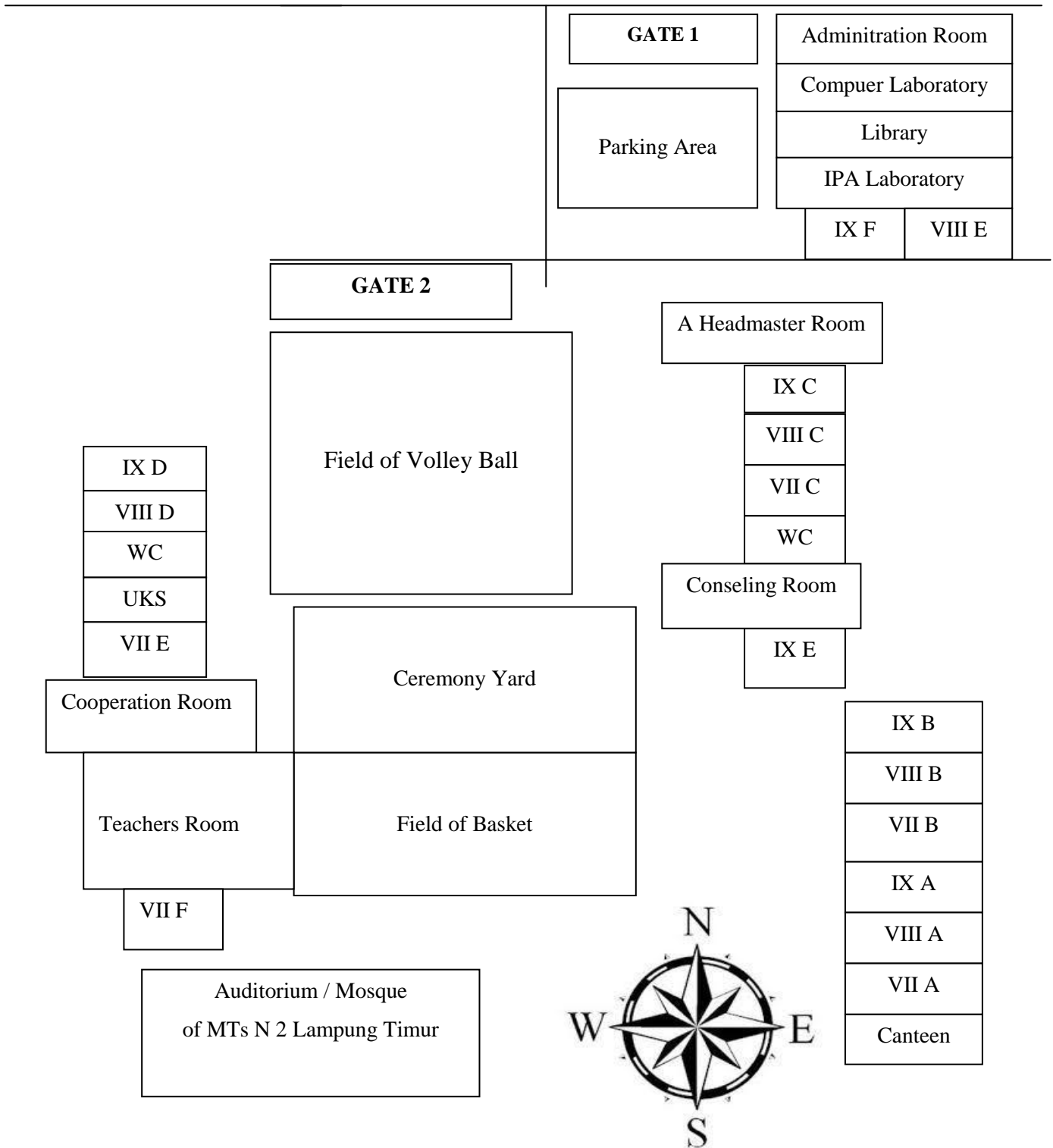
**Table 13**

**The students quantity of MTs N 2 Lampung Timur in the Academic Year 2017/2018**

No	Class	Gender		Total
		Male	Female	
1.	Class VII	97	100	197
2.	Class VIII	105	92	197
3.	Class IX	102	97	199
Total		304	289	593

e. Location of MTs N 2 Lampung Timur

**Figure 3**  
**The Sketch Location of MTs N 2 Lampung Timur**



## 2. Description of the Research

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

### a. Cycle 1

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

**Table 14**

**The Pre Test Score of Students' Pronunciation Ability**

No	Name	Pre-test	MMC 70
1	ABF	70	Complete
2	AWP	60	Incomplete
3	AP	70	Complete
4	AO	60	Incomplete
5	AP	70	Complete
6	AF	55	Incomplete
7	AEP	60	Incomplete
8	AS	60	Incomplete

9	BS	70	Complete
10	CMS	60	Incomplete
11	DCN	70	Complete
12	FI	55	Incomplete
13	GAF	55	Incomplete
14	GM	70	Complete
15	GRJ	70	Complete
16	IM	55	Incomplete
17	IK	70	Complete
18	IA	60	Incomplete
19	JF	60	Incomplete
20	KYA	60	Incomplete
21	LNL	60	Incomplete
22	LS	55	Incomplete
23	MNS	60	Incomplete
24	MA	45	Incomplete
25	MRR	55	Incomplete
26	MUF	55	Incomplete
27	NC	70	Complete
28	RIY	55	Incomplete
29	RA	75	Complete
30	RS	55	Incomplete

31	SD	60	Incomplete
32	SK	55	Incomplete
33	SN	45	Incomplete
34	UK	60	Incomplete
<b>Total</b>		2065	
<b>Average</b>		60,73	
<b>The Highest Score</b>		75	
<b>The Lowest Score</b>		45	

**Table 15**

**The Percentage of Pre-Test Score the Students Pronunciation**

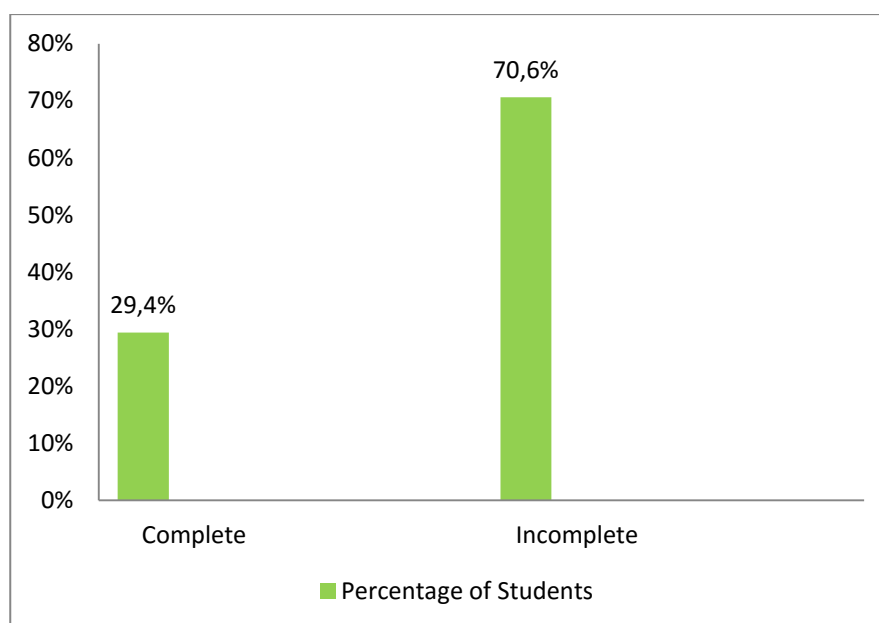
No	Result	Students	Explanation	Percentage
1.	<70	24	Incomplete	70,6%
2.	≥ 70	10	Complete	29,4%
<b>Total</b>		<b>34</b>		<b>100%</b>

**Source: Documentation of English test taken on Friday, November 17 2017**

Based on the pre-test table, the researcher concludes that most of students at eight grades encounter problems in pronunciation ability. The skill in their speaking is still poor because their result on pronunciation test are under MMC (70). Based on the table, it could be analyzed that there were 10 students (29,4%) who get a minimum score and 24 students (70,6%) who incomplete the pre test. The lowest score in pre-test was 45 and the highest score was 75. It means that the students did not fulfill the minimum score at MTs N 2 Lampung Timur and the

students' pronunciation ability was low. Besides, from the result of pre-test the researcher got the average 60,73. Therefore, it was the reason why the researcher used the audio lingual method to improve the students' pronunciation ability.

**Chart 1**  
**The Result Frequency of the Students' Score in Pre-test**



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

### 1) Planning

The first meeting was done on Friday, November 17<sup>th</sup>, 2017. It was open by greeting, checking attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the students' pre-test score.

Based on the result of pre-test score, the researcher has identified and found that the problems after got the students' pre-test score. Therefore, the researcher and collaborator prepared



several things related to teaching and learning process such as the English subject lesson plan, the material, media, the oral test, observation sheet that contains about list of students' names and activity, and evaluation for the second meeting.

## **2) Acting**

The second meeting was treatment and the third meeting was post test I. The researcher conducted the treatment and post test I on Tuesday, November 21<sup>th</sup> and Thursday, November 23, 2017. In this meeting, the researcher as an English teacher and Mrs. Sri Susilowati, S.Pd as a collaborator. The researcher started the meeting by greeting, gave attendance list and asking the condition of the students. Afterwards, the researcher gave the material about pronunciation ability through audio lingual method.

At the beginning of teaching learning process, the researcher gave the students some of sentences. The researcher asked the students about how to speak the correctly of pronunciation. Some of the students knew about how to pronounce the sentences correctly. Secondly, the researcher explained about pronunciation ability through audio lingual method. After that, the researcher asked the students listen carefully the audio, and then asked the students repeat it until several time.

Afterwards, the researcher explained about pronunciation through audio lingual method. The students should practice the

sentences. The researcher guided the students to be active and pronounced the correctly. As long as the students pronounced the researcher investigated the students' voice. In the end of meeting, the researcher gave feedback to the students of learning process. The researcher gave motivation and informed to the students about the activities in the next meeting.

After did the first treatment, the researcher gave post-test I to the students. Then, the researcher continued to give treatment again to the students. The post test was done to know how the students' pronunciation ability after giving treatment. Then, the researcher gave post test to the students for pronouncing five sentences which contained of simple sentences from the audio.

In the post-test I, only 21 students who got good scores, but the result of the students' was better than the students' test before giving treatment. In this session, the researcher got the result of the students' post test I in cycle I. The result can be seen, as follows:

**Table 16**

**The Table of Students' Pronunciation of Post-Test 1 Score**

No	Name	Post-Test 1	Score
1	ABF	70	Complete
2	AWP	70	Complete
3	AP	70	Complete

4	AO	70	Complete
5	AP	70	Complete
6	AF	65	Incomplete
7	AEP	65	Incomplete
8	AS	60	Incomplete
9	BS	70	Complete
10	CMS	60	Incomplete
11	DCN	70	Complete
12	FI	60	Incomplete
13	GAF	65	Incomplete
14	GM	70	Complete
15	GRJ	70	Complete
16	IM	55	Incomplete
17	IK	75	Complete
18	IA	70	Complete
19	JF	70	Complete
20	KYA	70	Complete
21	LNL	70	Complete
22	LS	70	Complete
23	MNS	70	Complete
24	MA	70	Complete
25	MRR	60	Incomplete
26	MUF	70	Complete
27	NC	70	Complete
28	RIY	55	Incomplete
29	RA	75	Complete
30	RS	65	Incomplete
31	SD	70	Complete
32	SK	55	Incomplete
33	SN	60	Incomplete

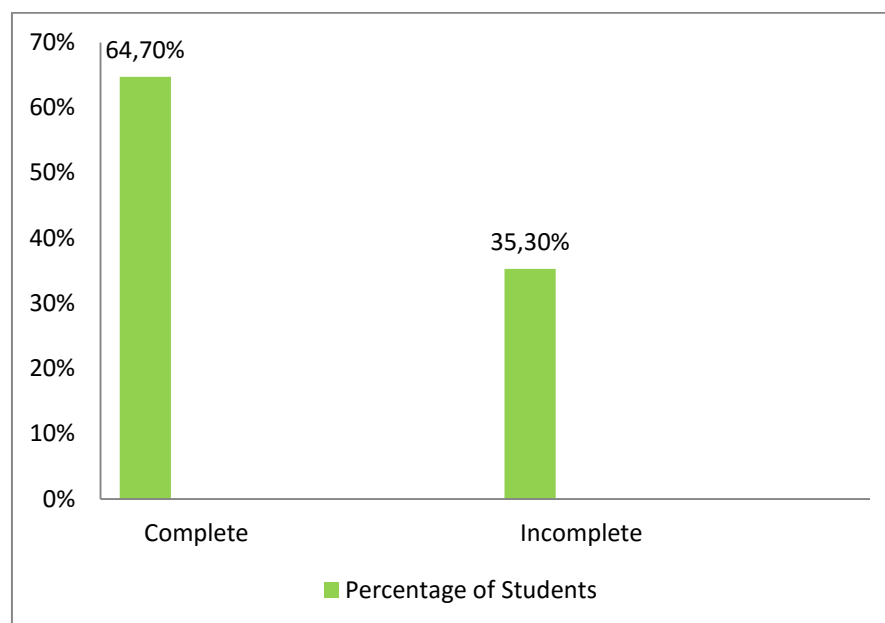
34	UK	70	Complete
<b>Total Score</b>		<b>2275</b>	
<b>Average</b>		<b>66,91</b>	
<b>Highest Score</b>		<b>75</b>	
<b>Lowest Score</b>		<b>55</b>	

Based on the table, there were 22 students got  $\geq 70$  and 12 students got  $< 70$ . The following were the table of students' scores of post-test I:

**Table 17**  
**Percentage Post-Test 1 Score of Students' Pronunciation Ability**

No	Mark	Frequency	Percentage	Category
1	$\geq 70$	22	64,70%	Complete
2	$< 70$	12	35,30%	Incomplete
<b>Total Students</b>		<b>34</b>		

From the table above, it could be analyzed that the students' average score was 66,91. The highest score was 75 and the lowest score was 55. Based on the minimum mastery criterion (MMC), there were 22 on post test-test I or got score  $\geq 70$ . It means that in cycle I the students' achievement could improve enough, but it was not successful yet.

**Chart 2****Result of the Students at Post Test 1****3) Observing**

The observation was conducted when the learning process happened by using the observation sheet for students activities in class and the observation sheet for teacher activity. The observation was done by the English teacher of Eight grade of MTs N 2 Lampung Timur.

**a. The Observation of Students' Activities in Teaching and Learning Process**

In learning process, there were four measurement used and mentioned to know the students' activity. Every student who has active in learning process gave a tick in observation sheet.

Then, the students were not active in learning process, let the observation sheet empty.

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

- a) The students pay attention of the teacher explanation.
- b) The students understand the material about pronunciation from the teacher.
- c) The students active in practicing during learning process.
- d) The students are able to do performance.

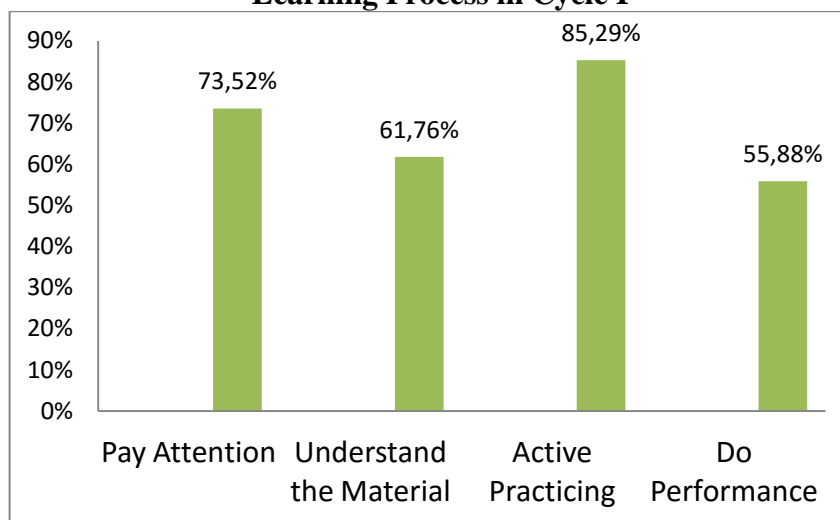
The result of the students' learning activities could be seen, as follows:

**Table 18**  
**The Result of the Students Activities in the Teaching and Learning Process in Cycle I**

<b>No</b>	<b>Students Activity</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Average</b>
<b>1</b>	The students pay attention of the teacher explanation.	<b>25</b>	<b>73,52%</b>	<b>69,11%</b>
<b>2</b>	The students understand the material about pronunciation from the teacher.	<b>21</b>	<b>61,76%</b>	
<b>3</b>	The students active in practicing during learning process.	<b>29</b>	<b>85,29%</b>	
<b>4</b>	The students are able to do performance.	<b>19</b>	<b>55,88%</b>	
	Total of The Students	<b>34</b>		

Furthermore, to see the comparison of the students' activities in cycle I:

**Chart 3**  
**The Result of The Students Activity in the Teaching and Learning Process in Cycle I**



On based on the table and the chart above, the table showed that not all the students' active in learning process. There were 73,52% who gave attention to the teacher explanation, 61,76% students who understood the materials, 85,29% students active practicing the sentences during learning , and 55,88% students to do performance.

#### **b. The Observation of Teacher's Activities in Teaching and Learning Process**

In learning process, the activities were done by the teacher during learning process influenced the students understanding about the material. The result of teachers' activities in observation sheet could be seen on table below:

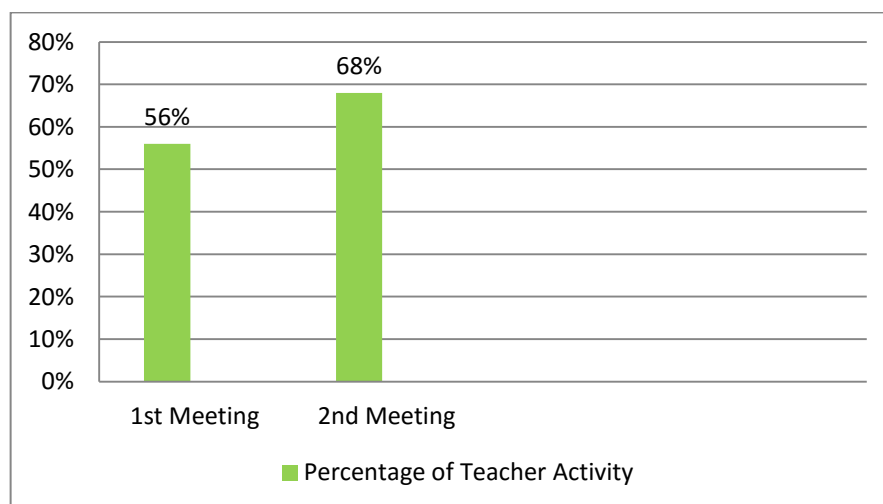
**Table 19**  
**The Result of Teacher Activity in the Teaching and Learning Process in Cycle I**

No	Aspect	Score	
		1st	2nd
1	<b>The teachers' preparation</b>	2	4
	- The asks the students condition		
	- The material are ready		
	- There is structure of the lesson		
2	<b>The teachers' mastery in the subject content</b>	3	4
	- The teachers' shows good command and knowledge of subject content		
	-Relating with another knowledge		
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	<b>The teachers' teaching method</b>	2	4
	- The teacher uses the relevant teaching method.		
	- The teacher clearly used the method.		
	- The teacher uses the appropriate media in teaching.		
4	<b>The teachers' performance</b>	4	4
	- Clearners' of the teacher sound		
	- Establishes the communication between teacher and students		
5	<b>The ability of closing the meeting</b>	3	4
	- The teacher concluded the result of learning		
	- Closed the process of learning		
6	<b>The ability of managing class</b>	3	3
	- All the students are treated fairly		
	- Used the time wisely		
<b>Total</b>		<b>20</b>	<b>23</b>
<b>Percentage</b>		<b>56%</b>	<b>68%</b>



Furthermore, the table above is the comparison of the teacher activities in cycle I:

**Chart 4**  
**The Result of The Teacher Activity in the Teaching and Learning Process in Cycle I**



Based on the table above, it can be seen that the teacher activities during learning process achieved 56% in the first meeting, 68% in second meeting in cycle I.

#### 4) Reflecting

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

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

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

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

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

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

In this research, pre test and post-test I had done individually. It was aimed to know the ability of the students' pronunciation ability before and after the treatment. From the result of pre-test and post test I, we knew that there was an improvement from the students' result score. It could be seen from the average in pre-test was 61 and post-test I was 66.9. Although there was an improvement of the students' achievement, cycle I was not successful yet because only 22 students (64,70%) who complete in post test I. It can be

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

#### **b. Cycle II**

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

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

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

##### **2) Acting**

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

The treatment in cycle II was conducted on Friday, November 24<sup>th</sup>, 2017. It was started by greeting and asking the students' condition. The researcher as a teacher explained the material about the pronunciation correctly. The teacher asked to the students to mention about how to pronounce the sentences, the teachers gave the sentences in the whiteboard, and the teacher gave example how to pronounce the sentences correctly.

After that, the teacher gave the students material from the audio. The teacher asked the students listen carefully the audio. The teacher repeat the audio until several times, and asked the students listen carefully. The teacher asked the students to performance. In the end of the meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to listen the native speaker in order to improve their pronunciation ability, speaking, and listening.

After giving the treatment in cycle I and cycle II, the researcher conducted post-test II on November 28<sup>th</sup>, 2017. It was same type with the cycle I. After the students finished the test, the researcher analyzed the recording of students' oral test. The result of post-test II could be seen on the table below:

**Table 20**  
**The Result of the Students' Pronunciation Score in**  
**Post Test II**

No	Name	Post-Test II	Score
1	ABF	75	Complete
2	AWP	75	Complete
3	AP	75	Complete
4	AO	75	Complete
5	AP	70	Complete
6	AF	65	Incomplete
7	AEP	75	Complete
8	AS	70	Complete
9	BS	70	Complete
10	CMS	75	Complete
11	DCN	70	Complete
12	FI	70	Complete
13	GAF	70	Complete
14	GM	75	Complete
15	GRJ	70	Complete
16	IM	60	Incomplete
17	IK	75	Complete
18	IA	75	Complete
19	JF	75	Complete
20	KYA	75	Complete
21	LNL	70	Complete
22	LS	70	Complete
23	MNS	75	Complete
24	MA	75	Complete
25	MRR	65	Incomplete
26	MUF	70	Complete

27	NC	75	Complete
28	RIY	70	Complete
29	RA	85	Complete
30	RS	70	Complete
31	SD	75	Complete
32	SK	60	Incomplete
33	SN	70	Complete
34	UK	80	Complete
Total Score		2450	
Average		72,05	
Highest Score		85	
Lowest Sore		60	

Based on the table below, there was 30 students got  $\geq 70$  and 4 students got  $< 70$ . The following were the table of students' score mark of post-test II:

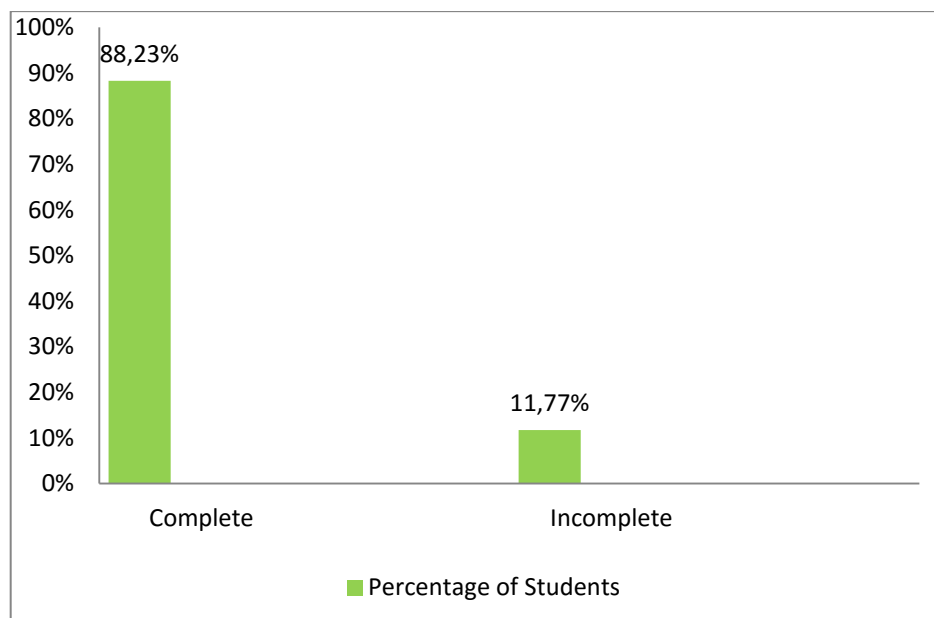
**Table 21**

**The Percentage of Students' Score in Post Test II**

No	Score	Frequency	Percentage	Explanation
1	$\geq 70$	30	88,23%	Complete
2	$< 70$	4	11,77%	Incomplete
<b>Total Students</b>		<b>34</b>		

Based on the table above, it could be seen that the students' average score in post test II was 72,05%. The highest score was 85 and the lowest score was 60. Most of students could improve the pronunciation ability. It mean that cycle II was successful.

**Chart 5**  
**Result of the Students Pronunciation Score in Post Test II**  
**Cycle II**



Based on the result of post test 2, there were 30 students (88,23%) success to complete the minimum mastery (70) and 4 students (11,77%) could not complete. The numbers of students who complete was 30 or 88,23. It reached the indicator of success were 80% the students could get the score  $\geq 70$ . It means that the use audio lingual method was success to improved the students pronunciation ability.

### 3) Observing

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful.

**a. The Observation of Students' Activities in Teaching and Learning Process**

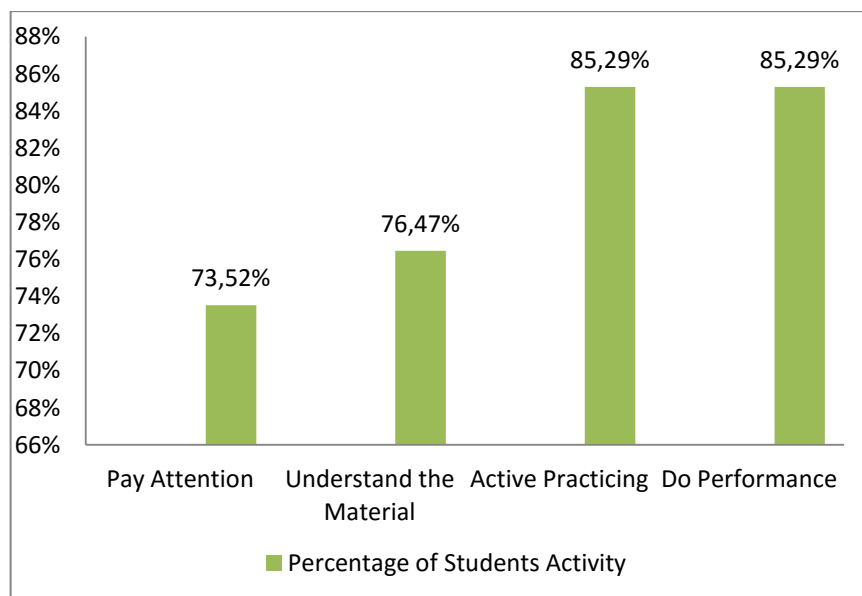
Based on the observation sheet, the students more enthusiasm to pay attention learning process. Then, most of them following the teacher instruction. Now, some students make a note and all of students do performance. the data of students' activity can be seen in the following table:

**Table 22**  
**The Result of the Students Activities in the Teaching and Learning Process in Cycle II**

No	Students Activity	Frequency	Percentage	Average
1	The students pay attention of the teacher explanation.	25	73,52%	<b>80,14%</b>
2	The students understand the material about pronunciation from the teacher.	26	76,47%	
3	The students active in practicing during learning process.	29	85,29%	
4	The students are able to do performance.	29	85,29%	
	Total of The Students	<b>34</b>		



**Chart 6**  
**The Result of the Students Activity in Teaching and Learning**  
**Process in Cycle II**



Based on the table and the chart, showed that the students' activity in cycle II was improved. The students' activity that had high percentage were pay attention of teacher's explanation was 73,52%, the students understand the material about pronunciation from the teacher was 76,47%, the students active in practicing during learning process was 85,29% and the last the students understand are able to do performance was 85,29%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage  $\geq$  70%.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied

about the result of the research. There were >70% of students passed the examination. It means the students' pronunciation ability had improved.

**b. The Observation of Teachers' Activities in Teaching and Learning Process**

The result of teachers' activities in observation sheet could be seen on the table below:

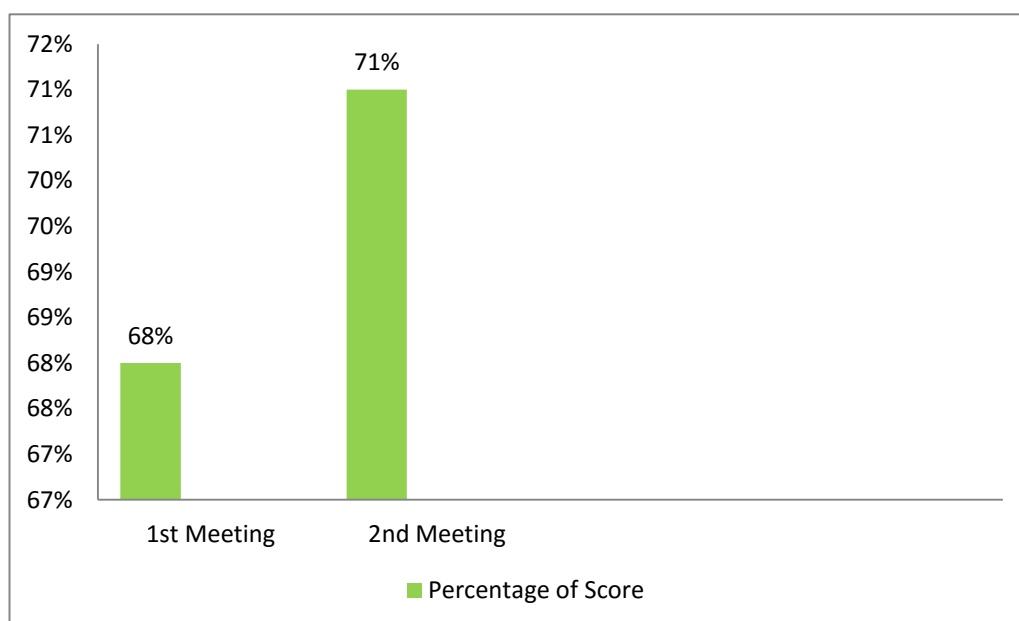
**Table 23**  
**The Result of Teacher Activity in the Teaching and Learning Process in Cycle II**

No	Aspect	Score	
		1st	2nd
1	<b>The teachers' preparation</b>	4	4
	- The asks the students condition		
	- The material are ready		
	- There is structure of the lesson		
2	<b>The teachers' mastery in the subject content</b>	3	4
	- The teachers' shows good command and knowledge of subject content		
	-Relating with another knowledge		
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	<b>The teachers' teaching method</b>	4	4
	- The teacher uses the relevant teaching method.		
	- The teacher clearly used the method.		
	- The teacher uses the appropriate media in teaching.		
4	<b>The teachers' performance</b>	4	4
	- Clearmers' of the teacher sound		
	- Establishes the communication between teacher		

	and students		
5	<b>The ability of closing the meeting</b>	4	4
	- The teacher concluded the result of learning		
	- Conducting evaluation		
	- Closed the process of learning		
6	<b>The ability of managing class</b>	4	4
	- All the students are treated fairly		
	- Used the time wisely		
<b>Total</b>		<b>23</b>	<b>24</b>
<b>Percentage</b>		<b>68%</b>	<b>71%</b>

Furthermore, to see the comparison of the teachers' activities in cycle II:

**Chart 7**  
**The Result of the Teacher Activity in the Teaching and Learning Process in Cycle II**



Based on the table above, it can be seen that the teacher activities during learning process achieved 68% in the first meeting, 71% in the second meeting in cycle II.

#### **4) Reflecting**

Based on the result of the first meeting, it can be seen that most of the students had not difficulty to pronounced the sentences correctly. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and improvement the teaching and learning process in cycle I.

In the second cycle the students were also active practicing the material about pronunciation and to do performance. It means that the audio lingual method can improve the students' pronunciation ability. The percentage of the students pronunciation score in the post I was 64,70% while in the post test 2 was 88,23%. It achieved the indicator of success. It can be conclude that the research did not continue to the next cycle.

## **B. Interpretation**

### **2. Interpretation the Result of Students' Pronunciation Score In Pre-Test, Cycle I and Cycle II**

#### **a. The Result of The Students' Pronunciation Score in Pre Test and Cycle I**

In this research, a researcher gave the students pre-test individually for the purpose to investigate the students' pronunciation ability before giving a treatment. In the pre-test, there were 10 students (29, 4%) who get a minimum score and 24 students (70, 6%) who incomplete the pre test. Furthermore, the lowest score in pre-test was 45 and the highest score was 75.

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

Afterwards, by analyzing the result of the post-test I, the researcher concluded that there were 22 students (64, 70%) students complete the post-test I. The lowest score was 55, the highest score was 75 and the average score was 66, 91.

From the result of students' score in pre-test and post-test I, there was an improvement from the students' result score. It could be seen from the average score in pre-test was 60,73 and post-test I was

66,91% Although there was an improvement of students' achievement, cycle I was not successful yet because only 22 students (64,70%) who complete in post-test I. It means that in cycle I, the students' achievement could improve enough but it was not successful because the indicator of successful was not reached yet.

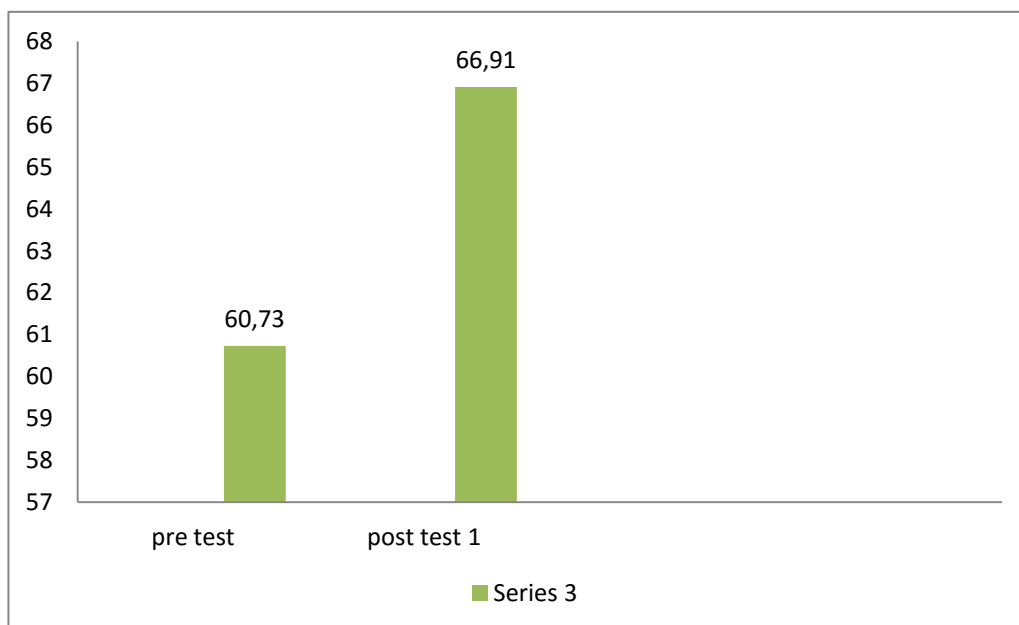
After analyzing the students' score in the post-test of cycle I, the researcher had to conduct the next cycle because only 22 students (64,70%) completed the test and got the score  $\geq 70$ .

**Table 24**  
**Students' Score at Pre-Test and Post-Test I of Pronunciation Ability**

No	Name	Pre-Test	Post-Test 1	Explanation
1	ABF	70	70	Constant
2	AWP	60	70	Improved
3	AP	70	70	Constant
4	AO	60	70	Improved
5	AP	70	70	Constant
6	AF	55	65	Improved
7	AEP	60	65	Improved
8	AS	60	60	Constant
9	BS	70	70	Constant
10	CMS	60	60	Constant
11	DCN	70	70	Constant
12	FI	55	60	Improved
13	GAF	55	65	Improved
14	GM	70	70	Constant

15	GRJ	70	70	Constant
16	IM	55	55	Constant
17	IK	70	75	Improved
18	IA	60	70	Improved
19	JF	60	70	Improved
20	KYA	60	70	Improved
21	LNL	60	70	Improved
22	LS	55	70	Improved
23	MNS	60	70	Improved
24	MA	45	70	Improved
25	MRR	55	60	Improved
26	MUF	55	70	Improved
27	NC	70	70	Constant
28	RIY	55	55	Improved
29	RA	75	75	Constant
30	RS	55	65	Improved
31	SD	60	70	Improved
32	SK	55	55	Constant
33	SN	45	60	Improved
34	UK	60	70	Improved
Total		2065	2275	
Average		60,73	66,91	

**Chart 8**  
**The Result of Students Pronunciation Average Score in Pre Test and Post Test I**



**b. The Result of the Students Pronunciation Score in Cycle I and Cycle II**

In the next cycle, the researcher gave the treatment then post-test II. Furthermore, the researcher analyzed the result of post-test II and inferred that there were 30 students (88, 23%) completed the test because they got score  $\geq 70$ . In this post test, the lowest score was 60, the highest score was 85, and the average score was 72, 05.



**Table 25**

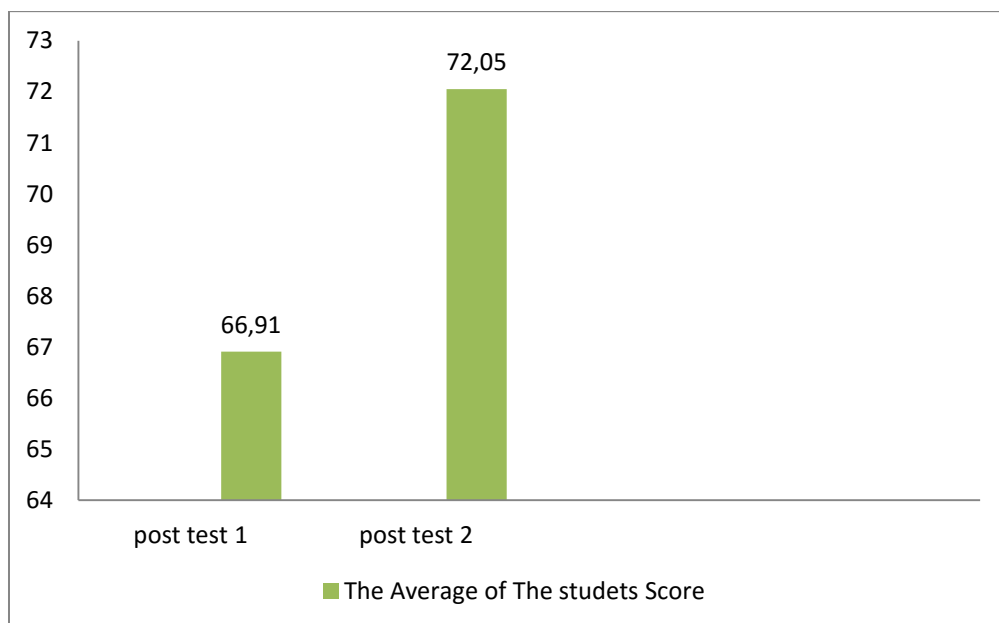
**The Result of Students Pronunciation Score in Post Test I and Post  
Test II**

<b>No</b>	<b>Name</b>	<b>Post-test 1</b>	<b>Post-test II</b>	<b>Explanation</b>
1	ABF	70	75	Improved
2	AWP	70	75	Improved
3	AP	70	75	Improved
4	AO	70	75	Improved
5	AP	70	70	Constant
6	AF	65	65	Constant
7	AEP	65	75	Improved
8	AS	60	70	Improved
9	BS	70	70	Constant
10	CMS	60	75	Improved
11	DCN	70	70	Constant
12	FI	60	70	Improved
13	GAF	65	70	Improved
14	GM	70	75	Improved
15	GRJ	70	70	Constant
16	IM	55	60	Improved
17	IK	75	75	Constant
18	IA	70	75	Improved
19	JF	70	75	Improved
20	KYA	70	75	Improved

21	LNL	70	70	Constant
22	LS	70	70	Constant
23	MNS	70	75	Improved
24	MA	70	75	Improved
25	MRR	60	65	Improved
26	MUF	70	70	Constant
27	NC	70	75	Improved
28	RIY	55	70	Improved
29	RA	75	85	Improved
30	RS	65	70	Improved
31	SD	70	75	Improved
32	SK	55	60	Improved
33	SN	60	70	Improved
34	UK	70	80	Improved
Total Score		2275	2370	
Average		60,73	72,05	

Furthermore, the chart of comparison of the students pronunciation score in the post test I and post test II is presented below :

**Chart 9**  
**The Result of Students Pronunciation Average Score in Post Test I**  
**and Post Test II**



**c. Result of The Research**

The recapitulation of the students' improvement in the pronunciation score from pre test, post tst I, post test II could be seen in the following table :

**Table 26**  
**The comparison of students' score of Pre-test, Post-test Cycle I,**  
**and Post-test Cycle II**

No	Name	Pre-test	Post-test 1	Post-test II	Explanation
1	ABF	70	70	75	Improved
2	AWP	60	70	75	Improved
3	AP	70	70	75	Improved
4	AO	60	70	75	Improved

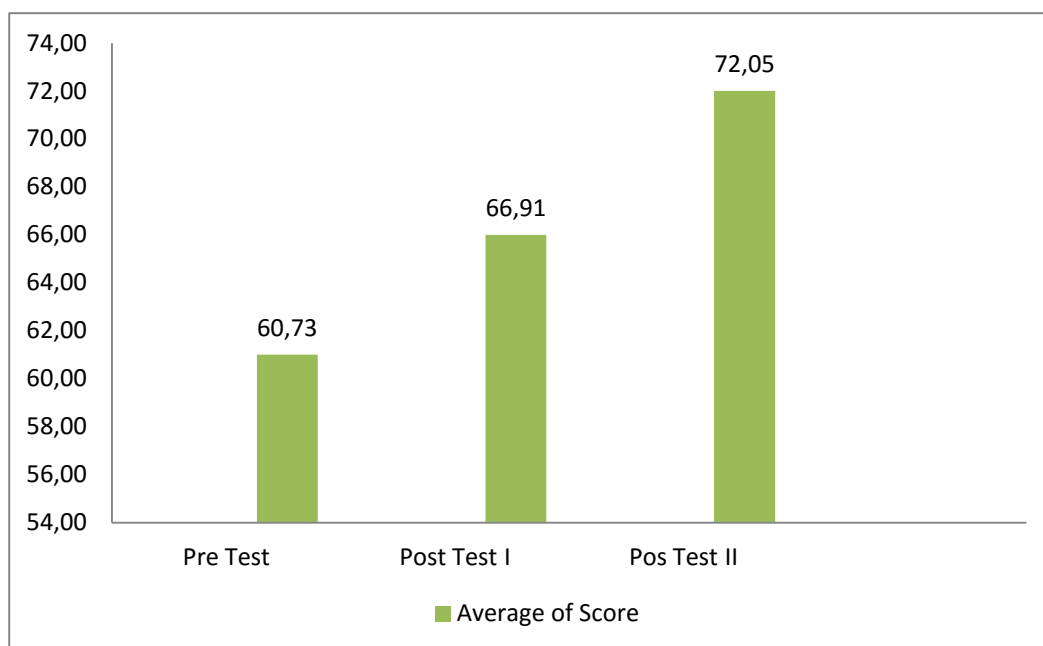
5	AP	70	70	70	Constant
6	AF	55	65	65	Improved
7	AEP	60	65	75	Improved
8	AS	60	60	70	Improved
9	BS	70	70	70	Constant
10	CMS	60	60	75	Improved
11	DCN	70	70	70	Constant
12	FI	55	60	70	Improved
13	GAF	55	65	70	Improved
14	GM	70	70	75	Improved
15	GRJ	70	70	70	Constant
16	IM	55	55	60	Improved
17	IK	70	75	75	Improved
18	IA	60	70	75	Improved
19	JF	60	70	75	Improved
20	KYA	60	70	75	Improved
21	LNL	60	70	70	Constant
22	LS	55	70	70	Constant
23	MNS	60	70	75	Improved
24	MA	45	70	75	Improved
25	MRR	55	60	65	Improved
26	MUF	55	70	70	Constant
27	NC	70	70	75	Improved
28	RIY	55	55	70	Improved

29	RA	75	75	85	Improved
30	RS	55	65	70	Improved
31	SD	60	70	75	Improved
32	SK	55	55	60	Improved
33	SN	45	60	70	Improved
34	UK	60	70	80	Improved
Total Score		2065	2275	24500	
Average		60,73	66,91	72,05	

Furthermore, the chart of the comparison of the students pronunciation score in the pre test, post test I and post test II is presented below :

**Chart 10**

**The Result of Students Pronunciation Average Score in Pre Test, Post Test I and Post Test II**



From the result of the students' score from post-test II, it could be concluded that there were improved score. The improved score could be seen on the average score. The average score in the post-test I and post-test II were 60,73, 66,91 and 72,05. In the pre-test, post-test I and post-test II, the total students who got the score  $\geq 70$  were 10, 22 and 30 students. Because the achievement of students had improved enough and the indicator of successful was reached, the research was successful and could be stopped in cycle II.

## 2. Interpretation the Result of Students' and Teachers' Activity in Cycle I and Cycle II

### a. The Result of the Observation on Students' Activity

This observation result got when the teaching and learning process happened. The comparison of the students' activity in cycle I and cycle II could be seen in the following table :

**Table 27**

#### **The Result of the Students' Activity in Cycle I and Cycle II**

	First Meeting (Average)	Note
Cycle I	69,11%	Improved
Cycle II	80,14%	Improved

From the table above, it showed that there was improvement in students activity from the cycle I to cycle II. The average in cycle I was 69,11% and in cycle II was 80,14%.

**b. The Result of the Observation in Teachers Activity.**

This observation result got when the teaching and learning process happened. The comparison of the teachers activity in cycle I and cycle II could be seen in the following table:

**Table 28**

**The Result of the Teachers Activity in Cycle I and Cycle II**

	1st Meeting	2nd Meeting	Total	Average	Note
Cycle I	56%	68%	124	62%	Improved
Cycle II	68%	71%	139	70%	Improved

**C. Discussion**

After analyzed the result of post test 1 and post test 2 the researcher concludes that there is improvement score of the students' pronunciation ability. There is improvement from post test 1 to post test 2. It can be seen from the chart of average score. The students average score in post test 1 was 66,91 and average score in post test 2 was 72,05. It means that the students could achieve the target of this research that was 70.

In this case, students of MTs N 2 Lampung Timur have low pronunciation ability. So, the researcher has to be more creative to make students more active in learning process especially in pronunciation. It was the reason why the researcher chose audio lingual as method to improve the students' pronunciation ability because this method seems to be a good way in learning process. Audio lingual method contained some steps that made the students more active in learning process, the students can memorize about lessons of pronunciation, so that the students' pronunciation ability could improve after implementation of audio lingual method continuously.

Moreover, referring to the data of students' activities result in cycle 1 and cycle 2, there was improvement in students' activities during teaching and learning process. Using audio lingual method the students felt more enjoyment in learning process. Therefore, the students' activities were also improved. The target of this research was 80% of the students had got score at least in pronunciation and 80% of the students became more active in the class, so it can be concluded that the research was successful.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

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

Based on the explanation of cycle I and cycle II, it could be inferred that the used of audio lingual method could improved the students' pronunciation ability. There was a progress average score from pre-test was 60,73, post-test I was 66,91 and become 72,05 in post-test II. We could be seen that there was an improvement on the average score and total of the students who complete the test from pre-test, post-test I and post-test II.

Therefore, the application could be an effective method to be applied and it could be used as an alternative way in teaching pronunciation because the method is easy of used and very beneficial one. Moreover, by applying this method, the students also could involved actively in the process of learning. In addition, it made the students easier to understand the material so the students' pronunciation ability was also improved.

In improving the students' pronunciation ability, the researcher used audio lingual as a method, because made the students more active in pronunciation also interested in learning speaking and listening. The students' score improved because the students' had trained with audio lingual as a method. Audio lingual method contained a emphasized the repetition, drill,

etc. So that the students' pronunciation ability could improve after trained audio lingual method continuously.

Moreover, the researcher used audio lingual method to made improved the students' pronunciation ability. The researcher practiced the the sentences, gave the example to students, how to pronounced correctly, and continuously the audio. This activity was did until the end of the meeting. After did the cycle II the Students' pronunciation ability improved because the researcher used audio lingual method.

## **B. Suggestion**

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

1. The students are expected to be more active and improve in learning English therefore the students can understand and comprehend the material which teacher has given and improve their knowledge especially in pronunciation so that the students' speaking performance and listening ability will improve.
2. It would be better for the English teacher to use audio lingual as a method to improve the students' pronunciation and use to decrease the students' anxiety before the students do speaking performance because the benefit of the audio ingual method can improve the students' pronunciation ability and also students' speaking ability.
3. The English teacher is supposed to give more motivation to the students in order to the students can be more excite in English learning since many

students regard that English is difficult subject to learn. Based on the observation of the class, the students will be more active after the teacher give motivation and positive stimulus to the students that English is not difficult subject.

4. For the headmaster, it is better for the headmaster to facilitate this method to the teachers in all subjects of lessons so that it may be a new and fresh method which may fit to certain subjects.

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# APPENDICES

## SILABUS

**Mata Pelajaran** : Bahasa Inggris

**Kelas** : VIII

**Kompetensi Inti** :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar					
2.1. Menunjukkan perilaku santun dan peduli dalam					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>					
<p>3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang</p>	<p>Teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini</p> <p>Fungsi sosial</p> <p>Menjelaskan, memberi alasan, memberi contoh tindakan, dsb..</p>	<p>Mengamati</p> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan</li> </ul>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> <li>TINGKAT KETERCAPAIAN FUNGSI SOSIAL MENYEBUTKAN DAN MENANYAKAN TENTANG TINDAKAN/K</li> </ul>	<p>8 jp</p>	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</li> </ul>



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Struktur teks            What are you doing here? Waiting for her; Don't play around. Look! Everybody is doing their task.; I need to see the Principal. May I see him now? No, he's having a meeting.; Be quiet, please. The baby is sleeping. , dan semacamnya.</p> <p>Unsur kebahasaan</p> <p>(1) Kata kerja untuk kegiatan dan tindakan dalam Present Continuous tense.</p> <p>(2) Kosakata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan</p>	<p>yang sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> <li>Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> </ul> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain,</p>	<p>EJADIAN YANG SEDANG DILAKUKAN/BERLANGSUNG SAAT INI.</p> <ul style="list-style-type: none"> <li>TINGKAT KELENGKAPAN DAN KERUNTUTAN DALAM MENYEBUTKAN DAN MENANYAKAN TENTANG TINDAKAN/K EJADIAN YANG SEDANG DILAKUKAN/BERLANGSUNG SAAT INI.</li> <li>TINGKAT KETEPATAN UNSUR KEBAHASAA</li> </ul>		<ul style="list-style-type: none"> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Sumber dari internet, seperti:               <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/americanenglish/resources">http://americanenglish.state.gov/files/americanenglish/resources</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	sekitarnya (3) Kata kerja untuk keadaan: be, have, dalam Present Continuous Tense. (4) Adverbia: now (5) Kata ganti obyek: me, you, him, her, us, dst. (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal (7) Ucapan, tekanan kata, intonasi, (8) Ejaan dan tanda baca (9) Tulisan tangan. Topik	akibat jika tidak melakukan, dsb. Mengumpulkan Informasi <ul style="list-style-type: none"> <li>• Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dari film, kaset, buku teks, dsb.</li> <li>• Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>• Dengan bimbingan dan arahan guru, siswa</li> </ul>	N: TATA BAHASA, KOSA KATA, UCAPAN, TEKANAN KATA, INTONASI, EJAAN, TANDA BACA, TULISAN TANGAN. • SIKAP TANGGUNG JAWAB, KERJASAMA, PEDULI, DAN PERCAYA DIRI YANG MENYERTA TINDAKAN MENYEBUTKAN DAN MENANYAKAN TENTANG TINDAKAN/KEJADIAN		



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.	<p>mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p> <ul style="list-style-type: none"> <li>• Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur.</li> </ul> <p>Mengasosiasi</p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang</li> </ul>	<p>YANG SEDANG DILAKUKAN/BERLANGSUNG SAAT INI.</p> <p>CARA PENILAIAN:</p> <p>KINERJA (PRAKTIK)</p> <p>SIMULASI DAN/ATAU BERMAIN PERAN (ROLE PLAY) DALAM BENTUK INTERAKSI DENGAN MENYEBUTKAN DAN MENANYAKAN TENTANG TINDAKAN/KEJADIAN YANG SEDANG DILAKUKAN/BER</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>• Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> <li>• Siswa menggunakan bahasa Inggris setiap kali muncul</li> </ul>	<p>LANGSUNG SAAT INI.</p> <p>OBSERVASI: (PENILAIAN YANG BERTUJUAN UNTUK MEMBERIKAN BALIKAN SECARA LEBIH CEPAT)</p> <ul style="list-style-type: none"> <li>• OBSERVASI TERHADAP TINDAKAN SISWA MENGGUNAKAN BAHASA INGGRIS UNTUK MENYEBUTKAN DAN MENANYAKAN TENTANG TINDAKAN/KEJADIAN YANG</li> </ul>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>• Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dan menuliskannya</li> </ul>	<p>SEDANG DILAKUKAN/BERLANGSUNG SAAT INI, KETIKA MUNCUL KESEMPATAN, DI DALAM DAN DI LUAR KELAS.</p> <ul style="list-style-type: none"> <li>• OBSERVASI TERHADAP KESUNGGUHAN, TANGGUNG JAWAB, DAN KERJA SAMA SISWA DALAM PROSES PEMBELAJARAN DI SETIAP TAHAPAN.</li> <li>• OBSERVASI TERHADAP KEPEDULIAN</li> </ul>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dalam jurnal belajar sederhana dalam bahasa Indonesia.	<p>DAN KEPERCAYAAN DIRI DALAM MELAKSANAKAN KOMUNIKASI, DI DALAM DAN DI LUAR KELAS.</p> <p>PENILAIAN DIRI:            PERNYATAAN SISWA SECARA TERTULIS DALAM JURNAL BELAJAR SEDERHANA BERBAHASA INDONESIA TENTANG PENGALAMAN BELAJAR MENYEBUTKAN DAN MENANYAKAN TENTANG</p>		



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			TINDAKAN/KEJADIAN YANG SEDANG DILAKUKAN/BERLANGSUNG SAAT INI, TERMASUK KEMUDAHAN DAN KESULITANNYA.  TES TERTULIS  MEMBACA DAN MENULIS TEKS YANG MENUNTUT PEMAHAMAN DAN KEMAMPUAN MENGHASILKAN TEKS YANG DI DALAMNYA TERMASUK TINDAKAN MENYEBUTKAN DAN MENANYAKAN TENTANG		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			TINDAKAN/KEJADIAN YANG SEDANG DILAKUKAN/BERLANGSUNG SAAT INI.		

Guru Mata Pelajaran



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**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Nama Sekolah** : MTs N 2 Lampung Timur  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VIII  
**Materi Pokok** : At Home  
**Alokasi Waktu** : 2 x 45 menit

**A. Kompetensi Inti (KI)**

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

## B. Kompetensi Dasar

- D 1: 1 bersyukur dan menghargai kesempatan dapat mempelajari bahasa Inggris sebagai mata pelajaran serta sebagai pengenalan bahasa pengantar komunikasi Internasional.
- D 2: 1 mengimplementasikan perilaku santun, peduli dan tanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2 mengimplementasikan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dengan teman.
- 3 mengimplementasikan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 4 mengimplementasikan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.
- D 3: 2 menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran sesuai dengan konteks penggunaannya.
- D 4: 2 menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## C. Indikator Pencapaian Kompetensi

### Indikator Kompetensi Inti:

- 1.1 mengekspresikan rasa syukur atas kesempatan dapat belajar bahasa Inggris sebagai mata pelajaran.
- 2.1 memahami materi yang dipelajari.
- 2.2 bertanggung jawab terhadap tugas yang diberikan.
- 2.3 mengakui kesalahan yang diperbuat.

2.4 tidak melimpahkan kesalahan terhadap orang lain.

Indikator Kompetensi Dasar:

2.1 mengucapkan kalimat dengan pelafalan, intonasi, tekanan kata, dan ejaan yang sesuai.

### Fungsi Sosial

- Mengucapkan kalimat dengan pelafalan yang benar.

### Unsur kebahasaan

- Pengucapan, pelafalan, tekanan kata, intonasi, ejaan.

- Example of sentences:

Where is the car?

It is in the garage.

What are they doing?

They are watching TV.

She is in the dining room.

### D. Kegiatan Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	<p>Guru:</p> <ol style="list-style-type: none"> <li>1. Orientasi           <ul style="list-style-type: none"> <li>- Melakukan pembukaan atau salam pembuka dan berdoa untuk memulai pembelajaran.</li> <li>- Memeriksa daftar hadir peserta didik sebagai sikap disiplin.</li> <li>- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> </li> <li>2. Apersepsi           <ul style="list-style-type: none"> <li>- Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik.</li> </ul> </li> </ol>	15 menit

	<p>3. Penyampaian Tujuan Pembelajaran</p> <ul style="list-style-type: none"> <li>- Memberikan materi pelajaran yang akan dibahas pada pertemuan tersebut.</li> <li>- Memberitahukan tentang standar kompetensi, kompetensi dasar, indikator, dan KKM pada pertemuan berlangsung.</li> <li>- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul> <p>4. Motivasi</p> <ul style="list-style-type: none"> <li>- Memberikan motivasi kepada siswa untuk mendeskripsikan lingkungan di sekitar mereka (<i>At Home</i>).</li> <li>- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> </ul> <p>Fungsi sosial:</p> <ul style="list-style-type: none"> <li>- Mendeskripsikan dengan spesifik mengenai materi yang akan disampaikan.</li> <li>- Menceritakan pendapat dan pikiran mereka terkait salah satu topik yang diberikan.</li> <li>- Ketepatan unsur kebahasaan: pengucapan, tekanan kata, intonasi, dan ejaan.</li> <li>- Kesesuaian penyampaian.</li> <li>- Ketepatan mengucapkan kalimat yang diberikan.</li> </ul>	
Kegiatan Inti **)	<b>Mengeksplorasi</b> Siswa mengucapkan kalimat sesuai dengan pelafalan, intonasi, tekanan kalimat dan ejaan yang benar.	60 menit
Kegiatan Penutup	<ol style="list-style-type: none"> <li>1) Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>2) Guru mengakhiri pertemuan pada hari tersebut.</li> </ol>	15 menit

## E. Penilaian

### 1. Teknik Penilaian

- Sikap (melalui rubric pengamatan sikap selama pembelajaran)
- Pengetahuan
- Keterampilan

### 2. Bentuk instrumen

- Tes oral dalam bentuk pengucapan kalimat. Penilaiannya dilakukan dengan cara menghitung jumlah skor berdasarkan rubrik penilaian.

### SCORING RUBRIC OF PRONUNCIATION ABILITY

No	Item	Ideal Score	Actual Score	Total
<b>Vowels</b>				
1.	pronounces vowels correctly all the time.	5		
2	pronounces vowels correctly most of the time.	4		
3	makes inconsistent vowel errors. Common errors: /i:/, ɪ/.	3		
4	pronounces some vowels incorrectly consistently. Common errors: /e, ɪ/, /e, eɪ/ /ɑ:, aɪ/	2		
5	vowel errors are frequent. Common errors: /e, æ/, /æ, ʌ/ /æ, ɒ/, /ʌ, ɒ/ /ɔ, əʊ	1		
<b>Consonants</b>				
1	pronounces consonants correctly all the time.	5		
2	pronounces consonants correctly most of the time.	4		
3	makes inconsistent	3		

	sonant errors. Common errors: /w, v/ z/.			
4	onounces some nsonants incorrectly nsistently. Common rors: h/, /t, d/, /k, g/	2		
5	onsonant errors are equent. Common rors: , b/, /p, f/ h, n/, /n, l/ r/	1		
<b>Intonation</b>				
1	ses rising or falling intonation appropriately all the time. Uses intonation to express a variety of eanings, such as apology, sarcasm, etc.	5		
2	ses rising or falling intonation appropriately most of the time but sometimes ineffectively.	4		
3	ses rising or falling intonation appropriately most of the time, but intonation impedes understanding.	3		
4	ses intonation appropriately ometimes to express emotion, but uses up- rising intonation for both whquestions and yes/no questions.	2		
5	ses rising or falling intonation inappropriately frequently.	1		
<b>Sentence Stress</b>				
1	aces stress on focus words and her key words all the time.	5		
2	aces stress on focus words and her key words sometimes.	4		
3	aces stress on focus words and her key words sometimes.	3		

4	frequently misplaces stress on focus words and other key words.	2		
5	entence stress is rarely identified.	1		

Score:  $\Sigma = \text{total } n \times 5$

Criteria of Assessment:

0 - <20 = failed

20 - <40 = poor

40 - <60 = fair

60 - <80 = good

80 - 100 = excellent

- Penilaian Observasi

No	Name	Indicators			
		Pay attention of the teacher's explanation	Understanding the material	Active during learning process	The students are able do the performance
<b>total</b>					
<b>percentage (%)</b>		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>

Note:

Percentage of students' activities:

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

**P** = Percentage

**I** = Indicator

**N** = total of students

Note:

Percentage of students' activities:

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

**P** = Mean Score

**i** = Total of Students

**n** = Number of the students

#### H. Media/alat, Bahan, dan Sumber Belajar

1. Media/Alat : Papan Tulis, Buku/ Spidol
2. Bahan : Audio
3. Sumber Belajar :
  - a. Buku

Raman Utara, November 2017

Guru Mata Pelajaran



**SRI SUSIOWATI, S.Pd**  
NIP. 197405292005012004

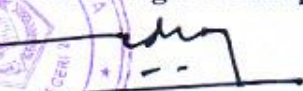
Peneliti



**TUATUL IMAH**  
NPM. 13108647



Mengetahui,  
Kepala MTs Negeri 2 Lampung Timur

  
**TOIPI, S.Ag., M.Pd.I**  
NIP. 19620312 198903 1 012



**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Nama Sekolah** : MTs N 2 Lampung Timur  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VIII  
**Materi Pokok** : At Home  
**Alokasi Waktu** : 2 x 45 menit

**G. Kompetensi Inti (KI)**

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

## H. Kompetensi Dasar

- D 1: 1 bersyukur dan menghargai kesempatan dapat mempelajari bahasa Inggris sebagai mata pelajaran serta sebagai pengenalan bahasa pengantar komunikasi Internasional.
- D 2: 1 mengimplementasikan perilaku santun, peduli dan tanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2 mengimplementasikan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dengan teman.
- 3 mengimplementasikan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 4 mengimplementasikan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.
- D 3: 2 menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran sesuai dengan konteks penggunaannya.
- D 4: 2 menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## I. Indikator Pencapaian Kompetensi

### Indikator Kompetensi Inti:

- 1.1 mengekspresikan rasa syukur atas kesempatan dapat belajar bahasa Inggris sebagai mata pelajaran.
- 2.1 memahami materi yang dipelajari.
- 2.2 bertanggung jawab terhadap tugas yang diberikan.
- 2.3 mengakui kesalahan yang diperbuat.

2.4 tidak melimpahkan kesalahan terhadap orang lain.

Indikator Kompetensi Dasar:

2.1 mengucapkan kalimat dengan pelafalan, intonasi, tekanan kata, dan ejaan sesuai dengan audio yang disediakan.

## **J. Materi Pembelajaran**

Materi pembelajaran yang digunakan yaitu buku cetak, dan beberapa sumber dari internet.

### **Fungsi Sosial**

- Mengidentifikasi audio percakapan tentang *At Home*, dengan pelafalan yang benar.
- Mengucapkan kalimat yang terdapat di audio dengan pelafalan yang benar, sesuai dengan audio yang sudah di dengarkan.

### **Unsur kebahasaan**

- Pelafalan, tekanan kata, intonasi, ejaan.
- Contoh dari audio *At Home*:

### **Location**

- a) Where is the school?
- b) It's between the library and the park
- c) Where is the post office?
- d) It's accross from the movie theater.
- e) It's next to the supermarket.

## K. Kegiatan Pembelajaran

### Pertemuan 1 (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	<p>Guru:</p> <ol style="list-style-type: none"> <li>5. Orientasi               <ul style="list-style-type: none"> <li>- Melakukan pembukaan atau salam pembuka dan berdoa untuk memulai pembelajaran.</li> <li>- Memeriksa daftar hadir peserta didik sebagai sikap disiplin.</li> <li>- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> </li>   <li>6. Apersepsi               <ul style="list-style-type: none"> <li>- Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan tema yang sudah ditentukan yaitu : <i>listening to the audio entitled at home.</i></li> </ul> </li>   <li>7. Penyampaian Tujuan Pembelajaran               <ul style="list-style-type: none"> <li>- Memberikan materi pelajaran yang akan dibahas pada pertemuan tersebut.</li> <li>- Memberitahukan tentang standar kompetensi, kompetensi dasar, indikator, dan KKM pada pertemuan berlangsung.</li> <li>- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul> </li>   <li>8. Motivasi</li> </ol>	15 menit

	<ul style="list-style-type: none"> <li>- Memberikan motivasi kepada siswa untuk mendeskripsikan lingkungan di sekitar mereka (<i>at home</i>).</li> <li>- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> </ul> <p>Fungsi sosial:</p> <ul style="list-style-type: none"> <li>- Mendengarkan dengan seksama audio mengenai <i>at home</i>.</li> <li>- Mengulangi audio tentang topik yang diberikan.</li> <li>- Ketepatan unsur kebahasaan: pengucapan, pelafalan, tekanan kata, intonasi dan ejaan.</li> </ul>	
Kegiatan Inti **)	<p><b>a. Mengamati</b> Siswa memahami bagaimana cara mengucapkan kalimat sesuai dengan pelafalan yang benar.</p> <p><b>b. Menanya</b> Dengan bimbingan guru, siswa menanyakan hal-hal terkait cara pengucapan, intonasi, penekanan kata serta ejaan yang benar.</p> <p><b>c. Mengeksplorasi</b> Siswa mendengarkan, mengulangi dan memahami audio yang diperdengarkan, sehingga dapat menirukan dengan benar.</p> <p><b>d. Mengasosiasi</b> mendengarkan audio secara teliti, sesuai pelafalan yang benar.</p> <p><b>e. Mengkomunikasikan</b> Siswa praktek didepan kelas untuk mengucapkan kalimat yang sudah dipelajari secara berulang-ulang, sesuai</p>	60 menit

	dengan yang dipelajari dari Guru dan audio yang didengarkan.	
Kegiatan Penutup	<p>3) Guru memberikan kesimpulan tentang bagaimana pentingnya belajar pelafalan dengan mengucapkan suatu kalimat dengan benar.</p> <p>4) Guru merefleksi tentang proses hasil belajar untuk sejauh mana peserta didik dapat memahami materi yang disampaikan.</p> <p>5) Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p> <p>6) Guru mengakhiri pertemuan pada hari tersebut.</p>	15 menit

### Pertemuan 2 (2 JP)

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	<p>Guru:</p> <ol style="list-style-type: none"> <li>1. Orientasi <ul style="list-style-type: none"> <li>- Melakukan pembukaan atau salam pembuka dan berdoa untuk memulai pembelajaran.</li> <li>- Memeriksa daftar hadir peserta didik sebagai sikap disiplin</li> <li>- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> </li> <li>2. Apersepsi <ul style="list-style-type: none"> <li>- Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan tema yang sudah ditentukan yaitu : <i>listening to the audio entitled at home.</i></li> </ul> </li> </ol>	15 menit

	<p>3. Penyampaian Tujuan Pembelajaran</p> <ul style="list-style-type: none"> <li>- Memberikan materi pelajaran yang akan dibahas pada pertemuan tersebut.</li> <li>- Memberitahukan tentang standar kompetensi, kompetensi dasar, indikator, dan KKM pada pertemuan berlangsung.</li> <li>- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul> <p>4. Motivasi</p> <ul style="list-style-type: none"> <li>- Memberikan motivasi kepada siswa untuk mendeskripsikan lingkungan di sekitar mereka (<i>at home</i>).</li> <li>- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> </ul> <p>Fungsi sosial:</p> <ul style="list-style-type: none"> <li>- Mendengarkan dengan seksama audio mengenai <i>at home</i>.</li> <li>- Mengulangi audio tentang topik yang diberikan.</li> <li>- Ketepatan unsur kebahasaan: pengucapan, pelafalan, tekanan kata, intonasi dan ejaan.</li> </ul>	
Kegiatan Inti	<p><b>a. Mengamati</b></p> <p>Siswa memahami bagaimana cara mengucapkan kalimat sesuai dengan pelafalan yang benar.</p>	60 menit

	<b>b. Mengkomunikasi-kan</b> Siswa praktek didepan kelas untuk mengucapkan kalimat yang sudah dipelajari secara berulang-ulang, sesuai dengan yang dipelajari dari Guru dan audio yang didengarkan.	
Kegiatan Penutup	a. Guru mengevaluasi sejauh mana hasil belajar siswa. b. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. c. Guru mengakhiri proses pembelajaran.	15 menit

#### L. Metode Pembelajaran/Strategi

Audio Lingual Method

Langkah-langkah:

- Pelajaran dimulai dengan mengenalkan topik. Pada point ini guru menentukan topik untuk diberikan kepada siswa.
- Guru menjelaskan materi pembelajaran, misalnya: bagaimana cara mengucapkan kalimat dengan benar.
- Setelah itu guru memberikan audio yang sudah di persiapkan.
- Kemudian siswa mendengarkan, memahami kalimat yang terdapat pada audio.
- Memudian siswa diminta untuk mengulangi kalimat beberapa kali yang terdapat pada audio.
- Guru meminta kepada siswa untuk mengucapkan kalimat tersebut didepan kelas, dengan pelafalan secara benar sesuai dengan audio yang disediakan.
- Kemudian guru mengevaluasi hasil siswa berupa siswa mampu mengucapkan kalimat-kalimat yang disediakan dengan benar.



## M. Penilaian

### 3. Teknik Penilaian

- Sikap (melalui rubric pengamatan sikap selama pembelajaran)
- Pengetahuan
- Keterampilan

### 4. Bentuk instrumen

- Tes oral dalam bentuk pengucapan kalimat. Penilaiannya dilakukan dengan cara menghitung jumlah skor berdasarkan rubrik penilaian.

### SCORING RUBRIC OF PRONUNCIATION ABILITY

No	Item	Ideal Score	Actual Score	Total
<b>Vowels</b>				
1.	pronounces vowels correctly all the time.	5		
2	pronounces vowels correctly most of the time.	4		
3	takes inconsistent vowel errors. Common errors: /i:/, ɪ/.	3		
4	pronounces some vowels incorrectly consistently. Common errors: /e, ɪ/, /e, eɪ/ /ɑ:/, aɪ/	2		
5	vowel errors are frequent. Common errors: /e, æ/, /æ, ʌ/ /æ, ɒ/, /ʌ, ɒ/ /ɔ, əʊ	1		
<b>Consonants</b>				
1	pronounces consonants correctly all the time.	5		
2	pronounces consonants correctly most of the time.	4		

3	makes inconsistent consonant errors. Common errors: /w, v/, z/.	3		
4	pronounces some consonants incorrectly consistently. Common errors: /h/, /t, d/, /k, g/	2		
5	consonant errors are frequent. Common errors: /b/, /p, f/, /n, n/, /n, l/, /r/	1		
<b>Intonation</b>				
1	uses rising or falling intonation appropriately all the time. Uses intonation to express a variety of meanings, such as apology, sarcasm, etc.	5		
2	uses rising or falling intonation appropriately most of the time but sometimes ineffectively.	4		
3	uses rising or falling intonation appropriately most of the time, but intonation impedes understanding.	3		
4	uses intonation appropriately sometimes to express emotion, but uses up-rising intonation for both whquestions and yes/no questions.	2		
5	uses rising or falling intonation inappropriately frequently.	1		
<b>Sentence Stress</b>				
1	places stress on focus words and other key words all the time.	5		

2	places stress on focus words and other key words sometimes.	4		
3	places stress on focus words and other key words sometimes.	3		
4	frequently misplaces stress on focus words and other key words.	2		
5	sentence stress is rarely identified.	1		

Score:  $\Sigma = \text{total } n \times 5$

Criteria of Assessment:

0 - <20 = failed

20 - <40 = poor

40 - <60 = fair

60 - <80 = good

80 - 100 = excellent

- Penilaian Observasi

No	Name	Indicators			
		pay attention of the teacher's explanation	Understanding the material	Active during learning process	The students are able do the performance
<b>total</b>					
<b>percentage (%)</b>		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>

Note:

Percentage of students' activities:

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

**P** = Percentage

**I** = Indicator

**N** = total of students

#### **F. Media/alat, Bahan, dan Sumber Belajar**

1. Media/Alat : Papan Tulis, Buku/ Spidol
2. Bahan : Audio
3. Sumber Belajar :
  - a. Buku

Raman Utara, November 2017

Guru Mata Pelajaran



**SRI SUSILOWATI, S.Pd**  
NIP. 197405292005012004

Peneliti

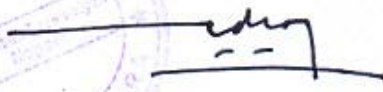


**TUATUL IMAH**  
NPM. 13108647

**Mengetahui,**

**Kepala MTs Negeri 2 Lampung Timur**



  
**TOIPI, S.Ag., M.Pd.I**  
NIP. 19620312 198903 1 012

## **PRETEST INSTRUMENT**

**PRE-TEST**  
**STUDENTS' PRONUNCIATION**

**Direction :**

- 1. Mention your name first!**
  - 2. Please read the sentences first!**
  - 3. Pronounce the sentences below correctly in front of the class!**
- 

**ORAL TEST STUDENTS' PRONUNCIATION**

**PRE-TEST**

- a) **Where is the car?**
- b) **It is in the garage.**
- c) **What are they doing?**
- d) **They are watching TV.**
- e) **She is in the dining room.**

**POSTTEST 1 INSTRUMENT**

**CYCLE I****POST TEST 1 OF STUDENTS' PRONUNCIATION**

**Direction :**

- 1. Listen carefully the audio.**
  - 2. Repeat the dialogue from the audio several times.**
  - 3. Pronounce the sentences below correctly in front of the class!**
- 

**ORAL TEST STUDENTS' PRONUNCIATION****POST TEST I**

- a) Where is the dog?**
- b) The dog is in front of the door.**
- c) What is the dog doing?**
- d) The dog is eating.**
- e) I am cooking dinner.**



**POSTTEST 2 INSTRUMENT**

**CYCLE II****POST-TEST II OF STUDENTS' PRONUNCIATION****Direction :**

- 1. Listen carefully the audio.**
  - 2. Repeat the dialogue from the audio several times.**
  - 3. Pronounce the sentences below correctly!**
- 

**ORAL TEST STUDENTS' PRONUNCIATION****POST TEST I**

- a) **Where is the school?**
- b) **It's between the library and the park**
- c) **Where is the post office?**
- d) **It's accross from the movie theater.**
- e) **It's next to the supermarket.**

**OBSERVATION SHEET OF STUDENTS' PRONUNCIATION  
ABILITY**

## OBSERVATION SHEET OF STUDENTS' PRONUNCIATION PRE-TEST

Day/Date : Friday, 17 November 2017

Class : VIII D

No	Name	Indicators																				Score	Total Score			
		Vowels					Consonants					Intonation					Sentence Stress									
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
1	ABF				4				3							4				3					14	70
2	AWP				4				3						3				2						12	60
3	AP			3						4						4					3				14	70
4	AO				4			2							3						3				12	60
5	AP			3					3							4							4		14	70
6	AF		2							4					3				2						11	55
7	AEP			3						3					3						3				12	60
8	AS			3						3					3							3			12	60
9	BS			3							4				3								4		14	70
10	CMS			3						3					3							3			12	60
11	DCN				4					3						4						3			14	70
12	FI			3						3					2							3			11	55
13	GAF			3				2							3							3			11	55
14	GM			3							4				3								4		14	70
15	GRJ				4						4				3							3			14	70
16	IM			3						3						3					2				11	55
17	IK				4					3					3								4		14	70
18	IA			3						3					3							3			12	60
19	JF			3						3					3							3			12	60
20	KYA			3						3					3							3			12	60

21	LNL			3					3					3					3			12	60
22	LS			3					3			2							3			11	55
23	MNS			3					3					3					3			12	60
24	MA		2					2				2							3			9	45
25	MRR		2						3					3					3			11	55
26	MUF			3				2						3					3			11	55
27	NC					4			3					3							4	14	70
28	RIY		2						3					3					3			11	55
29	RA					4			3							5			3			15	75
30	RS			3					3					3				2				11	55
31	SD			3					3					3					3			12	60
32	SK			3					3					3				2				11	55
33	SN		2					2				2							3			9	45
34	UK			3					3					3					3			12	60

$$\text{Score} = \frac{\text{total score (V + C + I + SS)}}{\text{Score Maximal}} \times 100$$

Criteria of Assessment:

- 0 - <20 = failed
- 20 - <40 = poor
- 40 - <60 = fair
- 60 - <80 = good
- 80 - 100 = excellent

## OBSERVATION SHEET OF STUDENTS' PRONUNCIATION OF POSTTEST 1

Day/Date : Thursday, 23 November 2017

Meeting : 2

Class : VIII D

Cycle : 1

No	Name	Indicators																				Score	Total Score
		Vowels					Consonants					Intonation					Sentence Stress						
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
1	ABF			3						4					4				3			14	70
2	AWP				4				3					3						4		14	70
3	AP			3						4					4				3			14	70
4	AO			3					3						4					4		14	70
5	AP				4					4				3					3			14	70
6	AF				4				3					3					3			13	65
7	AEP			3					3					3						4		13	65
8	AS			3					3					3					3			12	60
9	BS			3						4				3						4		14	70
10	CMS			3					3					3					3			12	60
11	DCN			3					3						4					4		14	70
12	FI			3					3					3					3			12	60
13	GAF			3					3						4				3			13	65
14	GM			3					3						4					4		14	70
15	GRJ				4				3					3						4		14	70
16	IM			3					3					3				2				11	55
17	IK				4					4					4				3			15	75
18	IA			3					3						4					4		14	70
19	JF			3					3						4					4		14	70
20	KYA			3						4				3						4		14	70

21	LNL				4				3						4				3			14	70
22	LS			3						4					4				3			14	70
23	MNS				4					4				3					3			14	70
24	MA			3					3						4					4		14	70
25	MRR			3					3					3					3			12	60
26	MUF				4					4				3					3			14	70
27	NC				4				3					3						4		14	70
28	RIY			3					3				2						3			11	55
29	RA				4				3							5			3			15	75
30	RS			3					3					3						4		13	65
31	SD				4				3						4				3			14	70
32	SK		2						3					3					3			11	55
33	SN			3					3					3						3		12	60
34	UK			3						4				3						4		15	70

$$\text{Score} = \frac{\text{total score (V + C + I + SS)} \times 100}{\text{Score Maximal}}$$

Criteria of Assessment:

- 0 - <20 = failed
- 20 - <40 = poor
- 40 - <60 = fair
- 60 - <80 = good
- 80 - 100 = excellent

## OBSERVATION SHEET OF STUDENTS' PRONUNCIATION OF POSTTEST 2

Day/Date : Tuesday, 28 November 2017

Meeting : 2

Class : VIII D

Cycle : 2

No	Name	Indicators																				Score	Total Score
		Vowels					Consonants					Intonation					Sentence Stress						
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
1	ABF				4			2							4						5	15	75
2	AWP				4				3						4						4	15	75
3	AP			3						4						5				3		15	75
4	AO				4					4					4					3		15	75
5	AP			3					3						4						4	14	70
6	AF			3						4					3					3		13	65
7	AEP				4					4					3						4	15	75
8	AS			3						4					3						4	14	70
9	BS				4				3						3						4	14	70
10	CMS				4					4					4					3		15	75
11	DCN			3						4					4					3		14	70
12	FI				4					4					3					3		14	70
13	GAF				4				3						4					3		14	70
14	GM			3											4					3		15	75
15	GRJ			3						4					3						4	14	70
16	IM				4				3						3					2		12	60
17	IK			3						4					4						4	15	75
18	IA			3						4						5				3		15	75
19	JF				4										3					3		15	75
20	KYA			3												5				2		15	75



21	LNL				4				3					3					4		14	70	
22	LS				4				3					3					4		14	70	
23	MNS				4					4					4				3		15	75	
24	MA			3						4						5			3		15	75	
25	MRR			3					3						4				3		13	65	
26	MUF				4				3						4				3		14	70	
27	NC				4					4				3						4		15	75
28	RIY				4				3					3						4		14	70
29	RA					5				4						5			3		17	85	
30	RS				4				3					3						4		14	70
31	SD				4						5			3					3		15	75	
32	SK				4				3					3					2			12	60
33	SN			3					3						4					4		14	70
34	UK					5				4				3						4		16	80

$$\text{Score} = \frac{\text{total score (V + C + I + SS)}}{\text{Score Maximal}} \times 100$$

Criteria of Assessment:

- 0 - <20 = failed
- 20 - <40 = poor
- 40 - <60 = fair
- 60 - <80 = good
- 80 - 100 = excellent

**OBSERVATION LISTS OF CONCEPT AUDIO LINGUAL**

**METHOD**

The Table of Students Pronunciation Score

No	Name	Students' Pronunciation Score		
		Pre Test	Post Test 1	Post Test 2
1	ABF	70	70	75
2	AWP	60	70	75
3	AP	70	70	75
4	AO	60	70	75
5	AP	70	70	70
6	AF	55	65	65
7	AEP	60	65	75
8	AS	60	60	70
9	BS	70	70	70
10	CMS	60	60	75
11	DCN	70	70	70
12	FI	55	60	70
13	GAF	55	65	70
14	GM	70	70	75
15	GRJ	70	70	70
16	IM	55	55	60
17	IK	70	75	75
18	IA	60	70	75
19	JF	60	70	75
20	KYA	60	70	75
21	LNL	60	70	70
22	LS	55	70	70
23	MNS	60	70	75
24	MA	45	70	75
25	MRR	55	60	65
26	MUF	55	70	70
27	NC	70	70	75
28	RIY	55	55	70
29	RA	75	75	85
30	RS	55	65	70
31	SD	60	70	75
32	SK	55	55	60
33	SN	45	60	70
34	UK	60	70	80
Total				

Raman Utara, November 2017

English Teacher



**SRI SUSILOWATI, S.Pd**  
NIP. 197405292005012004

Researcher



**TUATUL IMAH**  
NPM. 13108647

## OBSERVATION LISTS OF AUDIO LINGUAL METHOD

Day/Date : Tuesday, 21 November 2017

Meeting : 1

Class : VIII D

Cycle : 1

No	Name	Steps of Preparing Audio Lingual Method			
		The students hear the audio	The students imitate the audio	The students repeat the audio several times	The students practice the audio by themselves
1	ABF	√	√	√	√
2	AWP	√		√	√
3	AP	√	√	√	
4	AO	√	√	√	
5	AP			√	√
6	AF	√	√	√	
7	AEP	√	√	√	
8	AS	√	√		√
9	BS	√		√	√
10	CMS	√	√	√	
11	DCN		√		

12	FI	√	√		√
13	GAF	√		√	
14	GM	√	√	√	√
15	GRJ	√	√		√
16	IM	√	√		√
17	IK		√	√	
18	IA	√	√	√	
19	JF	√	√	√	√
20	KYA	√		√	
21	LNL	√	√		√
22	LS		√	√	
23	MNS	√	√		√
24	MRR	√		√	
25	MNS	√	√		√
26	MUF		√	√	√
27	NC	√	√	√	
28	RIY	√	√	√	√
29	RA	√		√	√

30	RS	√			√
31	SD	√	√		√
32	SK	√	√	√	
33	SN		√	√	√
34	UK	√	√	√	√
<b>Total</b>		<b>28</b>	<b>26</b>	<b>24</b>	<b>20</b>
<b>Percentage (%)</b>		<b>82,35%</b>	<b>74,47%</b>	<b>70,58%</b>	<b>58,82%</b>

Note:

Percentage of students' activities:

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

P = Percentage

I = Indicator

n = total of students

Raman Utara, 21 November 2017

English Teacher



**SRI SUSIOWATI, S.Pd**  
NIP. 197405292005012004

Researcher



**TUATUL IMAH**  
NPM. 13108647

## OBSERVATION LISTS OF AUDIO LINGUAL METHOD

Day/Date : Friday, 24 November 2017

Meeting : 1

Class : VIII D

Cycle : 2

No	Name	Steps of Preparing Audio Lingual Method			
		The students hear the audio	The students imitate the audio	The students repeat the audio several times	The students practice the audio by themselves
1	ABF	√	√	√	√
2	AWP	√	–	√	–
3	AP	√	√	–	√
4	AO	√	√	√	√
5	AP	√	√	√	√
6	AF	√	√	√	–
7	AEP	√	√	√	–
8	AS	√	√	√	√
9	BS	√	√	–	√
10	CMS	√	√	√	–
11	DCN	√	√	√	√

12	FI	√	√	-	-
13	GAF	√	√	√	-
14	GM	√	√	√	√
15	GRJ	√	√	√	√
16	IM	√	√	√	-
17	IK	√	√	√	√
18	IA	√	√	√	√
19	JF	√	√	-	-
20	KYA	√	√	√	√
21	LNL	√	-	√	√
22	LS	√	√	√	-
23	MNS	√	√	√	√
24	MRR	√	√	√	√
25	MNS	√	√	-	√
26	MUF	√	√	√	√
27	NC	√	√	√	√
28	RIY	√	-	√	√
29	RA	√	√	√	√



30	RS	√	√	√	√
31	SD	√	√	√	√
32	SK	√	√	√	√
33	SN	√	√	√	√
34	UK	√	–	√	√
<b>Total</b>		<b>34</b>	<b>30</b>	<b>29</b>	<b>25</b>
<b>Percentage (%)</b>		<b>100%</b>	<b>88,23%</b>	<b>85,29%</b>	<b>73,52%</b>

Note:

Percentage of students' activities:

$$P = \frac{I}{N} \times 100\%$$

P = Percentage

I = Indicator

N = total of students

Raman Utara, 24 November 2017

English Teacher



**SRI SUSIOWATI, S.Pd**  
**NIP. 197405292005012004**

Researcher



**TUATUL IMAH**  
**NPM. 13108647**

**OBSERVATION LIST OF STUDENTS' ACTIVITIES AT THE EIGHTHS  
GRADE OF MTs N 2 LAMPUNG TIMUR**

**The Result of he Students Activity in the  
Teaching and Learning Process**

Day / Date : Tuesday/21 November 2017

Meeting : 1

Class : VIII D

Cycle : 1

No	Name	The Students Activity			
		1	2	3	4
1	ADE BAYU FIRMANSYAH	√		√	√
2	ADI WAHYU PRATAMA		√	√	√
3	ALHAFID PRADIKA	√		√	√
4	ANGGUN OKTAVIANA		√	√	
5	ANNISA PRATIWI	√	√	√	√
6	ARIF FADILLAH	√	√	√	√
7	ARKIANO EGA PRATAMA	√	√	√	
8	AZIZ SAIFULOH	√		√	√
9	BAGUS SAIFULOH		√	√	
10	CAHAYA MUTIARA S	√	√	√	√
11	DHEA CAHYA NINGRUM	√	√	√	
12	FITRI ISTIQOMAH	√		√	
13	GALIH ANGGER F	√		√	√
14	GALIH MARYUDI	√	√		
15	GITA ROUDHOTUL J	√		√	√
16	IMRON MAULANA	√		√	
17	INDRA KURNIAWAN		√	√	√
18	ISMIATUL ARIFAH	√	√	√	√
19	JENI FERBIYANTI		√	√	√
20	KRISNA YOGA ADITAMA	√		√	
21	LATIFATU NURUL L	√	√	√	√
22	LISA SHOLEKHA	√	√	√	√
23	M. NUR SAFINGI	√		√	

24	MUHAMMAD AFRIDO	√		√	
25	MUHAMMAD RIZKY R		√	√	√
26	MUHAMMAD UMAR F	√			
27	NABILLA CHAIRUNISSA	√	√	√	√
28	RAMA ILHAM YULIANTO	√	√	√	
29	RIDHO ARDHANA	√	√	√	√
30	RIYAN SAPUTRA		√		
31	SARA DWIYANTI	√		√	√
32	SEVRI KURNIAWAN		√		
33	SYAHRUL NAINGGOLAN		√		
34	USWATUN KHASANAH	√		√	√
Total		25	21	29	19
Percentage		73,52%	61,76%	85,29%	55,88%

1. The Students Pay Attention of the Teacher Explanation.
2. The Students Understand the Material From the Teacher.
3. The Students Active Practicing During Learning Process.
4. The Students Are Able to Do Performance.

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

$P$  : Total Score

$F$  : Total of Students

$n$  : Number of Student

Raman Utara, 21 November 2017

English Teacher



SRI SUSILOWATI, S.Pd  
NIP. 197405292005012004

Researcher



TUATUL IMAH  
NPM. 13108647

**The Result of he Students Activity in the  
Teaching and Learning Process**

Day / Date : Thrusday/ 24 November 2017

Meeting : 1

Class : VIII D

Cycle : 2

No	Name	The Students Activity			
		1	2	3	4
1	ADE BAYU FIRMANSYAH	√		√	√
2	ADI WAHYU PRATAMA		√	√	√
3	ALHAFID PRADIKA	√		√	√
4	ANGGUN OKTAVIANA		√	√	√
5	ANNISA PRATIWI	√		√	√
6	ARIF FADILLAH	√	√	√	
7	ARKIANO EGA PRATAMA	√		√	
8	AZIZ SAIFULOH	√		√	√
9	BAGUS SAIFULOH	√	√	√	
10	CAHAYA MUTIARA S	√	√		√
11	DHEA CAHYA NINGRUM		√	√	√
12	FITRI ISTIQOMAH	√	√	√	√
13	GALIH ANGGER F	√		√	√
14	GALIH MARYUDI	√	√	√	√
15	GITA ROUDHOTUL J	√	√	√	√
16	IMRON MAULANA	√		√	
17	INDRA KURNIAWAN		√	√	√
18	ISMIATUL ARIFAH	√	√	√	√
19	JENI FERBIYANTI		√	√	√
20	KRISNA YOGA ADITAMA	√	√	√	√
21	LATIFATU NURUL L	√	√	√	√
22	LISA SHOLEKHA	√	√	√	√
23	M. NUR SAFINGI	√	√		√



24	MUHAMMAD AFRIDO	√		√	
25	MUHAMMAD RIZKY R		√	√	√
26	MUHAMMAD UMAR F	√	√		
27	NABILLA CHAIRUNISSA		√	√	√
28	RAMA ILHAM YULIANTO	√	√	√	√
29	RIDHO ARDHANA	√	√		√
30	RIYAN SAPUTRA	√	√	√	√
31	SARA DWIYANTI		√	√	√
32	SEVRI KURNIAWAN		√	√	√
33	SYAHRUL NAINGGOLAN	√	√		√
34	USWATUN KHASANAH	√	√	√	√
Total		25	26	29	29
Percentage		73,52%	76,47%	85,29%	85,29%

1. The Students Pay Attention of the Teacher Explanation.
2. The Students Understand the Material From the Teacher.
3. The Students Active Practicing During Learning Process.
4. The Students Are Able to Do Performance.

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

$P$  : Total Score

$F$  : Total of Students

$n$  : Number of Student

Raman Utara, 23 November 2017

English Teacher



SRI SUSILOWATI, S.Pd  
NIP. 197405292005012004

Researcher



TUATUL IMAH  
NPM. 13108647

**The Result of the Teacher Activity in the teaching and Learning  
Process in Cycle I**

No	Aspect	Score	
		1st	2nd
1	The teachers' preparation		
	- The asks the students condition		
	- The material are ready		
	- There is structure of the lesson		
2	The teachers' mastery in the subject content		
	- The teachers' shows good command and knowledge of subject content		
	- Relating with another knowledge		
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	The teachers' teaching method		
	- The teacher uses the relevant teaching method.		
	- The teacher clearly used the method.		
	- The teacher uses the appropriate media in teaching.		
4	The teachers' performance		
	- Clearmers' of the teacher sound		
	- Establishes the communication between teacher and students		
5	The ability of closing the meeting		
	- The teacher concluded the result of learning		
	- Closed the process of learning		
6	The ability of managing class		
	- All the students are treated fairly		
	- Used the time wisely		
Total			
Percentage			

Raman Utara, November 2017  
English Teacher

**SRI SUSILOWATI, S.Pd**  
**NIP. 197405292005012004**

**The Result of the Teacher Activity in the teaching and Learning  
Process in Cycle II**

No	Aspect	Score	
		1st	2nd
1	<b>The teachers' preparation</b>		
	- The asks the students condition		
	- The material are ready		
	- There is structure of the lesson		
2	<b>The teachers' mastery in the subject content</b>		
	- The teachers' shows good command and knowledge of subject content		
	- Relating with another knowledge		
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	<b>The teachers' teaching method</b>		
	- The teacher uses the relevant teaching method.		
	- The teacher clearly used the method.		
	- The teacher uses the appropriate media in teaching.		
4	<b>The teachers' performance</b>		
	- Clearners' of the teacher sound		
	- Establishes the communication between teacher and students		
5	<b>The ability of closing the meeting</b>		
	- The teacher concluded the result of learning		
	- Closed the process of learning		
6	<b>The ability of managing class</b>		
	- All the students are treated fairly		
	- Used the time wisely		
<b>Total</b>			
<b>Percentage</b>			

Raman Utara, November 2017  
English Teacher


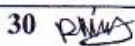


**SRI SUSILOWATI, S.Pd**  
**NIP. 197405292005012004**



## ATTENDANCE LIST OF PRE TEST

Class : VIII D  
 Day / Date : Friday / 17 November 2017

NO	NAME	SIGNATURE
1	Fitri Istiqomah	1 <i>Smrf.</i>
2	ANGGUN OKTA VIANFA	2. <i>awl</i>
3	Uewatun Khasanah	3 <i>Amf</i>
4	IMPORI MAULANA	4 <i>llly</i>
5	MUHAMMAD AFRIDO	5 <i>Jud</i>
6	Gaiih Mar Yudi	6 <i>Jhll</i>
7	Ridho Ardhana	7 <i>Ras</i>
8	INDRA KURNIAWAN	8 <i>Amka</i>
9	AL HAFID PRADIKA	9 <i>Jhst</i>
10	SYAHRUL NAINGGOLAN	10 <i>Subst</i>
11	Nabilla Choirunissa	11 <i>Ally</i>
12	Gita Roudhotul Jannah	12 <i>hucf.</i>
13	Jeni Ferbiyanti	13 <i>Jhln</i>
14	Dhea Cahya ningrum	14 <i>Jhln</i>
15	ANNISA Pertiwi	15 <i>Jhln</i>
16	LATIFATU NURUL LAILIYAH	16 <i>Huy</i>
17	Sora Dwiyantri	17 <i>Jhst</i>
18	Isnatul Arifah	18 <i>Jhllld</i>
19	ADE. BOYU FIRMANSYAH	19 <i>Jhst</i>
20	KELISNA YOGA ADITAMA	20 <i>Jhst.</i>
21	ARIF FADILLAH	21 <i>Amf</i>
22	Bagus Saifulloh	22 <i>Jhln</i>
23	Galih Angger Fadillah	23 <i>Jhst</i>
24	arkiano ega pratoma	24 <i>Jhln</i>
25	Riyon Saputra	25 <i>Jhst</i>
26	ADIS SAIFULLOH	26 <i>Am</i>
27	MUHAMMAD NUR SAEINGI	27 <i>Jhst</i>
28	Pama Ilham Julianto	28 <i>Jhst</i>

29	Sevri kurniawati	29	
30	M. RIZKY RAHMAWAN	30	
31	Lisa sholekha	31	
32	Cahaya Mutiara Sitompul	32	
33		33	
34		34	

Raman Utara, November 2017

English Teacher



**SRI SUSILOWATI, S.Pd**  
NIP. 197405292005012004

Researcher



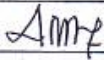


**TUATUL IMAH**  
NPM. 13108647

## ATTENDANCE LIST OF TREATMENT 1

Class : ~~Tuesday / 01 November 2017 VIII D~~  
 Day / Date : ~~Tuesday / 21 November 2017~~

NO	NAME	SIGNATURE
1	Cahaya Mutiara Sitompul	1
2	Lisa sholekha	2
3	Ucwatun khasanah	3
4	MUHAMMAD HERIDO	4
5	INDRA KURNIAWAN	5
6	ADI WAHYU PRATAMA	6
7	Ridha Ardhana	7
8	Galih Prat Yudi	8
9	SYAHRUL NAINGGOLAN	9
10	IMPAN MAULANA	10
11	Nabilla Chairunissa	11
12	Jeni Ferbiyanti	12
13	Dhea carya ningrum	13
14	Annisa Pertiwi	14
15	LATIFATU NURUL LAILIYAH	15
16	Sara Dwiwati	16
17	Ismiatul Arifah	17
18	ADE BAYU FIRMANSYAH	18
19	KRISNA YOGA ADITAMA	19
20	Bagus Saifullah	20
21	M. Umar Faruqi	21
22	Riyan Saputra	22
23	AL HAFID PRADIKA	23
24	Galih Angger Fadillah	24
25	ARIF FADILLAH	25
26	Sevri kurniawan	26
27	M. NUR SAFINGI	27
28	Prama Ilham Yulianto	28
29	Orluana ega pratama	29
30	M. RIZKY RAHMAWAN	30



31	Fitri Istiqomah	31	
32	ANGGUNG OKTA VIANA	32	
33	GITA Roudhotul jannah	33	
34		34	

Raman Utara, November 2017

English Teacher



**SRI SUSILOWATI, S.Pd**  
NIP. 197405292005012004


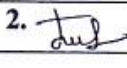

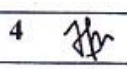
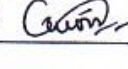
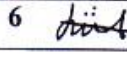



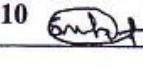
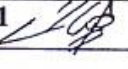
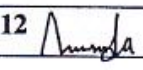

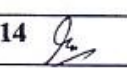
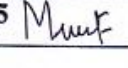
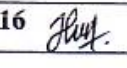

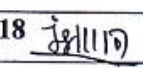

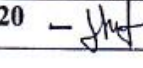
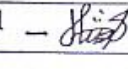
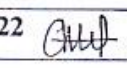
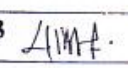


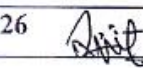



Researcher



**TUATUL IMAH**  
NPM. 13108647

### ATTENDANCE LIST OF POST TEST I

Class : VIII D  
 Day / Date : Thursday, 23 November 2017

NO	NAME	SIGNATURE
1	ADI WAHYU PRATAMA	1 
2	MUHAMMAD AFRID	2. 
3	Uswatun khasanah	3 
4	Lisa sholekha	4 
5	Cahaya Mutiara Sitompul	5 
6	Dhea carya ringrum	6 
7	Jeni Ferbiyanti	7 
8	Gita Foudhotul jannah	8 
9	Nabilla Choirunissa	9 
10	SYAHRUL NAINGGOLAN	10 
11	IMRONI MAULANA	11 
12	INDRA KURNIAWAN	12 
13	Ridha Ardhana	13 
14	BAGUS SAIFULLOH	14 
15	M.UMAR FARUQI	15 
16	KRISNA YOGA ADITAMA	16 
17	ADE BAHU FIRMANSYAH	17 
18	Ismiatul Arifah	18 
19	Sara Dwiyanti	19 
20	LATIFATU NURUL LAILIYAH	20 - 
21	Annisa Pertiwi	21 - 
22	ANGGUM OKTA VIANA	22 
23	Filri Istiqomah.	23 
24	M. RIZKY RAHMAWAN	24 
25	Rama Ilham Yulianto	25 
26	Gaulh Nur Yudi	26 
27	Gaulh Angger Fadillah	27 
28	Riyar Laputng	28 
29	AL HAKID PRADIKA	29 

30	ARIF FADILLAH		30- <i>Arif</i>
31	AZIS SAIFULLAH	31 <i>Azis</i>	
32	Sevri Kurniawan		32 <i>Sevri</i>
33	M. NUR SAF'INGI	33 <i>Nur</i>	
34			34

Raman Utara, November 2017

English Teacher



**SRI SUSIOWATI, S.Pd**  
NIP. 197405292005012004

Researcher




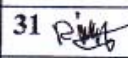


**TUATUL IMAH**  
NPM. 13108647



## ATTENDANCE LIST OF TREATMENT II

Class : VIII DDay / Date : Friday / 24 November 2017

NO	NAME	SIGNATURE
1	Cahaya Mutiara Sitompul	1
2	Lisa sholekha	2
3	Uswatun khasanah	3
4	MUHAMAD AFRIDD	4
5	ARLIANO EGA PRATAMA	5
6	INDRA KURNIAWAN	6
7	Ridho Ardhan	7
8	Galih Mar Xudi	8
9	IMPOTU MAULANA	9
10	SYAHRUL RAINGGOLAN	10
11	Nabilla choirunissa	11
12	Gita Poudhotul Jannah	12
13	Jeni Ferbi yanti	13
14	Dhea cahya ringrum	14
15	Annisa Pertiwi	15
16	LATIFATU NURUL LAILYAH	16
17	Sara Dwiyantri	17
18	Ismiatul Arifah	18
19	ADE BAYU FIRMANSYAH	19
20	KRISNA YOGA ADITAMA	20
21	M.UMAR FARUQI	21
22	BAGUS SAIFULLOH	22
23	Rizka Faruq	23
24	ALHAFID PRADIKA	24
25	ARIF FADILLAH	25
26	AZIS SAIFULLOH	26
27	Senri Kurniawan	27
28	Rama Iltam Vullianto	28
29	Galih ANGER Fadillah	29

30	M. NUR SAFINBI	30	
31	M. RIZKY RAMAWAN	31	
32	Fitri Istiqomah	32	Limt.
33	ANGGUN OKTA VIANA	33	
34	ADI WAHYU PRATAMA	34	

Raman Utara, November 2017

English Teacher



**SRI SUSILOWATI, S.Pd**  
NIP. 197405292005012004

Researcher



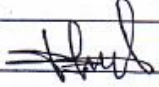

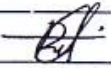


**TUATUL IMAH**  
NPM. 13108647



### ATTENDANCE LIST OF POST TEST II

Class : VIII D  
 Day / Date : Tuesday / 28 November 2017

NO	NAME	SIGNATURE
1	ADI WAHYU Pratama	1 <i>Adi</i>
2	Coruh Mat Yudi	2. <i>Coruh</i>
3	Ridha ardhana	3 <i>Ridha</i>
4	INDRA KURNIAWAN	4 <i>Indra</i>
5	IMRAN MAWARIA	5 <i>Imran</i>
6	MUHAMMAD AFRIDO	6 <i>Afrido</i>
7	Uswatun Kharanah	7 <i>Uswatun</i>
8	Lisa sholekha	8 <i>Lisa</i>
9	Cahaya Mutiara Sitompul.	9 <i>Cahaya</i>
10	Dhea rahya aingrum	10 <i>Dhea</i>
11	Jeni Febriyanti	11 <i>Jeni</i>
12	Nabilla choirunissa	12 <i>Nabilla</i>
13	Gita Roudhotul jannah	13 <i>Gita</i>
14	ARKIANO EGA PRATAMA	14 <i>Arki</i>
15	SYAHRUL NANGGOLAN	15 <i>Syahrul</i>
16	BAGUS SALFULLOH	16 <i>Bagus</i>
17	M.Umar Faruqi	17 <i>MUUF</i>
18	KRISIYA YOGA ADITAMA	18 <i>Krisiya</i>
19	ADE BAYU FIRMANSYAH	19 <i>Ade</i>
20	Ismiatul arifah	20 <i>Ismiatul</i>
21	Sara Dwiyanti	21 <i>Sara</i>
22	LATIFATU NURUL L	22 <i>Latifa</i>
23	Annisa Pertiwi	23 <i>Annisa</i>
24	ANGGUN OKTA VIANA	24 <i>Anggun</i>
25	Fibri Istiqomah.	25 <i>Fibri</i>
26	M.RIZKY RAHMAWAN	26 <i>Rizky</i>
27	Rana Ikhram Yulianto	27 <i>Rana</i>
28	Gabty anggar Fadilah	28 <i>Gabty</i>
29	ARIF (ADILLAH)	29 <i>Arif</i>

30	Sentri Kurniawan	30	
31	MUHAMPAD NUR SAFINGI	31	
32	Rivan Sah Putra	32	
33	AL HAFID Pratiyasa	33	
34	AZIS SAIFULLOH	34	

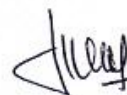
Raman Utara, November 2017

English Teacher



**SRI SUSILOWATI, S.Pd**  
NIP. 197405292005012004

Researcher



**TUATUL IMAH**  
NPM. 13108647

## DOCUMENTATION

## 1. PRE TEST

The researcher explained the direction to the students.







The researcher helped the students who didn't understand.



The researcher explained the materials in the white board.



### 3. POST TEST 1

The students do performance in front of te class





#### 4. TREATMENT 2

The researcher explained the materials



## 5. POST TEST 2

The students do performance in front of the class





## CURRICULUM VITAE



The name of the writer is Tuatul Imah. She was born in Bumi Nabung Ilir in November 15, 1995. She is the last child of Mr. Fauzi and Mrs. Siti Mirah. She enrolled her study at TK Kasih Ibu, Buminabung Ilir, in 1999-2001. Then, she underwent her study at SDN 5 Buminabung Ilir in 2001-2007. Soon after that, she continued to Junior High School at SMP N 2 Buminabung in 2007-2010. She stood her study at SMAN 1 Rumbia in 2010-2013. It was long journey for her to find out her dream. After graduating from senior high school, she decided to take a lecture in English Education Department of IAIN Metro. Hopefully, she can do anything best to increase and to apply her knowledge wisely.