AN UNDERGRADUATE THESIS

THE USE OF ENGLISH MOVIE WITH SUBTITLE TO IMPROVE THE STUDENTS’ PRONUNCIATION MASTERY AT THE ELEVENTH GRADERS OF SMAN 2 WAY SERDANG IN THE ACADEMIC YEAR OF 2017/2018

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STATE INSTITUTE OF ISLAMIC STUDIES
OF METRO
1439 H / 2018 M
THE USE OF ENGLISH MOVIE WITH SUBTITLE TO IMPROVE THE STUDENTS’ PRONUNCIATION MASTERY AT THE ELEVENTH GRADERS OF SMAN 2 WAY SERDANG IN THE ACADEMIC YEAR OF 2017/2018

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

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THE USE OF ENGLISH MOVIE WITH SUBTITLE
TO IMPROVE THE STUDENTS’ PRONUNCIATION MASTERY
AT THE ELEVENTH GRADERS OF SMAN 2 WAY SERDANG
IN THE ACADEMIC YEAR 2017/2018

ABSTRACT

BY

NUNIK PUSPITA NINGRUM

Pronunciation in English is not easy to do for students although senior high school students, even though they are rich of vocabulary but still difficult to make a good pronounce. It is caused by the students rarely listen the correct English pronunciation based on native speaker. Thus, the research is focused on the use of English movie with subtitle to improve students’ pronunciation mastery at the eleventh graders of SMAN 2 Way Serdang. The main purpose of this research was to investigate the pronunciation mastery of SMA N 2 Way Serdang and to know that the use of English movie with subtitle could help the students’ learning process. The researcher tried to attest that using English movie with subtitle can be one of the teaching media to improve the students’ pronunciation mastery.

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 28 students in Eleventh class of SMA N 2 Way Serdang. In collecting data, the researcher used test (pre-test, post test I and post test 2), observation and documentation. The research was conducted collaboratively with the English teacher of SMA N 2 Way Serdang of Mesuji Lampung.

The result of this research showed that using English movie with subtitle had positive result in improving the students’ pronunciation at the eleventh graders of SMA N 2 Way Serdang of Mesuji Lampung. It can be proven by the students’ average score from pre test to post test. The average score in pre-test was 50, post-test I was 63, and become 70 in post-test II. It means that the use of English movie with subtitle can improve the students’ pronunciation mastery.

Keyword : English movie with subtitle, Students’ Pronunciation mastery
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Keyword : English movie with subtitle, Students’ Pronunciation mastery
STATEMENT OF RESEARCH ORIGINALITY

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

Metro, December 2017
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, December 2017

Penulis

Nunik Puspita Ningrum
St. I13107897
MOTTO

“Indeed, with hardship will be ease“
(QS. Al-insiroh : 6)

“A dream doesn’t become reality through magic, it takes sweat, determination and hard work.”
(Colin Powel)
DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

My beloved father Mustajab and my beloved mother Ernawati, who always pray me, support me, finance me makes me someone who has knowledge and morals and guidance to be success in my study. I do love you and you are the light of life. My beloved young brother Hamim Royani, always give me support, care to me and miss me.

My beloved partner Elroygen Sihombing who always advised me, support me, love me, and never tired to accompany me until now. You are my apple of my eye. And also my beloved friends (Alfi Nur Khoitamin, Eti Purwanti, Hayani,) and BRAHMANA too (Alfianis Riski Drizna, Amanda Mutiara Asmi, Nurul Khasanah, Nur Baiti)

My Alamamater IAIN Metro. The place where I got much knowledge and good experience.
Praise thanks to Allah who has been giving His blessing and mercy to the writer to complete a research. Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

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The writer do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, December 2017

Nunik Puspita Ningrum
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   2. List of Room Codes of Sma N 2 Way Serdang
   3. The condition of the teacher and official employers in SMA N 2 Way Serdang
   4. The result of pre test and post test
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   1. The pre survey license letter
   2. The assignment letter from the chief of IAIN Metro
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CHAPTER 1

INTRODUCTION

A. Background of Study

English is very attractive language, so many countries using English to communicate. Indonesia is one of the countries that use English as a second language. Considering the significant of English, Indonesian government has decided to put English as one of the subject which is taught in the school from kindergarten up to university level. Because English is very significant, it is becoming field in human life especially education uses English as the language to communicate and to share knowledge and information.

Pronunciation is one of the language components to help students achieve an effective communication. It allows students to recognize the differences among sounds that often make them confused such as producing minimal pairs, stress pattern and intonation. Undeniably, good pronunciation makes good communication each other. Our speeches can be understood when using good pronunciation because it controls what we say, particularly when we say the words that contain English consonant sounds. In contrast, when we speak with bad pronunciation it might be hard to understand. Shortly, wrong pronunciation might produce wrong meaning and leads to misunderstanding.

But until now we can see that English pronunciation still difficult to be mastered, in fact, most of the students are still unable to use English speaking, although they have graduated from SMA. The students can’t practice their
English in their daily activity, so their pronunciation are lowest.

The writer has investigated the quality of the students’ pronunciation and the problems that they faced. The investigation showed that the students’ in pronunciation is unacceptable with criteria of good pronunciation.

In this case, the writer will study how to improve the students’ pronunciation mastery by using English movie with subtitle at the eleventh graders of SMAN 2 Way Serdang in the Academic Year of 2017/2018. The number of the students are 30 students. Furthermore, based on the data of pre-survey on March 2nd 2016 can be illustrated the students pronunciation mastery as follow:

**Table 1**

**The Result Data of English Learning Achievement**

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Category</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>&lt; 75</td>
<td>Failed</td>
<td>21 Persons</td>
<td>70%</td>
</tr>
<tr>
<td>2</td>
<td>&gt; 75</td>
<td>Passed</td>
<td>9 Persons</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td><strong>30 Persons</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

From the table above, it can be seen that English learning achievement is low, it can seen that the students get score less than the standard minimum are 21 students with the percentage is 70%. It is more than students who get the score up to the standard of score are 9 students with percentage is 30%.

The writer assumes that it caused students’ pronunciation also still low and they feel English is difficult lesson. In SMA N 2 Way Serdang facilities and existing infrastructure is inadequate but the writer also noted that these problems were caused by the teaching learning process which emphasizes just
reading a book to practice their pronunciation and only imitating her teacher to get the good pronunciation. The low in students’ pronunciation is also cause by the lack of strategy to arouse their attention and motivation to study, so they are bored in English.

In this research, the writer will choose using English movie with subtitle in teaching pronunciation. Using English movie with subtitle more will attract their attention especially for teen student and also using the movie with subtitles will to know how to pronounce properly and understand the meaning of what they say. Using English movie with subtitles will be easier for student to get a good pronunciation based on native speaker. So according to writer using English movie with subtitle is the good media to improve students’ pronunciation at eleventh grade of SMAN 2 Way Serdang.

B. Problems Identification

Related to the background above, some problems are identifying as follows:

1. The students feel hard to express their pronoun.
2. The students have low interest in following the class.
3. The strategies used to teach less attracting the students’ attention

C. Problem Limitation

Based on the problem above, the researcher limits the problem and only focuses on the use of English movie with subtitle to improve the students’ pronunciation mastery at eleventh grade of SMA N 2 Way Serdang in the Academic Year of 2017/2018
D. Problem Formulation

Based on the background of the study, the writer would like to identify the problem as follows:

“can the use of English movie with subtitle improve the students’ pronunciation mastery at the eleventh graders of SMAN 2 Way Serdang?”

E. Objective and Benefits of the Study

1. Objective of Study

In line with what has been stated in problem formulation, the objective of the study can be identified as follow: To explain that by using English movie with subtitle can improve students’ pronunciation mastery at the eleventh graders of SMA N 2 Way Serdang in the academic year of 2017/2018.

2. Benefits of Study

The benefits of the study are:

a. For the Students

1) For the students will enjoy and interest in English learning process

2) As motivation for the students to improve their pronunciation

b. For the Teacher

1) As a suggestion for the teacher to solve about students difficulties in their pronunciation

2) As a information, especially about the process of using english movie with subtitle to improve student’ pronunciation
c. For the Other Researcher

As the new knowledge for the other researcher and it may help them to develop the research.
CHAPTER II
REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The concept of Pronunciation

   a. Pronunciation Performance

   Pronunciation is one of the important aspects in English, especially in oral communication, here is definition from some expert:

   According Susan Boyer pronunciation is defined as a necessary part of speaking (oral communication) involving three important items such as making correct sound of a particular language, knowing how the sounds are put together in the flow of speech (not just in isolated words), and understanding how to stress word correctly and how to use intonation appropriately. ¹

   Meanwhile, according to Mark Hancock pronunciation is often taught through the teacher providing a model for learners to listen to and repeat. This is a valuable way of teaching pronunciation, but it neglects a need many learner feel to understand what they are doing. ²

Geoffrey broughton, et.al define that pronunciation teaching deals with two interrelate skills recognition understanding the flow of speech, and production of fluency in spoken language. These skills rely very little on intellectual mastery of any pronunciation rules. Ultimately it is only practice in listening and speaking which will give the learner the skills he requires.³

Jeremy harmer sates that 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 information about spoken English and help them achieve the goal of improved comprehension and intelligibility.⁴

In other expert Pronunciation is the utterance of words taken separately requiring knowledge of the just powers of the letters in all their combinations, and of the force and seat of the accent.⁵

Based on the theories above, the writer conclude that pronunciation is how the sounds is produced so as to make a meaning that can be used to communicate well.

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³ Geoffrey Broughton, et.al., Teaching English As A Foreign Language, (USA and Canada: Taylor & Francis E-Library, 2003 ), second edition, p.49
⁵ Brandon Turner, a new english grammar, (london : scot, weabster and gerry, 1840), p.179
b. **Features of Pronunciation**

In order to study how something works it is often useful to break it down into its constituent parts. The following diagram shows a breakdown of the main features of pronunciation.⁶

![Diagram of pronunciation features]

**Phonemes** are the different sounds within a language. Although there are slight differences in how individuals articulate sound, we can still describe reasonably accurately how each sound is produced. When considering meaning, we see how using one sound rather than another can change the meaning of the word. It is the principle which gives us the total number of phonemes in a particular language. For example, the word *rat* has the phonemes /ræt/. (refer to the sound chart on the next page if you are not familiar with the symbol used here.) if we change the middle

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phonemes, we get /rɒt/ rot, a different word. If you or I pronounce /t/ in a slightly different way, the word does not change, and we still understand that we mean the something to make an analogy, our individual perceptions of colours may theoretically vary (i.e. your notion of ‘green’ may not be the same as mine), but intuitively we know that we are likely to be thinking about more or less the same thing. We can both look at a green traffic light and understand its significance, and how it differs from a red one.

Sound may be **voiced** or **unvoiced** (sometimes referred to as ‘voiceless’). Voiced sounds occur when the vocal cords in the larynx are vibrated. It is easy to tell whether a sound is voiced or not by placing one or two fingers on your Adam’s apple. If you are producing a voiced sound, you will feel vibration; if you are producing an unvoiced sound, you will not. The difference between /f/, and /v/. For example, can be heard by putting your top teeth on your bottom lip, breathing out in a continuous stream to produce /f/ then adding your voice to make /v/. Hold your adam’s apple while doing this and you will feel the vibration.

The set of phonemes consist of two categories: **vowel** sounds and **consonant** sounds. However, these do not necessarily correspond to the vowels and consonants we are familiar with in the alphabet. Vowel sounds are all voiced, and may be single (like /e/, as in *let*), or a combination, involving a movement from one vowel sound to another (like /eɪt/, as in *late*); such combinations are known as **diphthongs**.
Phonemes, as we have seen, are units of sound which we can analyse. They are also known as **segments. Suprasegmental features**, as the name implies, are features of speech which generally apply to groups of segments, or phonemes. The features which are important in English are **stress, intonation**, and how sound change in connected speech.

c. **Pronunciation Problem**

In speaking or communicating, the writer creates words and phrases with individual sounds, but also use pitch change, intonation, and stress to mention different meaning. There are five pronunciation problems as follows:

1. **Pitch**

   One of the ways to know people is by the pitch of their voice. It means that we can understand the person with their voice. Every person has different voice, as example there is person has very high voice while another has a low voice. People often talk at a higher pitch than normal if we are scared or excited. On the contrary, our pitch maybe lower, if we are tired, bored or fed up. For example: ‘yes ( /jes/ )’ mean ‘ I agree ( /əgrɪ/ )’.

   In conclusion, pitch is a tool for expressing emotion and meaning. It means that pitch gives different meaning what people say about the sentence or statement, it depends on high or low their

---

pitch. Besides that, pitch can show the sense mood or condition people.

2. Intonation

In communication, not only speak, using body language and pitches as to share information about mood and emotion, but also we used tone when we are speaking. The music of speak, that is use intonation is an important factor in speaking.

The information is use to modify words which are said. It can show different function by selecting different from of language. People can express acceptance, uncertainty, agreements or disagreement in the words it depends on the way it is expressed. The word no show a rejection, question or fact, or disagreement.

In the last, intonation is very important to transfer meaning. Intonation can instruct us what someone fells and how they fell about it. People identify differentiate between making a statement and asking a question. We are aware of the fact that someone is frighten and we gather from their intonation that they have been polite or impolite.

3. sound

Word and sentence are created from sound (phonemes) that on their own may probably have no meaning. On the contrary, in combination, make word and pharase. The phoneme /k/ (like in
the c in can) /t/ (like in the t in the tooth) are just sound, but put them together in a certain order and we get cat, a word that can be recognized.

Speaker of different languages have different sounds. It means that native speakers or foreign language learners in this world have the other ways or different ways to pronounce words.

4. sounds and spelling

In the same or other language sounds and spelling will be the close connection, but in English this is frequently no problem. Sound are represented here by phonetic symbols. This is cause by there is no one-to-one connection between written letters and spoken sounds. The sounds, for example, it can be realized in a number of different spelling (e.g. won ( /wʌn/ ), young ( /jʌŋ/ ), funny ( /fʌni/ ), flood ( /fləd/ )). The letters /ou/, on the other hand, can be pronounced in a number of different ways.

5. stress

Stress is the terminology that is used to describe the standpoint in a word and phrase where pitch changes, vowels lengthen, and volume increases.

A person may utterance words different they spell, words are frequently not pronounced. The word secretary would come over, on written text, to have four syllables, but when it is spoken there are sometime only three and the first one is stressed, or
even, in rapid speech, only two. For example: reading (/ˈriː diŋ/), positive (/ˈpəʊ zə trɪv/), jump (/dʒʌmp/), jumper (/ˈdʒʌmp pər/), understand (/ən daˈstænd/).

Stress is divided into two there are primary and secondary stress, primary stress is the strongest stress in the word, and marked with apostroph on the top. Example: positive (/ˈpəʊ zə trɪv/), ability (/əˈbɪ lɪ ti/) while the secondary stress is weak stress, marked with quotes below. Example: understand (/ən daˈstænd/), education (/ə dʒuˈkeɪ fən/).

Based on the above quotation, it is clear that pronunciation is much needed for pronouncing words or sentence correctly. In speaking, we must know about stress, rhythm, and give stressing meaning about what people say.

d. Teaching Pronunciation

Brown maintains that the goal as teachers of English pronunciation should therefore be more rationally focused on clear, comprehensible pronunciation. At the beginning levels, we went learners to exceed that threshold beneath which pronunciation detracts from their skill to communicate. To put it more simply, the teachers’ goal as the English teacher must focus on the skill of the

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english. They must consider the comprehensible pronunciation in communication.

There are the factors influence students’ pronunciations, as follow:

1. Native language is the most important factor to influence a learner’s pronunciation. If the students know about the sound system of a learner’s native language, the teachers will be able to analyze student’s difficulties better.

2. Age. In speaking, underage children are easy to change “sound like a native speakers”. Further than of the teenager’s puberty, although adult will almost certainly continue a “foreign accent”, there is a particular benefit characteristic to age. A-fifty-years-old can be a successful as an eighteen-years-old if all other factor is equivalent. To remember your students, especially when your students are older, that the younger, the better, is a myth.

3. Exposure. It is difficult to determine what exposure is. One is able actually to live in a foreign country for several times but not to get advantage of being “with the people”. If class focuses on pronunciation demands the full attention and interest of your students then they stand a good opportunity of getting their goals.

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4. Innate phonetics ability. Often mentioned that for having an “ear” for language, some people have a phonetics coding ability than others. In many problems, if an adult has had exposure to a foreign language is remembered or not. Therefore, if pronunciation tends to be naturally complicated for some students, they must not be desperate; with some efforts and concentrations, they can increase their ability.

5. Identify and language ego. Other influence is one’s attitude toward speaker of the target language and the extent to which the language ego identifies with those speakers. The students need to be remembered of the essence of the positive attitude toward the people who speak the language (if such a target is identifiable), but more important, students need to be aware of and not afraid of the second identify that may appear within them.

6. Motivation and concern for a good pronunciation some students are not particularly paying attention about their pronunciation. A teacher’s extent to which student’s intrinsic motivation encourages students toward improving might be the strongest influence of all six factors. To achieve the goal, the necessary effort will be required if motivation and concern are high.
Based on the explanation above, it means that, pronunciation is the significant part of speaking (oral communication), it involves producing the right sound of a particular language, and as good as how the sounds are put together in the flow of speech.

2. The Concept of English Movie

a. The Definition of English Movie

English movie is one of the media which can be use in language learning. Media of learning is one of important factor instead of the purpose materials, methods and evaluation in learning process. Media is the thing which is use to send message from sender to receiver to motivate attention’s student.

According to Rudolf that movie or film resembles painting, music, literature, and the dance in this respect—it is a medium that may, but need not be used to produce artistic result. Colored picture post cards, for instance are not art and are not intended to be. Neither are a military march a true confessions story, or a strip tease, and the movies are not necessarily film art.

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10 Tengku Maya Silviyanti, “Looking Into EFL Students’ Perceptions In Listening By Using English Movie Videos On Youtube”, *Studies In English Language And Education*, (Banda Aceh: University Of Syiah Kuala), No.1/2014, P.48
11 Gusrina, Zul Amri, “Englishspeak.Com As Media For Teaching Pronunciation Of Junior High School Students”, *Journal Of English Language Teaching*, (Padang: FBS State Universityof Padang ), No.1/2013, P.95
12 Rudolf Arnheim, *Film as Art*, (Berkeley and Los Angeles: University of California Press,1957), P.8
reviews something similar about movies. Every movie will be interesting and entertaining, and make the audience think. Each piece of work is unique and interesting, so there are many ways that can be used in a documentary to convey ideas about the real world.¹³

Richard Barsam states that Every movie is a complex synthesis—a combination of many separate, interrelated elements that form a coherent whole.¹⁴

Meanwhile Monaco James states that, film is a medium art, but it is also uniquely, a very complex technological undertaking.¹⁵

Based on the explanation above the writer summarised that English movie or film is an art the form of audio visual that tell a story are shown for public entertainment. Using movie to teach English can help motivate students and remove some of the anxiety of not knowing the language however, they are not just entertainment; they are also valuable language teaching tool.

b. Style of Movie

Louis Giannetti in the book understanding movies state that there are three style of film: realism, classicism and formalism.¹⁶

1. Realism, is a particular style in which the film attempts to reproduce reality with minimal distortion. its mean that

¹⁵ Monaco James, *How To Read A Film*, (New York : Oxford Univeersity, 2000), p. 17
emphasizes content as the main delivery system of narrative.

Characteristics of realism:

1) Shots tend to be objective; we view the mise en scene without the camera manipulating our perception.
2) Editing tends to be seamless with an emphasis on continuity.
3) Camera tends to be at eye level.
4) Favors a static, non-moving camera.
5) Composition feels random or natural, often an open frame.
6) Lighting appears to be natural, neither high contrast or washed out.
7) Real locations tend to be used instead of sets.
8) Music tends to be diageetic.

2. Formalism, is also known as expressionism, the film is centered on distortions of reality and focuses on a more “artistic” approach to the production of the film – they are “stylistically flamboyant”. A style of film making that emphasizes aesthetic elements with a consciously evident style in the delivery of narrative.

Characteristics of formalism:
1) Camera angles can move toward higher or lower angles.

2) A moving camera can be used to emphasize subjective states or create energy and or mood.

3) Lighting can move to more extreme use of color, light and shadow in the creation of subjective states and visual metaphors.

4) Sets and backgrounds stand out or draw attention to themselves.

5) Composition within the mise en scene can more obviously draw on the elements of formality and organization.

6) Scoring is more often used and is extra-diegetic or combines the diegetic with it to create movement between subjective and objective states.

7) Shots can tend to be subjective; this can include point of view (POV) shots where the camera in a sense becomes the character and we see what the character sees, but more often are composed and designed in such a way that we gain access to the character’s subjective experience through these means.
3. Classicism, is a style of cinematography which tries to bridge the gap between formalism and realism. Classicism is a connection between the both of style.

From explanation above the writer conclude that movie has more type, that is realism, formalism and classicism, realism tell about story based on the true story from daily life, (like a history) and formalism more concerned about art and also as entertainment.

c. Types of Movies

Movie is very interesting to understand, form, the categories of films that we will discuss below— narrative, documentary, and experimental—are focused on the filmmaker’s intent and the final product’s relationship with the viewer: 17

1. Narrative Movies

As we learned earlier, narrative films’s primary relationship with the audience is that of a storyteller. Narrative films are so pervasive, so ingrained in our culture, that prior to reading this book, you may have never stopped to consider the designation narrative film. After all, to most of us, a narrative movie is just a movie. We apply a label only to documentary or experimental films—movies that deviate from that “norm.”

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17 Richard Barsam And Dave Monahan, Looking at Movies an Introduction to Film third edition, P.64
What distinguishes narrative films from these other kinds of movies, both of which also tell stories or utilize other formal aspects of narrative, is that narrative films are directed toward fiction. Even those narrative movies that purport to tell a true story, such as Robert Luketic’s 21 (2008), adjust the stories they convey so as to better serve those principles of narrative structure that filmmakers use to engage and entertain audiences.

2. Documentary Movies

We might say that narrative film and documentary film differ primarily in terms of allegiance. Narrative film begins with a commitment to dramatic storytelling: documentary film is more concerned with the recording of reality, the education of viewers, or the presentation of political or social analyses. In other words, if we think of a narrative movie as fiction, then the best way to understand documentary film is as nonfiction.18

3. Experimental Movies

Experimental is the most difficult of all types of movies to define with any precision, in part because experimental filmmakers actively seek to defy categorization and convention. For starters, it’s helpful to think of experimental cinema as that which pushes the boundaries of what most people think movies are—or should be. After all, *avantgarde*, he term originally

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18 Ibid, p. 65
applied to this approach to filmmaking, comes from a French phrase used to describe scouts and pathfinders who explored ahead of an advancing army, implying that avantgarde artists, whether in film or another medium, are innovators who lead, rather than follow, the pack.\textsuperscript{19}

From the definition above the writer conclude that narrative movies is the make movie base on imagination to entertain meanwhile documentary movie is making movies based on true story.

3. Concept of Subtitle

\textbf{a. Definition of Subtitle}

With the rapid developments in high technology, both in software and hardware, in recent years more and more information has been presented in or transferred to audio visual formats, such as film in DVD formats, and that has increased the interface between technologies language and culture. Amongst these media, subtitling is a key technique for facilitating communication with viewers and has recently been widely discussed, especially in comparison with dubbing which is, at present, another mainstream method.\textsuperscript{20}

\textsuperscript{19} Ibid
\textsuperscript{20} Ying Zhang, Junyan Liu, “Subtitle Translation Strategies As A Reflection Of Technical Limitations: A Case Study Of Ang Lee’s Films”, \textit{Asian Social Science}, (China : Technology Normal University) No.1/2009. P. 113
Subtitle in any language are wonderful tools that let people enjoy film from other cultures and countries, but for language learners subtitles might offer a new path to language comprehension.\textsuperscript{21}

According to Bilal Khalid Subtitling is a type of translation, particularly in the audiovisual field which includes dubbing, voice-over and audio description. In other words, the audiovisual language of TV programs or films transferred with certain forms to be understandable by target audiences whom they are not familiar with its source language.\textsuperscript{22}

from the definition above the writer conclude that subtitle is a translation file in the form of writing or text from a movie that will be shown in a foreign language with the aim of spectator can see what means about story in movies.

b. Criteria and Type of Subtitling

1. Criteria of subtitling

Subtitling differs from the translation of written texts. The problem of subtitling mentioned four main differences between translating written texts and subtitling, which can be stated as the criteria of subtitling: \textsuperscript{23}

\textsuperscript{21} Aida Etmadi,“Effects Of Biomodal Subtitling Of English Movie On Content Comprehension And Vocabulary Recognition”, International Journal Of English Linguistics, (Department Of English Shiraz Branch: Canadian Center Of Science And Education), No.1/2012, P. 239

\textsuperscript{22} Bilal khalid khalaf, “An Introduction To Subtitling :Challenges And Strategies “, International Journal Of English Language, Literature And Translation Studies(IJELR), (Iraq : University Of Anbar, Al-Anbar), No.1/2016, P.122

\textsuperscript{23} Ibid, p.123
1) The reader of translated text does not compare the source text with the target, while in the subtitle, this comparison happens automatically especially if the viewer speaks the source language.

2) The translator of written text has more space to add explanations, footnotes, etc. when there is something difficult in the source text while the subtitler cannot do this.

3) The inter-textual translation involves translation from written text to written one, but subtitling involves the translation from spoken language into written text.

4) In subtitling, extended massages have to be condensed to subtitling requirements which written texts have more space to present them.

2. Types of subtitling

Citas and ramel clasify for subtitling into two types there are.

1) According to time:

- Prepared subtitle (offline subtitling): It is a complete work which is done before running the program or broadcast.

\[24\] Ibid.
- Live subtitling (online subtitling) : it can be done by interpreters who have a special skill in typing (stenographer) or sometimes it is done by software of speech recognition during machine translation process.

2) According to technical parameters:
- Opened subtitle: it is a stacked subtitle to the image and cannot be removed from it.
- Close subtitle: it is the subtitle which can be add or removed from the program according to the desire of viewers.

B. Action Hypothesis

Based on the frame of theories and assumption the writer formulates the hypotheses "by using english movie with subtitle, the students’ pronunciation mastery at the eleventh graders of SMAN 2 Way Serdang will improve."
CHAPTER III
RESEARCH METHODOLOGY

A. The Operational Definition Variable

1. Independent Variable

According to Evelyn independent variable is a variable that the researcher suspects may relate to or improve the dependent variable. In a sense, the dependent variable “depends” on the independent variable. Independent variable in this research is using english movie with subtitle.

Operational definition is the definition which based on characteristic of the thing that will be defined, and it can be observed or measured. Meanwhile, a variable can be defined as an attribute of a person or of an object which “varies” from person to person or from object to object.

2. Dependent variable

According to Evelyn Hatch Dependent variable is the major variable that will be measured in the research. Dependent variable is a variable that can improve by an independent variable. Dependent variable in this research is students’ pronunciation in learning english is part of language system.

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26 Ibid, p.63
B. Setting of The Research

The setting of this research was SMA N 2 Way Serdang, which is located at Mesuji D, kecamatan way serdng, Kabupaten Mesuji. There are three class which consist of 90 students they are : XI IPA, XI IPS ¹, XI IPS ², every class have the same quantity which is 30 students. Since the study is a classroom research, the writer then took one class as the sample. And the writer choose the XI IPA of SMAN 2 Way Serdang.

C. Subject of The Research

The subjects of this research were the students of SMA Negeri 2 Way Serdang. And the object is the use of movie with subtitle to improve the students’ pronunciation mastery.

D. Action Plan

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

In this research the researcher used the CAR (Classroom Action Research) principles to collect the data. Jean McNiff defined that Action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work.²⁷ The researcher has tried to use two cycles and each cycle consists of four elements.

²⁷ Jean McNiff and Whitehead, All You Need To Know About Action Research, (Landon:Sage Publication Ltd, 2006), P. 7
If the first cycle not successes, so the researcher continued to the second cycle to get good score or to solve the students’ pronunciation mastery. Here is step of classroom action research design:

**Figure 1 Anne Burn’s Action Research Cycle**

Based on the figure 1 above, it could be inferred that the classroom action research is a dynamic process that has four aspects (planning, acting, observing, and reflecting) in every cycles, it was done in the class to increase the quality of learning practice.

The following is the Classroom action research cycles:

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28 Anne Burns, *Collaborative Action Research for English Language Teachers.* (Cambridge: Cambridge University Press, 1999), P. 33
1. Cycle 1
   a. Planning

   Planning was the first steps in each activity. Without planning the activity that the researcher has done would not be focus. Here was step that writer had made in planning:

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

   b. Acting

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

   1) Pre Teaching Activity
      a) Prayed and greet the students.
      b) Checked the attendance list.
      c) Asked the students condition.
      d) The teacher has choose the appropriate with the material going to be taught.

   2) While Teaching Process
      a) The teacher applied the lesson plan.
      b) The teacher explained about pronunciation
c) The teacher instructed the students to pronounce five sentences.

d) The teacher gave evaluation.

3) Post Teaching Activities

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

b) The teacher gave homework for the students about sentence in English movie with subtitle. The students should try in their house.

c) The teacher greeted the students.

3. Observing

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

d. Reflecting

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

a. Planning

Planning was the first steps in each activity. Without planning the activity that the researcher has done would not be focus. Here was step that writer had made in planning:

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

b. Acting

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

1) Pre Teaching Activity
   a) Prayed and greet the students.
   b) Checked the attendance list.
   c) Asked the students condition.
   d) The teacher has choose the appropriate with the material going to be taught.

2) While Teaching Process
   a) The teacher applied the lesson plan.
b) The teacher gave the explanation to the student how to pronounce the word by word.

c) The teacher play english movie with subtitle and the students’ listen pronunciation.

d) The teacher asked the students to pronounce five sentences that contain english movie with subtitle.

e) The teacher gave evaluation.

3) Post Teaching Activities

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

b) The teacher ask the the students about sentence in the english movie, the teacher order the students to practice in front of class about their pronunciation.

c) greet for the students.

c. Observing

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

d. Reflecting

The writer corrected and analyzed the result of the action. By reflecting, the writer knew the strenghth and weakness of the
action. In this step the writer compared the score distribution of pre test and post test, the writer reviewed and reflected on the students’ attitude is it was positive or negative, enough in the second cycle or need for next cycle.

E. Data Collecting Technique

The data collecting method is the accumulation of specific evidence that will enable the researcher to properly analyze the result of all activities by his research design and procedures. The main purpose of data collection is to verify the research hypotheses.²⁹

1. Test

The valid data can be reached through several technique of data collection method, one of them is test. Moreover, Gary Anderson with Arsenault decided that “instrument includes test and questionnaire, observation schedule and any other tool used to collect data”.³⁰ Whereas this research is a true experiment design research with applying pre-test and post-test group design. So, the writer use test as data collection method to measure both of variable. The writer measure teaching pronunciation through english movie with subtitle by pre-test, treatment, and post-test.

The pre-test will given to the students in the first meeting in order to find out students’ ability in the beginning before using english

movie with subtitle in their pronunciation activity. Whereas, the post-test will given in the last meeting after treatment in order to find out whether the statement give any contribution to the students’ skill in the pre experiment.

2. Observation

Another method to collect the data is observation. Observation is the most commonly used method especially in studies relating to behavioral sciences. Observation is an evaluation by observing the objects directly, accurately, and systematically. It can be about the situation of teaching and learning process. The situation is observed about students’ pronunciation. The writer observes one of the classes of the eleventh grade students at SMAN 2 Way Serdang. The writer uses the observation for collecting the data, because by observing directly in the classroom activities, the writer can get not only the information about the students; pronunciation but also the learning process. The activity must be followed by making note to the object. It means, in this research the writer must make form of observation sheet.

3. Documentation

The researcher uses this method to get the data about school history, the profile, the total of the students and teachers of SMAN 2 Way Serdang in the academic year of 2017/2018.

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F. Research Instrument

In order to collect the data, there are some instruments used by the writer. The instruments are observation sheet and audio recording. The instruments of this research, the writer used the teacher and the students as key. The kind of instrument can be explained as a follow:

1. Observation Sheet

Observation sheet contain the description of what the observer heard, saw, experienced and thought when collecting the data during the teaching and learning process in the classroom. The purpose of this step is to find out the process of english pronunciation teaching.

The Scoring Aspect Of Students’ Pronunciation Ability

<table>
<thead>
<tr>
<th>No</th>
<th>The mark aspect</th>
<th>Score (1-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sound</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The Sounds are pronounced correctly</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>b. Most of Sounds are pronounced correctly</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>c. Some of the Sounds pronounced correctly</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>d. The Sounds are not pronounced correctly</td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td>at all</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Stress</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The Stress is completely correct</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>b. The Stress is mostly correct</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>c. The Stress is not mostly correct</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>d. The Stress not correct at all</td>
<td>1-2</td>
</tr>
<tr>
<td>Pitch</td>
<td>a. The Pitch is completely correct</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>b. The Pitch is mostly correct</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>c. The Pitch is not mostly correct</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>d. The Pitch is not correct at all</td>
<td>1-2</td>
</tr>
<tr>
<td>Intonation</td>
<td>a. The Intonation is completely correct</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>b. The Intonation is mostly correct</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>c. The Intonation is not mostly correct</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>d. The Intonation is not correct at all</td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td>Maximum</td>
<td>20</td>
</tr>
</tbody>
</table>

In order to transform the scores in the table above, than scores in the range of 1-100, the writer used the following formula:

\[
\text{score} = \frac{\text{the score gained by student} - 1}{\text{maximum score} - 20} \times 100
\]

2. Audio Recording

The audio recording is used to record students’ utterance. This instrument used to identify the student errors in pronouncing english word on vowels and to observe the sources that influence students in making error in pronouncing english word on vowels.

G. Data Analysis Method

Data analysis is the processing of information or data that has been gathered in order to draw conclusion. It is a process of
organizing the data in order in order to gain regularity of the pattern and form of the research. Having collected the data from test, observation, and documentation, the writer analyzed the data that was based on the limitation of the problems and the objectives of the research.

Tabulating the result of the test, finding the mean of the pre test and post test. The mean was calculated by applying the following formula:\(^{33}\)

\[ P = \frac{\sum x}{N} \times 100\% \]

Where:

\( P \) = Percentage of Students Activity

\( \sum x \) = Total of Score

\( N \) = Total of Students

Data analysis will be conducted by taking the average score of the pre test and post test. Furthermore to know the gain, the writer would compared between pre test and post test.

The formula to get the average of pre-test and post-test as follow:\(^{34}\)

\[ \bar{X} = \frac{\sum x}{N} \]

---


Where:

\[
\bar{X} = \text{Average}
\]

\[
\sum x = \text{Total of Score}
\]

\[
N = \text{Total of Students}
\]

**H. Indicator of Success**

Indicator it can be stated successful in teaching learning process if the result of the cycle II more successful than cycle I. the students are called success if 70% students get referring minimum mastery criteria (MMC).
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 SMA N 2Way Serdang, the result of the research and the interpretation of the research.

A. Result of The Research

In this chapter, the researcher would like to present about the research. It involved the research result and discussion which had been carried out by the researcher at SMA N 2Way Serdang Mesuji especially for the Eleventh graders of student of SMA N 2Way Serdang Mesuji in academic year of 2017/2018. The result of the result, as follows:

1. Description of Research Location

   a. The History of SMA N 2Way Serdang

   The school had inspired from the Indonesian Constitution. Constitution number: 20 of 2003 on the national education system and to further spur the city Educational attainment then Mesuji Government through Regent’s Decision number: B/82/1.02/HK/MS)/2013 dated May 25, 2013.

   Since it was established the leader headmaster of the school had been changed as follow:


   b. Riswo, SE.M. Si in a lesson 2015/2016 – 2016/2017

   c. Drs Sudirman Simanjuntak in a lesson 2017/2018 until now.
b. Vision and Mission of SMA N 2 Way Serdang

1) The vision of the school: realizing the schools with achievement, character based on IMTAQ

2) The mission of the school:
   a) Build the student to always feared their Lord by running an order and avoid his ban
   b) Build the students to develop and create potential self in academic and non academic
   c) Fostering students to be reached high achievement in academic and non academic
   d) Realize the school safe, comfortable, clean, beautiful, pleasing and harmonious life

c. The Condition of Teacher and Official Employees at SMA N 2 Way Serdang

Condition of teacher and official employers in SMA N 2 Way Serdang in the academic year of 2017/2018 such as:

1. Total number of teachers is 27 person
2. Number of female teachers is 15 person
3. Number of male teachers is 12 person
d. The quantity students of SMA N 2Way Serdang

The quantity students of SMA N 2Way Serdang Mesuji that can be identified, as follows:

Table 2

The Students Quantity of SMA N 2 Way Serdang in the Academic year 2017/2018

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1.</td>
<td>Class X</td>
<td>31</td>
<td>55</td>
</tr>
<tr>
<td>2.</td>
<td>Class XI</td>
<td>53</td>
<td>54</td>
</tr>
<tr>
<td>3.</td>
<td>Class XII</td>
<td>37</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>121</td>
<td>162</td>
</tr>
</tbody>
</table>

e. The Organization Structure of SMA N 2 Way Serdang

The Organization Structure of SMA N 2 Way Serdang Mesuji in the academic year of 2017/2018 can be shown in the following figure:
Figure 2

The Organization Structure of SMA N 2 Way Serdang

School committee

KARYANTO

Headmaster

Drs. SUDIRMAN SIMANJUNTAK
NIP 19650803 199303 1 004

Vice Principal of Curriculum

UMI MUNAWAROH, S.Pd.
NIP 198502272014032001

Vice Principal of Student

BAYU WASKITO,
S.Pd.I
NIP 1111111111

Head of Science Lab

AHMAD P, S.Pd.

Head Of Library

FAIRUZ ALAWY, S.Pd

Administration

1. DRAJAT P, S.Pd.
2. DWI LUSIANA
3. ESY OKTAVIA, A.Md.
4. DESY YUNITASARI, S.Pd.
5. DESY YUNITASARI, S.Pd.
6. DWI LUSIANA

Homeroom Teacher

1. X.MIA : FAIRUZ ALAWY, S.Pd.
2. X.IIS.1 : RETNO WURI A., S.Pd.
3. X.IIS.2 : AHMAD P., S.Pd.
4. X.IPA.1 : I WAYAN S., S.Pd.
5. XI.IPA.2 : ASEP SOFYAN, S.Pd.
6. XI.IPS.1 : EKO WAHYU N., SE.
7. XI.IPS.2 : FARADILA C.D., S.Pd.
8. XII.IPA : RICCY D.S., S.Pd.
9. XI.IPS.1 : LESTARI ASIH, S.Pd.
10. XII.IPS.2 : MAULINA R., S.Pd.

Teachers
f. Location Sketch of SMA N 2 Way Serdang

Figure 3

2. Description of the Research
In this research, the researcher as an English teacher and MrsLESTARI ASIH, S.Pdas the collaborator conducted the researcher in two cycles and each cycle consist of planning, acting, observing and reflecting.

a. Pre-test

The learning was conduct on monday, october 23rd, 2017. All the students had already prepared when start the teaching time. The researcher greeted the students and the students answered the greeting together. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of pronunciation mastery before doing the action of classroom action research.

The researcher conducted pre-test to know the students’ skill in pronunciation skill before giving treatment and it used as the comparison score with post-test. The pre-test was administered to the students to be finished. The kind of the test was oral test. The student make conversation with their friend. The results of pre-test could be seen on the table below:
Based on the pre-test table, it can be inferred that all of the students got score < 70. Here are the students’ pronunciation as follows:

Table 3
The Pre Test Score of students’ Pronunciation

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>API</td>
<td>50</td>
<td>Failed</td>
</tr>
<tr>
<td>2</td>
<td>AS</td>
<td>45</td>
<td>Failed</td>
</tr>
<tr>
<td>3</td>
<td>BS</td>
<td>45</td>
<td>Failed</td>
</tr>
<tr>
<td>4</td>
<td>BM</td>
<td>70</td>
<td>Passed</td>
</tr>
<tr>
<td>5</td>
<td>DF</td>
<td>50</td>
<td>Failed</td>
</tr>
<tr>
<td>6</td>
<td>DF</td>
<td>50</td>
<td>Failed</td>
</tr>
<tr>
<td>7</td>
<td>DJ</td>
<td>45</td>
<td>Failed</td>
</tr>
<tr>
<td>8</td>
<td>DYK</td>
<td>40</td>
<td>Failed</td>
</tr>
<tr>
<td>9</td>
<td>ES</td>
<td>50</td>
<td>Failed</td>
</tr>
<tr>
<td>10</td>
<td>HK</td>
<td>50</td>
<td>Failed</td>
</tr>
<tr>
<td>11</td>
<td>H</td>
<td>50</td>
<td>Failed</td>
</tr>
<tr>
<td>12</td>
<td>N</td>
<td>50</td>
<td>Failed</td>
</tr>
<tr>
<td>13</td>
<td>NRDL</td>
<td>50</td>
<td>Failed</td>
</tr>
<tr>
<td>14</td>
<td>PI</td>
<td>55</td>
<td>Failed</td>
</tr>
<tr>
<td>15</td>
<td>PS</td>
<td>50</td>
<td>Failed</td>
</tr>
<tr>
<td>16</td>
<td>QA</td>
<td>50</td>
<td>Failed</td>
</tr>
<tr>
<td>17</td>
<td>RSP</td>
<td>45</td>
<td>Failed</td>
</tr>
<tr>
<td>18</td>
<td>RO</td>
<td>40</td>
<td>Failed</td>
</tr>
<tr>
<td>19</td>
<td>RS</td>
<td>50</td>
<td>Passed</td>
</tr>
<tr>
<td>20</td>
<td>SNA</td>
<td>50</td>
<td>Failed</td>
</tr>
<tr>
<td>21</td>
<td>S</td>
<td>50</td>
<td>Failed</td>
</tr>
<tr>
<td>22</td>
<td>SA</td>
<td>45</td>
<td>Failed</td>
</tr>
<tr>
<td>23</td>
<td>TA</td>
<td>40</td>
<td>Failed</td>
</tr>
<tr>
<td>24</td>
<td>TKD</td>
<td>70</td>
<td>Passed</td>
</tr>
<tr>
<td>25</td>
<td>TGS</td>
<td>60</td>
<td>Failed</td>
</tr>
<tr>
<td>26</td>
<td>WS</td>
<td>50</td>
<td>Failed</td>
</tr>
<tr>
<td>27</td>
<td>W</td>
<td>60</td>
<td>Failed</td>
</tr>
<tr>
<td>28</td>
<td>W</td>
<td>50</td>
<td>Failed</td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td><strong>1400</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>50</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Highest Score</strong></td>
<td><strong>70</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lowest Score</strong></td>
<td><strong>40</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4

Students’ Pronunciation Skill Pre-Test

<table>
<thead>
<tr>
<th>No</th>
<th>Mark</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$\geq 70$</td>
<td>2</td>
<td>7.14%</td>
<td>Passed</td>
</tr>
<tr>
<td>2</td>
<td>$&lt; 70$</td>
<td>26</td>
<td>92.85%</td>
<td>Failed</td>
</tr>
<tr>
<td>Total Students</td>
<td></td>
<td>28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the table above, it could be analyzed that there were 2 students (7, 14%) who get a minimum score and 26 students (92,85%) who failed the pre test. The lowest score in pre-test was 40 and the highest score was 70. It means that the students did not fulfill the minimum score at SMA N 2 Way Serdang Mesuji and the students’ pronunciation skill was low. Besides, from the result of pre-test the researcher got the average 50. Therefore, it was the reason why the researcher used English movie with subtitle to improve the students’ pronunciation.
b. Cycle 1

Cycle 1 consist of planning, acting, observing and reflecting. The following were the step of post-test 1 that did by the researcher:

1) Planning

In the planning stage, it was open by praying, greeting, checking attendance list.

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

2) Acting

The second meeting was treatment and the third meeting was post test I. The researcher conducted the treatment on October 24th, 2017. In this meeting, the researcher as an English teacher and Mrs. LESTARI ASIH, S.Pd as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students.

At the beginning of teaching learning process, the researcher asked the students about their pronunciation and English movie with subtitle. Secondly, the researcher explained about pronunciation and English movie with subtitle.

Afterwards, the researcher played English movie with subtitle. The students listened to the movie and read the subtitle from the movie. The researcher guided the students to be active and pronounce a sentence from the movie. 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 the students about the activities in the next meeting.

After the first treatment, the researcher gave post-test I to the students, it was conducted on October 25th, 2017. The post test
was done to know how the students’ pronunciation skill after giving treatment. Then, the researcher gave post test to the students for pronouncing conversation based on movie.

In the post-test I, only 9 students who got good score, 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 5**

**Post-Test 1 Score of Students’ Pronunciation Mastery**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Post test 1</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>API</td>
<td>60</td>
<td>Failed</td>
</tr>
<tr>
<td>2</td>
<td>AS</td>
<td>70</td>
<td>Passed</td>
</tr>
<tr>
<td>3</td>
<td>BS</td>
<td>65</td>
<td>Failed</td>
</tr>
<tr>
<td>4</td>
<td>BM</td>
<td>75</td>
<td>Passed</td>
</tr>
<tr>
<td>5</td>
<td>DF</td>
<td>60</td>
<td>Failed</td>
</tr>
<tr>
<td>6</td>
<td>DF</td>
<td>65</td>
<td>Failed</td>
</tr>
<tr>
<td>7</td>
<td>DJ</td>
<td>60</td>
<td>Failed</td>
</tr>
<tr>
<td>8</td>
<td>DYK</td>
<td>60</td>
<td>Failed</td>
</tr>
<tr>
<td>9</td>
<td>ES</td>
<td>55</td>
<td>Failed</td>
</tr>
<tr>
<td>10</td>
<td>HK</td>
<td>55</td>
<td>Failed</td>
</tr>
<tr>
<td>11</td>
<td>H</td>
<td>55</td>
<td>Failed</td>
</tr>
<tr>
<td>12</td>
<td>N</td>
<td>50</td>
<td>Failed</td>
</tr>
<tr>
<td>13</td>
<td>NRDL</td>
<td>55</td>
<td>Failed</td>
</tr>
<tr>
<td>14</td>
<td>PI</td>
<td>70</td>
<td>Passed</td>
</tr>
<tr>
<td>15</td>
<td>PS</td>
<td>60</td>
<td>Failed</td>
</tr>
<tr>
<td>16</td>
<td>QA</td>
<td>65</td>
<td>Failed</td>
</tr>
<tr>
<td>17</td>
<td>RSP</td>
<td>60</td>
<td>Failed</td>
</tr>
<tr>
<td>18</td>
<td>RO</td>
<td>60</td>
<td>Failed</td>
</tr>
<tr>
<td>19</td>
<td>RS</td>
<td>60</td>
<td>Failed</td>
</tr>
<tr>
<td>20</td>
<td>SNA</td>
<td>60</td>
<td>Failed</td>
</tr>
<tr>
<td>21</td>
<td>S</td>
<td>70</td>
<td>Passed</td>
</tr>
<tr>
<td>22</td>
<td>SA</td>
<td>70</td>
<td>Passed</td>
</tr>
<tr>
<td>23</td>
<td>TA</td>
<td>50</td>
<td>Failed</td>
</tr>
<tr>
<td>24</td>
<td>TKD</td>
<td>75</td>
<td>Passed</td>
</tr>
<tr>
<td>No</td>
<td>Mark</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>----</td>
<td>------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>1</td>
<td>≥ 70</td>
<td>9</td>
<td>32,14%</td>
</tr>
<tr>
<td>2</td>
<td>&lt; 70</td>
<td>18</td>
<td>64,28%</td>
</tr>
<tr>
<td>Total Students</td>
<td>28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the table above, there were 9 students got ≥ 70 and 19 students got < 70. The following were the table of students’ score mark of post-test I:

**Table 6**

**Students’ Mark of Post-Test 1 of Pronunciation Skill**

From the table above, it could be analyzed that the students’ average score was 63. The highest score was 75 and the lowest score was 50. Based on the minimum mastery criterion (KKM), there were 9 on post test-test I or got score ≥ 70. It mean that in cycle I the students’ achievement could improve enough, but it was not successful yet.
3) Observing

In observing of the researcher action, the collaborator observed the students’ activities. The researcher as a teacher gave material about pronunciation rule and trained them by using english movie with subtitle.

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

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

a) The students pay attention of the teacher explanation
b) The students ask/answer the question from the teacher

c) The students active in practicing conversation based on
   english movie with subtitle

d) The students pay attention, listen and enjoy the english
   movie with subtitle

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

Table 7

<table>
<thead>
<tr>
<th>No</th>
<th>Students activities</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students pay attention of the teacher explanation</td>
<td>20</td>
<td>71.42%</td>
</tr>
<tr>
<td>2</td>
<td>The students ask/answer the question from the teacher</td>
<td>10</td>
<td>36%</td>
</tr>
<tr>
<td>3</td>
<td>The students active in practicing conversation based on</td>
<td>23</td>
<td>82.14%</td>
</tr>
<tr>
<td></td>
<td>english movie with subtitle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The students pay attention, listen and enjoy the english</td>
<td>25</td>
<td>89.28%</td>
</tr>
<tr>
<td></td>
<td>movie with subtitle</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Students</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

The table showed that not all the students’ active in learning
process. There were 20 students (71.42 %) who gave attention to
the teacher explanation, 10 students (36%) who understood the
materials, 23 students (82.14%) active practicing in conversation,
and 25 students (98.28%) pay attention and understanding the
english movie with subtitle to improve their pronun.
4) Reflecting

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

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

a) There were some students that shown unenthusiastic to the teacher’s explanation

b) Some students did not ask and answer the teacher’s questions

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

a) The teacher gave more motivation to the students in order to study harder and made the learning process more attractive

b) The teacher gave more detail explanation and questions after explaining the materials to control the students’.

Furthermore, the result of the learning result of cycle I before and after doing the treatment could be analyzed in the following table:
Table 8
Score at Pre-Test and Post-Test I of students’ pronunciation mastery

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test score</th>
<th>Post-test 1 score</th>
<th>Increasing</th>
<th>Increasing percentage</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>API</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>20</td>
<td>Improved</td>
</tr>
<tr>
<td>2</td>
<td>AS</td>
<td>45</td>
<td>70</td>
<td>25</td>
<td>55</td>
<td>Improved</td>
</tr>
<tr>
<td>3</td>
<td>BS</td>
<td>45</td>
<td>65</td>
<td>15</td>
<td>26</td>
<td>Improved</td>
</tr>
<tr>
<td>4</td>
<td>BM</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>7</td>
<td>Improved</td>
</tr>
<tr>
<td>5</td>
<td>DF</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>20</td>
<td>Improved</td>
</tr>
<tr>
<td>6</td>
<td>DF</td>
<td>50</td>
<td>65</td>
<td>15</td>
<td>30</td>
<td>Improved</td>
</tr>
<tr>
<td>7</td>
<td>DJ</td>
<td>45</td>
<td>60</td>
<td>15</td>
<td>33</td>
<td>Improved</td>
</tr>
<tr>
<td>8</td>
<td>DYK</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>50</td>
<td>Improved</td>
</tr>
<tr>
<td>9</td>
<td>ES</td>
<td>50</td>
<td>55</td>
<td>5</td>
<td>10</td>
<td>Improved</td>
</tr>
<tr>
<td>10</td>
<td>HK</td>
<td>50</td>
<td>55</td>
<td>5</td>
<td>10</td>
<td>Improved</td>
</tr>
<tr>
<td>11</td>
<td>H</td>
<td>50</td>
<td>55</td>
<td>5</td>
<td>10</td>
<td>Improved</td>
</tr>
<tr>
<td>12</td>
<td>N</td>
<td>50</td>
<td>50</td>
<td>10</td>
<td>20</td>
<td>Improved</td>
</tr>
<tr>
<td>13</td>
<td>NRDL</td>
<td>50</td>
<td>55</td>
<td>5</td>
<td>10</td>
<td>Improved</td>
</tr>
<tr>
<td>14</td>
<td>PI</td>
<td>55</td>
<td>70</td>
<td>15</td>
<td>27</td>
<td>Improved</td>
</tr>
<tr>
<td>15</td>
<td>PS</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>20</td>
<td>Improved</td>
</tr>
<tr>
<td>16</td>
<td>QA</td>
<td>50</td>
<td>65</td>
<td>15</td>
<td>30</td>
<td>Improved</td>
</tr>
<tr>
<td>17</td>
<td>RSP</td>
<td>45</td>
<td>60</td>
<td>15</td>
<td>33</td>
<td>Improved</td>
</tr>
<tr>
<td>18</td>
<td>RO</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>50</td>
<td>Improved</td>
</tr>
<tr>
<td>19</td>
<td>RS</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>20</td>
<td>Improved</td>
</tr>
<tr>
<td>20</td>
<td>SNA</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>20</td>
<td>Improved</td>
</tr>
<tr>
<td>21</td>
<td>S</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>40</td>
<td>Improved</td>
</tr>
<tr>
<td>22</td>
<td>SA</td>
<td>45</td>
<td>70</td>
<td>25</td>
<td>55</td>
<td>Improved</td>
</tr>
<tr>
<td>23</td>
<td>TA</td>
<td>40</td>
<td>50</td>
<td>10</td>
<td>25</td>
<td>Improved</td>
</tr>
<tr>
<td>24</td>
<td>TKD</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>7</td>
<td>Improved</td>
</tr>
<tr>
<td>25</td>
<td>TGS</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>17</td>
<td>Improved</td>
</tr>
<tr>
<td>26</td>
<td>WS</td>
<td>50</td>
<td>55</td>
<td>5</td>
<td>10</td>
<td>Improved</td>
</tr>
<tr>
<td>27</td>
<td>W</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>17</td>
<td>Improved</td>
</tr>
<tr>
<td>28</td>
<td>W</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>40</td>
<td>Improved</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1400</td>
<td>1770</td>
<td>345</td>
<td>712</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>50</td>
<td>63</td>
<td>12.32</td>
<td>25.42</td>
<td></td>
</tr>
</tbody>
</table>

In this research, pre test and post-test I had done individually. It was aimed to know the ability of the students’ pronunciation mastery before and after the treatment. From the result of pre-test and post testI, we knew that there was an improvement from the students’ result score. It
could be seen from the average in pre-test was 50 and post-test I was 63. Although there was an improvement of the students’ achievement, cycle I was not successful yet because only 9 students (32.14%) who passed in post-test I. It can be concluded that cycle I was not successful yet because the indicator of successful was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

c. Cycle II

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

1) Planning

Based on observation and reflection in cycle I, it showed that cycle I was not successfully yet. Therefore, the researcher and collaborator tried to 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, answer sheet, observation sheet and the test for post-test II.

2) Acting

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

The treatment in cycle II was conducted on October 31st, 2017. It was started by greeting and asking the students’ condition. The researcher as a teacher explained the material about pronunciation. The teacher asked to the students to mention about example of sentence related English movie with subtitle. The teacher practiced the pronunciation with the students. In the end of the meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to listen the native speaker based English movie with subtitle in order to improve their skill in pronunciation, speaking, and listening.

After giving the treatment in cycle II, the researcher conducted post-test II on November 1st, 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 9

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Post test II</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>API</td>
<td>60</td>
<td>Failed</td>
</tr>
<tr>
<td>2</td>
<td>AS</td>
<td>75</td>
<td>Passed</td>
</tr>
<tr>
<td>3</td>
<td>BS</td>
<td>70</td>
<td>Passed</td>
</tr>
<tr>
<td>4</td>
<td>BM</td>
<td>80</td>
<td>Passed</td>
</tr>
<tr>
<td>5</td>
<td>DF</td>
<td>70</td>
<td>Passed</td>
</tr>
</tbody>
</table>
Based on the table below, there was 23 students got $ \geq 70$ and 5 students got $< 70$. The following were the table of students’ score mark of post-test II:

**Table 10**

**Students’ Mark of Post-Test II of Pronunciation Skill**

<table>
<thead>
<tr>
<th>No</th>
<th>Mark</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$\geq 70$</td>
<td>23</td>
<td>82.14%</td>
<td>Passed</td>
</tr>
<tr>
<td>2</td>
<td>$&lt; 70$</td>
<td>5</td>
<td>17.85%</td>
<td>Failed</td>
</tr>
<tr>
<td>Total Students</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the table above, it could be seen that the students’ average score in post test II was 70. The highest score was 80 and the lowest score was 50. Most of students could improve their pronunciation. It mean that cycle II was successful.

**Figure 6**

Graph of the Result of Post Test II

3) Observing

In this step, the researcher presented the material by using english movie with subtitle. In learning process, there were also four indicators used to know the students’ activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students’ learning activities observation, as follows:
Table 11

The students’ Activities in Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Students activities</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students pay attention of the teacher explanation</td>
<td>22</td>
<td>78.57%</td>
</tr>
<tr>
<td>2</td>
<td>The students ask/answer the question from the teacher</td>
<td>20</td>
<td>71.42%</td>
</tr>
<tr>
<td>3</td>
<td>The students active in practicing conversation based on english movie with subtitle</td>
<td>24</td>
<td>85.71%</td>
</tr>
<tr>
<td>4</td>
<td>The students pay attention, listen and enjoy the english movie with subtitle</td>
<td>26</td>
<td>92.58%</td>
</tr>
<tr>
<td></td>
<td>Total Students</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

The table above showed that the students’ activity in cycle II was increase. The students’ activity that had high percentage were pay attention of teacher’s explanation was 78.57%, the students ask/answer the question from the teacher was 71.42%, the students active in practicing conversation was 85.71% and the last the students listen and enjoy the movie was 74.07%. 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 skill had increase.
From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle. The students score on pronunciation skill from pre-test I to post-test II could be seen on the table below:

Table 12

Students’ Score at Post-Test I and Post-Test II of Pronunciation Mastery

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Post test I score</th>
<th>Post-test II score</th>
<th>Increasing score</th>
<th>Increasing percentage</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>API</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>Constant</td>
</tr>
<tr>
<td>2</td>
<td>AS</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>7.14</td>
<td>Improved</td>
</tr>
<tr>
<td>3</td>
<td>BS</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>7.69</td>
<td>Improved</td>
</tr>
<tr>
<td>4</td>
<td>BM</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>6.7</td>
<td>Improved</td>
</tr>
<tr>
<td>5</td>
<td>DF</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>16.7</td>
<td>Improved</td>
</tr>
<tr>
<td>6</td>
<td>DF</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>15.38</td>
<td>Improved</td>
</tr>
<tr>
<td>7</td>
<td>DJ</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>25</td>
<td>Improved</td>
</tr>
<tr>
<td>8</td>
<td>DYK</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>16.7</td>
<td>Improved</td>
</tr>
<tr>
<td>9</td>
<td>ES</td>
<td>55</td>
<td>60</td>
<td>5</td>
<td>9.09</td>
<td>Improved</td>
</tr>
<tr>
<td>10</td>
<td>HK</td>
<td>55</td>
<td>65</td>
<td>10</td>
<td>18.18</td>
<td>Improved</td>
</tr>
<tr>
<td>11</td>
<td>H</td>
<td>55</td>
<td>75</td>
<td>20</td>
<td>36.36</td>
<td>Improved</td>
</tr>
<tr>
<td>12</td>
<td>N</td>
<td>50</td>
<td>75</td>
<td>25</td>
<td>50</td>
<td>Improved</td>
</tr>
<tr>
<td>13</td>
<td>NRDL</td>
<td>55</td>
<td>70</td>
<td>15</td>
<td>27.27</td>
<td>Improved</td>
</tr>
<tr>
<td>14</td>
<td>PI</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>7.14</td>
<td>Improved</td>
</tr>
<tr>
<td>15</td>
<td>PS</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>Constant</td>
</tr>
<tr>
<td>16</td>
<td>QA</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>7.69</td>
<td>Improved</td>
</tr>
<tr>
<td>17</td>
<td>RSP</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>25</td>
<td>Improved</td>
</tr>
<tr>
<td>18</td>
<td>RO</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>25</td>
<td>Improved</td>
</tr>
<tr>
<td>19</td>
<td>RS</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>16.66</td>
<td>Improved</td>
</tr>
<tr>
<td>20</td>
<td>SNA</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>16.66</td>
<td>Improved</td>
</tr>
<tr>
<td>21</td>
<td>S</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>7.14</td>
<td>Improved</td>
</tr>
<tr>
<td>22</td>
<td>SA</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
<td>Constant</td>
</tr>
<tr>
<td>23</td>
<td>TA</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>Constant</td>
</tr>
<tr>
<td>24</td>
<td>TKD</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>6.66</td>
<td>Improved</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>25</td>
<td>TGS</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>7.14</td>
<td>Improved</td>
</tr>
<tr>
<td>26</td>
<td>WS</td>
<td>55</td>
<td>70</td>
<td>15</td>
<td>27.27</td>
<td>Improved</td>
</tr>
<tr>
<td>27</td>
<td>W</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>4.14</td>
<td>Improved</td>
</tr>
<tr>
<td>28</td>
<td>W</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>7.14</td>
<td>Improved</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1770</strong></td>
<td><strong>1985</strong></td>
<td><strong>235</strong></td>
<td><strong>393,35</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>63</strong></td>
<td><strong>70</strong></td>
<td><strong>8.39</strong></td>
<td><strong>14.04</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the result above, it could be inferred that using English movie with subtitle could improve the students’ pronunciation mastery because there was improvement from average in post-test I was 63 became 70 in post-test II. In the cycle II, most of the students could develop their pronunciation skill. It means that cycle II was successful. Therefore, the researcher concluded that the research was successful because the indicator of successful had been achieved in this cycle. It means that it would be stop in this cycle.

Based on the result of students’ activities in cycle I and cycle II, the researcher indicated that learning process in cycle II was successful. This table was to describe the comparison of the students’ activities in cycle I and cycle II.
Table 13

The Table of Students’ Activities in Cycle I and Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Students activities</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>Percentage</td>
</tr>
<tr>
<td>1</td>
<td>The students pay attention of the teacher explanation</td>
<td>20</td>
<td>71.42%</td>
</tr>
<tr>
<td>2</td>
<td>The students ask/answer the question from the teacher</td>
<td>10</td>
<td>36%</td>
</tr>
<tr>
<td>3</td>
<td>The students active in practicing conversation based on english movie with subtitle</td>
<td>23</td>
<td>82.14%</td>
</tr>
<tr>
<td>4</td>
<td>The students pay attention, listen and enjoy the english movie with subtitle</td>
<td>25</td>
<td>89.28%</td>
</tr>
</tbody>
</table>

Based on the result of the students activities in cycle I and cycle II was improve. Pay attention of the teacher explanation from 71.42% became 78.57%, the students ask/answer question from 36% became 71.42%, the students active in practicing conversation 82.14% became 85.71% and the students understand and listen english movie with subtitle became 89.28% became 92.58%.
B. INTERPRETATION

1. Cycle I

In this research, a researcher gave the students pre-test individually for the purpose to investigate the students’ pronunciation skill before giving a treatment. In the pre-test, there were 2 students (7, 14%) who get a minimum score and 26 students (92,85%) who failed the pre test. Furthermore, the lowest score in pre-test was 40 and the highest score was 70.

After did the pre-test, the researcher gave the treatment to the students in cycle I. The treatment was conducted by teaching with English movie with subtitle.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 9 students (32,14%) students passed the post-test I. The lowest score was 50, the highest score was 75 and the average score was 63.

From the result of students’ score in pre-test and post-test I, there was an improvement from the students’ result score. It could be seen from the average score in pre-test was 50 and post-test I was 63. Although there was an improvement of students’ achievement, cycle I was not successful yet because only 9 students (32,14%) who passed in post-test I. It means that in cycle I, the students’ achievement could
improve enough but it was not successful because the indicator of successful was not reached yet.

2. Cycle II

After analyzing the students’ score in the post-test of cycle I, the researcher had to conduct the next cycle because only 9 students (32.14%) passed the test and got the score $\geq 70$.

In the next cycle, the researcher gave the treatment then post-test II. Furthermore, the researcher analyzed the result of post-test II and inferred that there were 23 students (82.14%) passed the test because they got score $\geq 70$. In this post test, the lowest score was 50, the highest score was 80, and the average score was 70.

From the result of the students’ score from post-test II, it could be concluded that there were increase score. The increase score could be seen on the average score. The average score in the post-test I and post-test II were 63 and 70. In the pre-test, post-test I and post-test II, the total students who got the score $\geq 70$ were 2, 9 and 23 students. Because the achievement of students had improved enough and the indicator of successful was reached, the research was successful and could be stopped in cycle II.
3. Students’ Score in Pre-test, Post-test Cycle I, and Post-test Cycle II

Table 14

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

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test</th>
<th>Post-test I score</th>
<th>Post-test II score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>API</td>
<td>50</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>AS</td>
<td>45</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>BS</td>
<td>45</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>BM</td>
<td>70</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>DF</td>
<td>50</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>DF</td>
<td>50</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>DJ</td>
<td>45</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>8</td>
<td>DYK</td>
<td>40</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>ES</td>
<td>50</td>
<td>55</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>HK</td>
<td>50</td>
<td>55</td>
<td>65</td>
</tr>
<tr>
<td>11</td>
<td>H</td>
<td>50</td>
<td>55</td>
<td>75</td>
</tr>
<tr>
<td>12</td>
<td>N</td>
<td>50</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td>13</td>
<td>NRDL</td>
<td>50</td>
<td>55</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>PI</td>
<td>55</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>15</td>
<td>PS</td>
<td>50</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>16</td>
<td>QA</td>
<td>50</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>17</td>
<td>RSP</td>
<td>45</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>18</td>
<td>RO</td>
<td>40</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>19</td>
<td>RS</td>
<td>50</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>20</td>
<td>SNA</td>
<td>50</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>21</td>
<td>S</td>
<td>50</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>22</td>
<td>SA</td>
<td>45</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>23</td>
<td>TA</td>
<td>40</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>24</td>
<td>TKD</td>
<td>70</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td>25</td>
<td>TGS</td>
<td>60</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>26</td>
<td>WS</td>
<td>50</td>
<td>55</td>
<td>70</td>
</tr>
<tr>
<td>27</td>
<td>W</td>
<td>60</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>28</td>
<td>W</td>
<td>50</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td><strong>Total score</strong></td>
<td><strong>1400</strong></td>
<td><strong>1770</strong></td>
<td><strong>1985</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong></td>
<td><strong>50</strong></td>
<td><strong>63</strong></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>
Based on the result of pre-test, post-test I and post-test II, it was known that there was a positive significant improvement of the students’ score. It could be seen from the average 50 of pre-test. In post-test I the average was 63 and average in the post-test II became 70 Therefore, the researcher concluded that the research was successful because the indicator of successful in this research had been achieved. The researcher showed the graph of the result of pre-test, post-test I and post-test II, as follows:

**Figure 7**

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

Based on the graph above, it can be inferred that using English movie with subtitle could improve the students’ pronunciation mastery. It is supported by increasing score of the students from pre-test to post-test I and from post-test I to post-test II.
4. **The Result of Students’ Learning Activities in Cycle I and Cycle II**

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

**Table 15**

The table of Students’ Activities in Cycle I and Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Students activities</th>
<th>Cycle I</th>
<th>Cycle II</th>
<th>Increasing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>Percentage</td>
<td>F</td>
</tr>
<tr>
<td>1</td>
<td>The students pay attention of the teacher explanation</td>
<td>20</td>
<td>71.42%</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>The students ask/answer the question from the teacher</td>
<td>10</td>
<td>36%</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>The students active in practicing conversation based on english movie with subtitle</td>
<td>23</td>
<td>82.14%</td>
<td>24</td>
</tr>
<tr>
<td>4</td>
<td>The students pay attention, listen and enjoy the english movie with subtitle</td>
<td>25</td>
<td>89.28%</td>
<td>26</td>
</tr>
</tbody>
</table>
Based on the data had gotten, it can be explained as follows:

a. Pay attention to the teacher’s explanation

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

b. The students ask/answer questions

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

c. The students active in practicing conversation

The students active in practicing conversation were improved. It could be seen on the cycle I and cycle II.
d. The students understand the rule

The students understand the rule, that is the student listen the movie carefully were improved. It could be seen on the cycle I and cycle II.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good improvement in learning activities when teachers used english movie with subtitle to train the students’ pronunciation skill in cycle I and cycle II.

C. DISCUSSION

In teaching pronunciation in the Senior High School especially in students of Social Class in SMA N 2Way Serdang, based on pre-survey there were some problems, such as some students’ difficulties to pronounce English words because of their accent and their environment. The researcher choose english movie with subtitle to improve the students’ pronunciation.

Based on the explanation of cycle I and cycle II, it could be inferred that the use English movie with subtitle could improve the students’ pronunciation . There was a progress average score from pre-test was 5, post-test I was 63 and become 72 in post-test II. We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In improving the students’ pronunciation, the researcher used English movie with subtitle to train the students more active in
pronunciation also interested in learning speaking and listening. The students’ score improved because the students’ had trained to pronounce based on native speaker.
CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

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

Based on the explanation of cycle I and cycle II, it could be inferred that the use of English movie with subtitle could improve the students’ pronunciation. There was a progress average score from pre-test was 50, post-test I was 63 and become 70 in post-test II. We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In improving the students’ pronunciation, the researcher used English movie with subtitle to train the students’ pronunciation based on native speaker and active in pronunciation also interested in learning speaking and listening. The students’ score improved because the students’ had trained pronunciation related the English movie with subtitle. English movie with subtitle is watching the movie be equipped with a subtitle that can make it easier for students to pronounce english based on native speaker.
B. Suggestion

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

1. The students are expected to be more active in learning English therefore the students can 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 English movie with subtitle to train the students’ pronunciation and use to decrease the students’ anxiety to learning English.

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.

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


Brandon Turner, a new english grammar, (london : scot, weabster and gerry, 1840)


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Rudolf Arnheim, Film as Art, (Berkeley and Los Angeles: University of California Press,1957)

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APPENDICES
**SILABUS SMA/MA**

Mata Pelajaran : BAHASA INGGRIS-WAJIB

Kelas : XI

Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktaual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban serta menerapkan pengetahuan sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kecakapan keilmuan

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 1.1 | Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar | Teksulis dan tulis untuk memberi saran dan tawaran dan responnya  
**Fungsi Sosial**
- Menjaga hubungan interpersonal dengan guru, teman, dan orang lain  
- Terbiasa | Mengamati  
- Siswa menyimak/mendengarkan ungkapan memberi saran dan tawaran responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli.  
- Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan.  
- Siswa belajar mengambil giliran dalam melakukan tindak komunikasi  
**Mempertanyakan (questioning)** | **KRITERIA PENILAIAN:**  
- Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya  
- Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya  
- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan  
| 2 x 2jp | • CD/ Audio/ VCD  
|  | • Koran/ majalah berbahasa Inggris  
|  | • Sumber dari internet:  
|  | - [www.dailyenglish.com](http://www.dailyenglish.com)  
|  | - [http://americanenglish.state.gov/files/ae/resource_file](http://americanenglish.state.gov/files/ae/resource_file)  

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
<table>
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<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya | menggunakan ungkapan memberi saran dan tawaran dan meresponnya | - Dengan pertanyaan pengarah dari guru, siswa mempertanyakan:  
  - Fungsi sosial  
  - Ungkapan yang digunakan untuk memberi saran dan tawaran  
  - Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya. | kata, intonasi  
  - Kesesuaian format penulisan/ penyampaian | S  
| 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | **Ungkapan**  
  - Saran dan tawaran:  
    - Why don't you…  
    - What about …?  
    - You should …  
    - You can ….  
    - Do you need ….? | **Mengeksplorasi**  
  - Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan tawaran dan meresponnya  
  - Siswa berlatih menggunakan ungkapan tersebut  
  - Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi | **Mengasosiasi**  
  - Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokannya berdasarkan penggunaan.  
  - Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya.  
  - Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.  
  - Siswa membandingkan cara mengambil giliran dan | |
| **Unsur kebahasaan**  
  1. Ucapan, tekanan kata, intonasi  
  2. Rujukan kata | **Topik**  
  Keteladanan tentang perilaku peduli, kerjasama, dan proaktif | Pengamatan (observations):  
  - Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan.  
  - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.  
  - Kesantunan dan kepedulian dalam melaksanakan komunikasi | |
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<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
|                 | Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya | merespon dengan yang diperoleh dari sumber lain | KRITERIA PENILAIAN: | 2 x 2 JP | • CD/ Audio/ VCD  
• Koran/ majalah berbahasa Inggris  
• Sumber dari internet:  
  - www.dailyenglish.com  
  - http://americanenglish.state.gov/files/ae/resource_files  
|                 | Fungsi Sosial | Mengkomunikasikan  
• Siswa bermain peran memberi saran dan tawaran serta responnya  
• Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks.  
• Siswa membuat ‘learning journal’ | ROITERIA PENILAIAN: | | |
|                 | Mengamati  
• Siswa mendengarkan/ menonton interaksi menyatakan pendapat dan pikiran serta responnya  
• Siswa mengikuti interaksi menyatakan pendapat dan pikiran  
• Siswa menirukan model interaksi menyatakan pendapat dan pikiran  
• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). | | | |
|                 | Mempertanyakan (questioning)  
• Dengan bimbingan dan arahan guru, siswa mempertanyaan antara lain perbedaan berbagai fungsi sosial ungkapan menyatakan pendapat dan pikiran | | | |
| 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International  
2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.  
3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan | | | |
| 1.2. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan | | | |
| 2. Mengkomunikasikan  
• Siswa bermain peran memberi saran dan tawaran serta responnya  
• Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks.  
• Siswa membuat ‘learning journal’ | | | |
<p>| 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan | | | |</p>
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<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
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</thead>
</table>
| pendapat dan pikiran, sesuai dengan konteks penggunaannya. | Unsur Kebahasaan | unggakan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan unggakan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan unggakan lain, dsb.  
Mengeksplorasi  
Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.  
Mengasosiasi  
- Siswa membandingkan unggakan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain.  
- Siswa membandingkan antara unggakan dalam bahasa Inggris dan dalam bahasa siswa.  
Mengkomunikasikan  
- Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas.  
- Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (learning journal).  
Unjuk kerja  
- Bermain peran (role play) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang unggakan menyatakan pendapat dan pikiran.  
- Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya  
Pengamatan (observations):  
- Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan.  
- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.  
- Kesantunan dan kepedulian dalam melaksanakan komunikasi  
- Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi | | | | | |
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<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
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<tbody>
<tr>
<td>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International</td>
<td>Teks lisan dan tulis untuk menyatakan harapan dan doa serta responsnya</td>
<td>Mengamati</td>
<td>Kriteria Penilaian:</td>
<td>2 x 2 JP</td>
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<td>Koran/ majalah berbahasa Inggris</td>
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<td>- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></td>
</tr>
<tr>
<td>2.1. Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</td>
<td>Fungsi sosial: Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</td>
<td>Unsur kebahasaan: Ucapan, tekanan kata, intonasi</td>
<td>Cara Penilaian:</td>
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<td></td>
<td>Ungkapan: harapan dan doa - I hope ... - I wish you all the best. Thank you.</td>
<td>Mempertanyakan (questioning) Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</td>
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<td></td>
<td>Mengeksplorasi Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.</td>
<td>Mengeksplorasi Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.</td>
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<td></td>
<td>Mengasosiasi Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</td>
<td>Pengamatan (observations): Upaya menggunakan bahasa Inggris untuk</td>
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<td>3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (extended), sesuai dengan konteks penggunaannya</td>
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<td>Kompetensi Dasar</td>
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<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
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<tr>
<td>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</td>
<td>Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana</td>
<td>Mengkomunikasikan</td>
<td>menyatakan harapan dan doa ketika muncul kesempatan.</td>
<td>3 x 2 JP</td>
<td>• Berbagai undangan dalam bahasa Inggris</td>
</tr>
<tr>
<td></td>
<td>Fungsi Sosial</td>
<td>• Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas.</td>
<td>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</td>
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<td>• CD/ Audio/ VCD</td>
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<tr>
<td></td>
<td>Menjagahubungan transaksional dengan orang lain</td>
<td>• Siswa menulis permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (learning journal).</td>
<td>• Kesantunan dan kepedulian dalam melaksanakan komunikasi</td>
<td></td>
<td>• Koran/ majalah berbahasa Inggris</td>
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<tr>
<td>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</td>
<td>Struktur</td>
<td>Mengamati</td>
<td>• Kesesuaian format penulisan/ penyampaian</td>
<td></td>
<td>• Sumber dari internet:</td>
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<td></td>
<td>Salutation</td>
<td>• Siswa berlatih menentukan gagasan utama, dan informasi rinci</td>
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<td>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></td>
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<td></td>
<td>- Is it possible for you to attend my birthday party?</td>
<td>• Siswa menyatukan contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan.</td>
<td>Unjuk kerja:</td>
<td></td>
<td>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></td>
</tr>
<tr>
<td>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya</td>
<td>Unsur kebahasaan:</td>
<td>Mempertanyakan (questioning)</td>
<td>• Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi.</td>
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<tr>
<td>4.4 Menangkap makna teks undangan resmi.</td>
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<td></td>
<td>• Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur</td>
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<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
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<tr>
<td>4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</td>
<td>bahasa baku</td>
<td>kebahasaan dalam mengundang secara resmi. <strong>Mengeksplorasi</strong>&lt;br&gt;- Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber&lt;br&gt;- Siswa</td>
<td>secara resmi</td>
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<tr>
<td>4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</td>
<td>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.&lt;br&gt;(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan&lt;br&gt;(4) Layout&lt;br&gt;(5) Rujukan kata</td>
<td><strong>Mengasosiasikan</strong>&lt;br&gt;- Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya.&lt;br&gt;- Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain.&lt;br&gt;- Siswa menyunting undang yang diambil dari berbagai sumber&lt;br&gt;- Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok</td>
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<td></td>
<td><strong>Mengkomunikasikan</strong>&lt;br&gt;- Siswa melengkap teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat feedback.&lt;br&gt;- Siswa berkreasi dalam membuat kliping undangan resmi</td>
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</table>

**Pengamatan (observations)**
Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:
- Penilaian tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi
- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
- Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi
- Ketepatan dan kesesuaian menggunakan strategi dalam membaca

**Portofolio**
- Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog.
- Kumpulan karya siswa yang mendukung proses penulisan teks undangan resmi berupa: draft, revisi,
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</td>
<td>Surat pribadi sederhana</td>
<td>Siswa menyunting undang yang diambil dari berbagai sumber</td>
<td>editing sampai hasil terbaik untuk dipublikasi</td>
<td>4 x 2 JP</td>
<td>CD/ Audio/ VCD</td>
</tr>
<tr>
<td>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</td>
<td>Fungsi Sosial</td>
<td>Dengan menggunakan multimedia, siswa membuat kartu undangan</td>
<td>Kumpulan hasil tes dan latihan.</td>
<td>CD/ Audio/ VCD</td>
<td></td>
</tr>
<tr>
<td>3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya</td>
<td>Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis</td>
<td>Siswa memperoleh penguatan dari guru dan teman sejawat</td>
<td>Penilaian Diri dan Penilaian Sejawat</td>
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<tr>
<td>4.7 Menangkap makna teks</td>
<td>Memberi informasi kepada teman</td>
<td>Siswa menyunting undang yang diambil dari berbagai sumber (a.l. media massa, internet).</td>
<td>Kumpulan hasil tes dan latihan.</td>
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<tr>
<td></td>
<td>Surat pribadi sederhana</td>
<td>Siswa membaca kontoh surat pribadi</td>
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</tr>
<tr>
<td></td>
<td>Fungsi Sosial</td>
<td>Siswa membaca kontoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.</td>
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<td></td>
<td>Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis</td>
<td>Siswa menyalin kontoh-kontoh tersebut sesuai dengan aslinya agar memaknai isi, format dan tata letak penulisan.</td>
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<tr>
<td></td>
<td>Memberi informasi kepada teman</td>
<td>Siswa bertalat menentukan gagasan utama, dan informasi rinci</td>
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<td></td>
<td>Struktur Date</td>
<td>Kriteria penilaian:</td>
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<tr>
<td></td>
<td>Salutation: Dear ....</td>
<td>- Tingkat ketercapaian fungsi sosial dalam menyampaikan surat pribadi</td>
<td>- Tingkat kelengkapan dan keruntutan struktur teks surat</td>
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<td></td>
<td>Opening paragraph: Greetings dan mengabarkan keadaan sekarang dan apa yang sedang dilakukan</td>
<td>- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan</td>
<td>- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan</td>
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<td>Content: Mengabarkan</td>
<td>- Kesesuaian format penulisan/ penyampaian</td>
<td>- Kesesuaian format penulisan/ penyampaian</td>
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<td>Mempertanyakan (questioning)</td>
<td>Cara Penilaian:</td>
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<td></td>
<td>Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan</td>
<td>Pengamatan (observasi)</td>
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<td></td>
<td></td>
<td>- Fungsi Sosial;</td>
<td>- Upaya menggunakan Bahasa Inggris dalam menulis surat pribadi</td>
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<td></td>
<td></td>
<td>- Struktur</td>
<td>- Kesungguhan siswa dalam proses pembelajaran dalam</td>
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<td></td>
<td>- Unsur kebahasaan yang digunakan dalam surat pribadi.</td>
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<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
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</table>
| surat pribadi. 4.8 Menyenangkan teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks  | hal yang sudah/ akan terjadi  
*Closing:* Menutup surat dengan harapan untuk bertemu kembali  | *Siswa mempertanyakan cara menentukan gagasan utama, dan informasi rinci dan informasi tertentu*  | setiap tahapan  
*Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi*  
*Ketepatan dan kesesuaian menggunakan strategi dalam membaca*  |  |  |
|  |  | *Unsur kebahasaan:*  
- Kata dan tata bahasa baku  
- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.  
- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan  
- Rujukan kata  
- Simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi  |  |  |  |
|  |  | *Mengeksplorasi:*  
- Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber  
- Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu  
- Siswa menyusun paragraph-paragraf pendek menjadi surat pribadi.  |  |  |  |
|  |  | *Mengasosiasikan:*  
- Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya.  
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam surat pribadi  |  |  |  |
|  |  | *Komunikasi:*  
- Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat feedback.  
- Siswa berkreasii dalam menuliskan surat pribadi kepada teman/ guru  |  |  |  |
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<th>Kompetensi Dasar</th>
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<th>Alokasi Waktu</th>
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<tr>
<td>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</td>
<td>teks prosedur berbentuk manual dan kiat-kiat (tips)</td>
<td>Siswa memperoleh penguatan dari guru</td>
<td>Kriteria penilaian:</td>
<td>4 x 2 JP</td>
<td>Manual dari berbagai produk</td>
</tr>
<tr>
<td>2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</td>
<td>Tujuan komunikasi: menyelaraskan pekerjaan, secara lengkap dan urut. Struktur menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan Unsur Kebahasaan</td>
<td>Mengamati</td>
<td>Pencapaian fungsi sosial</td>
<td></td>
<td>CD/ Audio/ VCD</td>
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<tr>
<td>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.</td>
<td>Mempertanyakan</td>
<td></td>
<td>Kelengkapan dan keruntutan struktur teks prosedur</td>
<td></td>
<td>Koran/ majalah berbahasa Inggris</td>
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<tr>
<td>4.9 Menangkan makna teks prosedur, lisam dan tulis, berbentuk manual dan kiat-kiat (tips).</td>
<td>Mengeksplorasi</td>
<td></td>
<td>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</td>
<td></td>
<td>Sumber dari internet:</td>
</tr>
<tr>
<td>4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.</td>
<td>Mengasosiasikan</td>
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<td>Kesesuaian format penulisan/ penyampaian</td>
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<td>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></td>
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<td>Pengamatan (observations)</td>
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<td>- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></td>
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<td>- Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</td>
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<td>- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</td>
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<td>Portofolio</td>
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<td>- Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks prosedur berbentuk manual dan tips</td>
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<td>- Kumpulan karya siswa yang mendukung proses</td>
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<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
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**1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar**

**2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.**

**3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya (Passive Voice)**

- *Fungsi Sosial* menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya
- *Struktur Teks*:
  - *Insects are considered dangerous animals. Tsunami is caused by earthquake affecting the seabed.*

**MENGAMATI**
- Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks.
- Siswa mengikuti interaksi tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru.
- Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive.
- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan struktur Passive.

**MEMPERTANYAKAN**
Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,

**Tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya**

- *Fungsi Sosial* menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya
- *Struktur Teks*:
  - *Insects are considered dangerous animals. Tsunami is caused by earthquake affecting the seabed.*

**Cara Penilaian:**

**Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:
- Perilaku jujur, disiplin,
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| an tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. | - Kata kerja be (is/am/ are/was/were) dan verb 3rd form.  
- tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.  
*Topik*  
Berbagai hal terkait dengan kejadian/kegiatan/tindakan ilmiah yang tanpa perlu melibatkan pelakunya | kemungkinan menggunakan ungkapan lain, dsb.  
**EKSPERIMEN (Explore)**  
a. Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks simulasi dan kegiatan lain yang terstruktur.  
b. Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran.  
**MENGASOSIASI**  
- Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive.  
- Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia.  
**KOMUNIKASI**  
- Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas.  
- Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive  
- Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat passive dalam jurnal belajarnya.  
| percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi  
- Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk passive  
- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan  
**Portofolio**  
- Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar  
- Kumpulan hasil tes dan latihan.  
- Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya | 2 x 2 JP | CD/Audio/VCD  
Koran/majalah berbahasa Inggris  
Sumber dari |

| 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International | **PENGANDAIAN JIKA TERJADI SUATU KEADAAN/KEJADIAN/PERISTIWA DI WAKTU YANG AKAN DATANG**  
Conditional Sentence | **MENGAMATI**  
- Siswa mendengarkan dan membaca banyak kalimat pengandain, dalam berbagai konteks.  
- Siswa mengikuti interaksi tentang pengandain jika terjadi suatu keadaan/kejadian/peristiwa di | Kriteria penilaian:  
Pencapaian fungsi sosial  
Kelengkapan dan keruntutan struktur teks  
Ketepatan unsur kebahasaan: | 2 x 2 JP | CD/Audio/VCD  
Koran/majalah berbahasa Inggris  
Sumber dari |
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<th>Kompetensi Dasar</th>
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</thead>
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<tr>
<td>yang diwujudkan dalam semangat belajar</td>
<td><strong>Fungsi Sosial</strong>&lt;br&gt;Menyatakan dan menanyakkan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang</td>
<td>waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru.</td>
<td>tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</td>
<td>internet: &lt;br&gt;- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a> &lt;br&gt;- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a> &lt;br&gt;- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></td>
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<td>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</td>
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<td>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</td>
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<td>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah fakultatif</td>
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**Kriteria penilaian:**
- Pencapaian fungsi sosial
- Kelengkapan dan keruntutan struktur teks ilmiah fakultatif
- Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan
- Kesesuaian format penulisan/ penyampaian

**Pengamatian (observations):**
Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.
- Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan...
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<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(factual report)</em> dengan menanyakan dan menyatakan tentang teks ilmiah fakta tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI</td>
<td>Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with ....</td>
<td>Ilmiah fakta dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks. <strong>Mengasosiasi</strong>  - Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report.  - Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya.  - Siswa memperoleh balikan <em>(feedback)</em> dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok. <strong>Komunikasi</strong>  - Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas  - Siswa menyampaikan laporan berupa catatan <em>(note taking)</em> dari hasil membaca beberapa teks ilmiah fakta.  - Membuat learning journal dalam pembelajaran ini.  - Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan.</td>
<td>komunikasi  • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah fakta  • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan  • Ketepatan dan kesesuaian menggunakan strategi dalam membaca</td>
<td>4 x 2 JP</td>
<td>CD/ Audio/ VCD</td>
</tr>
<tr>
<td>4.13 Menangkan makna dalam teks ilmiah fakta <em>(factual report)</em>, lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</td>
<td><em>Unsur kebahasaan</em>  - Simple Present  - Kata kerja yang menggambarkan binatang/ benda/ gejala alam  - Kata sifat  - Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati  - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.  - Rujukan kata</td>
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</table>

<table>
<thead>
<tr>
<th>1.1 Mensyukuri kesempatan dapat mempelajari</th>
<th>Teks eksposisi analitis</th>
<th>Mengamati</th>
<th>Kriteria penilaian:</th>
<th>4 x 2 JP</th>
<th>CD/ Audio/ VCD</th>
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<tbody>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
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<tr>
<td>bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</td>
<td><strong>Fungsi Sosial</strong>&lt;br&gt;Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab</td>
<td>Siswa menyimak berbagai contoh teks ekspresi analisis yang diberikan/ diperdengarkan guru&lt;br&gt;Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya&lt;br&gt;Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks ekspresi analisis</td>
<td>Pencapaian fungsi sosial&lt;br&gt;Kelengkapan dan keruntutan struktur teks ekspresi analisis&lt;br&gt;Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucap, teknik kata, intonasi, ejaan, dan tulisan tangan&lt;br&gt;Kesesuaian format penulisan/ penyampaian</td>
<td></td>
<td>Koran/ majalah berbahasa Inggris&lt;br&gt;Sumber dari internet:&lt;br&gt;- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a>&lt;br&gt;- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a>&lt;br&gt;- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></td>
</tr>
<tr>
<td>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</td>
<td><strong>Struktur teks</strong>&lt;br&gt;a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan&lt;br&gt;b. Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung&lt;br&gt;c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut</td>
<td>Siswa mencari beberapa text ekspresi analisis dari berbagai sumber.&lt;br&gt;Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</td>
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<td>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks ekspresi analitis tentang topik yang hangat dibicarakan umum</td>
<td><strong>Mempertanyakan (questioning)</strong>&lt;br&gt;Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks ekspresi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</td>
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<td>4.14 Menangkan makna dalam teks ekspresi analitis tentang topik yang hangat dibicarakan umum</td>
<td><strong>Mengeksplorasi</strong>&lt;br&gt;Siswa secara berpasangan menganalisis fungsi sosial, struktur, dan unsur kebahasaan dengan runtut&lt;br&gt;Siswa membaca teks ekspresi kepada teman dengan menggunakan unsur kebahasaan yang tepat</td>
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<td></td>
<td><strong>Mengasosiasikan</strong>&lt;br&gt;- Secara berpasangan siswa menganalisis</td>
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<td></td>
<td><strong>Unsur Kebahasaan:</strong>&lt;br&gt;- Kalimat Simple Present&lt;br&gt;- Conditional Clauses</td>
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<td></td>
<td><strong>Pengamatan (observations):</strong>&lt;br&gt;Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:&lt;br&gt; Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi&lt;br&gt;Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ekspresi analitis&lt;br&gt;Kesesuaian format penulisan/ penyampaian&lt;br&gt;Kesesuaian format penulisan/ penyampaian&lt;br&gt; Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan&lt;br&gt;Ketepatan dan kesesuaian menggunakan strategi dalam membaca</td>
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<td>Kompetensi Dasar</td>
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<tr>
<td>- Modals</td>
<td>beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</td>
<td>• Siswa memperoleh balikan (<em>feedback</em>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</td>
<td>• Kumpulan catatan kemajuan belajar</td>
<td>4 x 2 JP</td>
<td>CD/ Audio/ VCD</td>
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<td></td>
<td></td>
<td><strong>Mengkomunikasikan</strong></td>
<td>• Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan</td>
<td>• Kumpulan hasil tes dan latihan.</td>
<td>Koran/ majalah berbahasa Inggris</td>
</tr>
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<td></td>
<td></td>
<td>• Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</td>
<td>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</td>
<td></td>
<td>Sumber dari internet:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Siswa mempresentasikannya di kelas</td>
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<td>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></td>
<td><a href="http://americanenglish.state.gov/">http://americanenglish.state.gov/</a></td>
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<td></td>
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<td>• Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.</td>
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<td></td>
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<td>• Siswa membuat ‘learning journal’</td>
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</table>

<p>| 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar | Teks biografi pendek dan sederhana tentang tokoh terkenal | <strong>Fungsi Sosial</strong> | <strong>Mengamati</strong> | Kriteria penilaian: |
| | | <strong>Meneladani,</strong> membanggakan, bertindak teratur, teliti dan disiplin, | • Siswa menyimak berbagai contoh teks biografi yang diberikan/ diperdengarkan guru secara santun dan tanggung jawab. | • Pencapaian fungsi sosial |
| | | <strong>Meneladani,</strong> membanggakan, bertindak teratur, teliti dan disiplin, | • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya | • Kelengkapan dan keruntutan struktur teks |
| | | <strong>Meneladani,</strong> membanggakan, bertindak teratur, teliti dan disiplin, | • Siswa mengamati keteladanan dari teks biografi yang dipelajari. | • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan |
| | | <strong>Meneladani,</strong> membanggakan, bertindak teratur, teliti dan disiplin, | • Siswa belajar menemukan gagasan utama, | • Kesesuaian format penulisan/ |
| 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam | | | | | - <a href="http://www.dailyenglish.com">www.dailyenglish.com</a> |
| | | | | | - <a href="http://americanenglish.state.gov/fil">http://americanenglish.state.gov/fil</a> |</p>
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<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
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<th>Penilaian</th>
<th>Alokasi Waktu</th>
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<tbody>
<tr>
<td>melaksanakan komunikasi fungsional</td>
<td>melaporkan</td>
<td>informasi rinci dan informasi tertentu dari teks legenda</td>
<td>penyampaian</td>
<td>es/ae/resource_files</td>
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</tr>
<tr>
<td>3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal</td>
<td></td>
<td>Mempertanyakan (questioning)</td>
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<td><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></td>
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<td></td>
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<td>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</td>
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<td></td>
<td></td>
<td>Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</td>
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<tr>
<td></td>
<td>a. Menyebutkan tindakan/ peristiwa/kejadian secara umum</td>
<td>Mengeksplorasi</td>
<td>Siswa mencari beberapa teks biografi dari berbagai sumber.</td>
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<tr>
<td></td>
<td>a. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut</td>
<td></td>
<td>Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</td>
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<td></td>
<td>c. Jika perlu, ada kesimpulan umum.</td>
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<td>Siswa melengkapi rumpang dari beberapa teks biografi sederhana</td>
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<td>Siswa secara berkelompok menuliskan /menyalin teks biografi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</td>
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<td>Siswa membacakan teks biografit kepada teman dengan menggunakan unsur kebahasaan yang tepat</td>
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<tr>
<td>Unsur Kebahasa</td>
<td></td>
<td>Mengasosiasi</td>
<td>Siswa berlatih menulis teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</td>
<td></td>
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<tr>
<td>- Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.</td>
<td></td>
<td>Penilaian Diri dan Penilaian Sejawat</td>
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<tr>
<td>- Simple, Continuous, Perfect tense</td>
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<td>Penilaian</td>
<td>Kumpulan hasil tes dan latihan.</td>
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<tr>
<td>- Penyebutan kata benda</td>
<td></td>
<td>Penilaian Diri dan Penilaian Sejawat</td>
<td>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</td>
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<tr>
<td>- Modal auxiliary verbs</td>
<td></td>
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<td>Bentuk: diary, jurnal, format</td>
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<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
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</table>
|                  |              | Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. | khusus, komentar, atau bentuk penilaian lain. | 2 x 2 JP | • CD/ Audio/ VCD  
• Koran/Majalah berbahasa Inggris  
• Buku lagu bahasa Inggris  
• Sumber dari internet:  
  - www.dailyenglish.com  
  - http://americaneenglish.state.gov/ |
|                  |              | Mengkomunikasikan |          |               |               |
|                  |              | Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. |          |               |               |
|                  |              | Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber. |          |               |               |
|                  |              | Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. |          |               |               |
|                  |              | Siswa membuat 'learning journal' |          |               |               |
|                  | Lagu | Siswa mendengarkan lagu yang diperdengarkan |          |               |               |
|                  |      | Siswa menirukan model secara terbimbing. |          |               |               |
|                  |      | Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut |          |               |               |
|                  |      | Mengamati |          |               |               |
|                  |      | Dengan pertanyaan pengaruh dari guru, siswa terpancing untuk mempertanyakan pesan yang disampaikan dari lagu |          |               |               |

Lagu

*Fungsi sosial*

- Menghibur, mengungkapkan perasaan, mengajarkan pesan moral

*Unsur kebahasaan*

- Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.

**Mempertanyakan (questioning):**

- Dengan pertanyaan pengaruh dari guru, siswa terpancing untuk mempertanyakan pesan yang disampaikan dari lagu
- Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut

**Pengamatan (observations):**

Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:

- kesantunan saat melakukan tindakan
- Perilaku tanggung jawab, peduli, kerjasama dan cinta damai
- Kesungguhan siswa dalam proses pembelajaran dalam
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<tr>
<td>3.12 Menyebutkan fungsi sosial dan kebahasaan dalam lagu</td>
<td>Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</td>
<td>Mengeksplorasi</td>
<td>setiap tahapan</td>
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<td><a href="http://learnenglish.britishcouncil.org/en/">files/ae/resourcing_files</a></td>
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<td>4.16 Menangkap pesan dalam lagu</td>
<td>Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</td>
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<td>Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lagu</td>
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<td></td>
<td>Topik</td>
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<td>Portofolio</td>
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<td></td>
<td>Keteladanan tentang perilaku yang menginspirasi.</td>
<td>Mengasosiasi</td>
<td>Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu</td>
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<td>kumpulan hasil tes dan latihan.</td>
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<td>Catatan atau rekaman penilaian diri dan</td>
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<td>penilaian sejawa, berupa komentar atau cara penilaian lainnya</td>
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<td></td>
<td></td>
<td>Mengkomunikasikan</td>
<td>Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan tekanan kata yang benar.</td>
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<td>Siswa melaporkan kumpulan lagu yang sudah dianalis pesan di dalam lugu-lagu tersebut</td>
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<td>Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat.</td>
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LESSON PLAN

School : SMA N 2 way serdang
Subject : English
Grade : XI
Title : Expression (Ungkapan)
Cycle/Meeting : II/II
Time Allocation : 1 X 45 Minutes

Standard of competence

The students are expected to be able to pronounce fluently

Basic Competence

Understanding and pronounce a word or sentence based on native speaker

Indicator

Students can pronounce a word or sentence about material (ungkapan) with correct.

Learning Aim

1. Doing a practicing pronunciation
2. Identify the sentence about the material

Learning Material

Studying using english movie with subtitle as a media to train the students’ pronunciation

Teaching Method

Teacher’s Direct Feedback

Teaching Planning

1. Pre-activities
a. The teacher is entering the classroom
b. Greeting the students by saying salaam “Assalamualaikum wr.wb’’ and the students are required to answer the salaam by saying “Wassalamualaikum wr.wb’’.

2. Core activities
   a. The teacher explains the material about expression
   b. The teacher play english movie with subtitle
   c. The student watch the movie and hear how to pronounce a sentence
   d. The teacher asks the students to pronounce a sentence
   e. The teacher play movie twice so that the student familiar about the pronounce, it will be continued and take turned between students and teacher until the end of time.

3. End activities
   a. The teacher repeats how the pronounce a words or sentence appropriately
   b. Closing the meeting

Source

English Teacher’s book the title Developing english competences for grade XI senior high school (SMA/MA)


Kate Joye, “Practical Speaking”, https://www.teachingenglish.org.uk

Assesment

Technique : spoken by doing an oral test
Metro, October 2017

Guru Mata Pelajaran

Mahasiswa

Lestari Asih, S.Pd

Nunik Puspita Ningrum

NIP. 13107897

Kepala Sekolah,

Drs. Sudirman Simanjuntak

NIP. 196508031993031004
LESSON PLAN

School : SMA N 2 Way Serdang

Subject : English

Grade : XI

Title : Expression (Ungkapan

Cycle/Meeting : I/II

Time Allocation : 1 X 45 Minutes

Standard of competence

The students are expected to be able to pronounce fluently

Basic Competence

Understanding and pronounce a word or sentence based on native speaker

Indicator

Students can pronounce a word or sentence about material (ungkapan) with correct.

Learning Aim

3. Doing a practicing pronunciation
4. Identify the sentence about the material

Learning Material

Studying using english movie with subtitle as a media to train the students’ pronunciation

Teaching Method

Teacher’s Direct Feedback

Teaching Planning

4. Pre-activities
c. The teacher is entering the classroom
d. Greeting the students by saying salaam “Assalamualaikum wr.wb” and the students are required to answer the salaam by saying “Wassalamualaikum wr.wb”.

5. Core activities
f. The teacher explains the material about expression
g. The teacher play english movie with subtitle
h. The student watch the movie and hear how to pronounce a sentence
i. The teacher asks the students to pronounce a sentence
j. The teacher play movie twice so that the student familiar about the pronounce, it will be continued and take turned between students and teacher until the end of time.

6. End activities
a. The teacher repeats how the pronounce a words or sentence appropriately
b. Closing the meeting

Source

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Mahasiswa

Lestari Asih S.Pd

Nunik Puspita Ningrum

NIP.

Kepala Sekolah,

Drs. Sudirman Simanjuntak
NIP. 196508031993031004
PRE-TEST
PRONUNCIATION

Instructions:

1. Using dictionary or electronic dictionary is forhibitted!
2. Please watching the english movie with subtitle and hear about pronunciation based on movie carefully!
3. Mention your name first!
4. Please read the conversation bellow fluently!
5. Please come in front of class and practice with your friend with clear articulation!

PRONUNCIATION
PRE-TEST

Part 1

A: Yo, yancy wake up! movement in the breach.
    Hey came on we’re being deployed.
B: good morning.
A: morning, kaiju’s a category 3, biggest one yet.
    Code name: knifehead
B: what time is it?
A: two.
B: a.m?
A: yes, what do you say? Fifth notch on the belt?
B: hey kid, don’t get cocky.
Part 2

A : good morning, becket boys! Tendo, what’s happening my man?

B : how could that date with alison go Last night mr choi?

A : oh she loved me, her boy friend? Not so much.

B: you’re gonna get your ass kicked.

A : haha, a man’s gotta do what a man’s gotta do, brother.

B : engange drop, mr choi

A : engange drop sir.

B: here we go, here we go.
CYCLE II

POST-TEST OF STUDENTS’ ED-ENDING VERB PRONUNCIATION

Instructions:

1. Using dictionary or electronic dictionary is forhibitted!
2. Please watching the english movie with subtitle and hear about pronunciation based on movie carefully!
3. Mention your name first!
4. Please read the sentence bellow fluently!
5. Please come in front of class and practice about your pronun with clear articulation!

ORAL PRONUNCIATION

POST-TEST I

1. Pilot to pilot connection, protocol sequence.
2. Gipsy lunch bay 6.
3. Neural handshake initiated.
4. The drift, jaeger tech, based on DARPA jet fighter neural system.
5. Two pilot mind-melding through memories, with the body of a giant machine
CYCLE II
POST-TEST II OF STUDENTS’ ED-ENDING VERB PRONUNCIATION

Instructions:

1. Using dictionary or electronic dictionary is forhibited!
2. Please watching the english movie with subtitle and hear about
   pronunciation based on movie carefully!
3. Mention your name first!
4. Please read the conversation bellow fluently!
5. Please come in front of class and practice with your friend with clear
   articulation!

ORAL ED-ENDING VERB PRONUNCIATION
POST-TEST II

A: Mr Becket.
B: Marshal.
A: looking sharp, long time
B: five years four months
A: can i have a word?
B: step into my office Marshal.
A: took me a while to find you.
    Anchorage, sheldon point, nome..
B: yeah, a man in my position travels with the wall,
Chasing shifts to make a living. What do you want?

A: i’ve spend the last six month activating everything i cand get my hands on. there’s an old Jaeger a mark 3. You may know it. It needs a pilot.

B: i’m guessing, i was not you first choice.

A: you are my first choice.

   All the other mark 3 pilots are dead.

B: look, i can’t have anyone else in my head again.

   I am done. I was still connected to my brother when he died.

   I can’t go through that again, man, i am sorry.

A: haven’t you heard, mr Backet. The world is coming to an end.

   So, were would you rather die? Here or in a Jaeger.
## PRONUNCIATION OBSERVATION GUIDANCE

<table>
<thead>
<tr>
<th>No</th>
<th>The mark aspect</th>
<th>Score (1-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Sound</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. The Sounds are pronounced correctly</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>f. Most of Sounds are pronounced correctly</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>g. Some of the Sounds pronounced correctly</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>h. The Sounds are not pronounced correctly at all</td>
<td>1-2</td>
</tr>
<tr>
<td>2</td>
<td><strong>Stress</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. The Stress is completely correct</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>f. The Stress is mostly correct</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>g. The Stress is not mostly correct</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>h. The Stress not correct at all</td>
<td>1-2</td>
</tr>
<tr>
<td>3</td>
<td><strong>Pitch</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. The Pitch is completely correct</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>f. The Pitch is mostly correct</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>g. The Pitch is not mostly correct</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>h. The Pitch is not correct at all</td>
<td>1-2</td>
</tr>
<tr>
<td>4</td>
<td><strong>Intonation</strong></td>
<td>e. The Intonation is completely correct</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. The Intonation is mostly correct</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. The Intonation is not mostly correct</td>
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<tr>
<td></td>
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<td>h. The Intonation is not correct at all</td>
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<tr>
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<td><strong>Maximum</strong></td>
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### PHONETIC SYMBOL

#### Long Vowels

<table>
<thead>
<tr>
<th>iː</th>
<th>sheep</th>
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<tbody>
<tr>
<td>ɑː</td>
<td>farm</td>
</tr>
<tr>
<td>uː</td>
<td>coo</td>
</tr>
<tr>
<td>øː</td>
<td>horse</td>
</tr>
<tr>
<td>ɔː</td>
<td>bird</td>
</tr>
</tbody>
</table>

#### Short Vowels

<table>
<thead>
<tr>
<th>i</th>
<th>ship</th>
<th>e</th>
<th>head</th>
</tr>
</thead>
<tbody>
<tr>
<td>æ</td>
<td>hat</td>
<td>ø</td>
<td>above</td>
</tr>
<tr>
<td>ð</td>
<td>foot</td>
<td>ø</td>
<td>mother (US)</td>
</tr>
<tr>
<td>ð</td>
<td>sock (UK)</td>
<td>ø</td>
<td>worm (US)</td>
</tr>
</tbody>
</table>

| ø   | cup   |

#### Consonants

**Voiced**

<table>
<thead>
<tr>
<th>b</th>
<th>book</th>
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</thead>
<tbody>
<tr>
<td>d</td>
<td>day</td>
</tr>
<tr>
<td>g</td>
<td>give</td>
</tr>
<tr>
<td>v</td>
<td>very</td>
</tr>
<tr>
<td>ð</td>
<td>the</td>
</tr>
<tr>
<td>z</td>
<td>zoo</td>
</tr>
</tbody>
</table>

**Voiceless**

<table>
<thead>
<tr>
<th>p</th>
<th>pen</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>town</td>
</tr>
<tr>
<td>k</td>
<td>cat</td>
</tr>
<tr>
<td>f</td>
<td>fish</td>
</tr>
<tr>
<td>ə</td>
<td>think</td>
</tr>
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<td>s</td>
<td>say</td>
</tr>
<tr>
<td>ñ</td>
<td>vision</td>
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<td>-----</td>
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</tr>
<tr>
<td>dʒ</td>
<td>jump</td>
</tr>
<tr>
<td>l</td>
<td>look</td>
</tr>
<tr>
<td>r</td>
<td>run</td>
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<tr>
<td>j</td>
<td>yes</td>
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<tr>
<td>w</td>
<td>we</td>
</tr>
<tr>
<td>m</td>
<td>moon</td>
</tr>
<tr>
<td>n</td>
<td>name</td>
</tr>
<tr>
<td>ŋ</td>
<td>sing</td>
</tr>
<tr>
<td>ʃ</td>
<td>she</td>
</tr>
<tr>
<td>tʃ</td>
<td>cheese</td>
</tr>
</tbody>
</table>

### Diphthongs

<table>
<thead>
<tr>
<th>øɪ</th>
<th>day</th>
</tr>
</thead>
<tbody>
<tr>
<td>əɪ</td>
<td>eye</td>
</tr>
<tr>
<td>ɔɪ</td>
<td>boy</td>
</tr>
<tr>
<td>əʊ</td>
<td>mouth</td>
</tr>
<tr>
<td>Sound</td>
<td>Examples</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------</td>
</tr>
<tr>
<td>əʊ</td>
<td>nose (UK)</td>
</tr>
<tr>
<td>ou</td>
<td>nose (US)</td>
</tr>
<tr>
<td>ɪə</td>
<td>ear (UK)</td>
</tr>
<tr>
<td>ee</td>
<td>hair (UK)</td>
</tr>
<tr>
<td>ʊə</td>
<td>pure (UK)</td>
</tr>
</tbody>
</table>

**Other symbols**

<table>
<thead>
<tr>
<th>Sound</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td>h</td>
<td>/ˈhænd/ hand</td>
</tr>
<tr>
<td>ɔ</td>
<td>/ˈkwæs.ɔ/ croissant (UK)</td>
</tr>
<tr>
<td>i</td>
<td>/ˈhæp.i/ happy</td>
</tr>
<tr>
<td>tɹ</td>
<td>/ˈbʌt.ə/ butter (US)</td>
</tr>
<tr>
<td>u</td>
<td>/ˌɪn.fluˈen.zə/ influenza</td>
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<td></td>
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<td>---</td>
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</tr>
<tr>
<td>/ˈlɪt.l/</td>
<td>little</td>
</tr>
</tbody>
</table>

*ɪ, *ɛm, *ɪn can be pronounced either: əl or ɪ, etc.:

/ˈleɪb.ɪ/ = /ˈleɪb.əl/ or /ˈleɪb.l/  

Linking r is pronounced only before a vowel in British English:

four + apples = four apples

Main stress /ˌek.ˈspek.tən/ expectation

Secondary stress /ˌri.ˈtel/ retell

Syllable division /ˈsɪs.təm/ system
## PRONUNCIATION OBSERVATION SHEET

Day/Date: .................................................
Meeting: ..................................................
Class: ..................................................
Cycle: ..................................................

<table>
<thead>
<tr>
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<th>sound</th>
<th>stress</th>
<th>pitch</th>
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<th>Total Score</th>
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<td></td>
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<td>1</td>
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<table>
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<tr>
<td>Average Score</td>
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<tr>
<td>Highest Score</td>
</tr>
<tr>
<td>Lowest Score</td>
</tr>
</tbody>
</table>

Total Score = \( score = \frac{\text{the score gained by student}}{\text{maximum score (20)}} \times 100 \)

Metro, October 2017

English Teacher

Researcher

Lestari Asih, SP.d

Nunik Puspita Ningrum

NIP. 13107897
Nomer : 800/016/IIL.01/SMA.2-WA/2017
Lamp : -
Hal : Izin Survei

Kepada Yth.:
Ketua Jurusan STAIN Jurai Siwo Metro
Di -
Tempat

Dengan hormat,

Berdasarkan surat yang telah kami terima tertanggal 22 November 2016 Tentang Pra Survei di Sekolah SMA Negeri 2 Way Serdang, maka kami sampaikan bahwa pihak SMA Negeri 2 Way Serdang mengizinkan Kegiatan Pra Survei dalam rangka Penyelesaian Tugas Akhir/Skripsi yang akan dilaksanakan oleh:

Nama : Nunik Puspita Ningrum
NPM : 13107897
Jurusan : Tarbiyah
Prodi : PBI
Judul : The Influence Of Using English Movie With Subtitle To Increase Student’s Pronunciation AT Eleven Grade Of SMA Negeri 2 Way Serdang In Academic year 2016/2017

Demikian surat ini kami sampaikan, atas perhatiannya kami ucapkan terimakasih.

Way Serdang, 07 April 2017

Kepala sekolah,

[Signature]
RISWO, S.E., M.Si
NIP. 19740212 201001 1 004
Assalamu'alaihumm Wa Wb.

Sehubungan dengan Surat Tugas Nomor: B-1816/In 28/D./TL.01/10/2017 tanggal 09 Oktober 2017 atas nama saudara:

Nama: NUNIK PUSPIITA NINGRUM
NPM: 13107697
Semester: 9 (Sembilan)
Jurusan: Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 2 WAY SERDANG, dalam rangka meyelenggarakan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF ENGLISH MOVIE WITH SUBTITLE TO IMPROVE THE STUDENTS PRONUNCIATION MASTERY AT THE ELEVENTH GRADERS OF SMAN 2 WAY SERDANG IN THE ACADEMIC YEAR OF 2017/2018".

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

Wassalamu'alaihumm Wa Wb.

Metro, 08 Oktober 2017
Walik Deks 1.

Dra. Fatimah MA
NIP: 19670531 199303 2 0038

I dari 1
09 10 2017 12
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan K.H. Hajar Dewantara Kampung 15A Lingkungan Metro Timur Kota Metro Lambug, 34111
Telepon (0725) 41507; Faksimili (0725) 47209; Website www.tarbiyah.metrou.ac.id; e-mail tarbiyah.alim@metro.u.ac.id

SURAT TUGAS
Nomor: B-1816/tn.26/D.1/TL.01/10/2017

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

Nama : NUNIK PUSPITA NINGRUM
NPM : 13107897
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Untuk:
1. Mengadakan observasi/survey di SMAN 2 WAY SERDANG, guna
   mengumpulkan data (bahan-bahan) dalam rangka meyelisikannya penulisan
   Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF
   ENGLISH MOVIE WITH SUBTITLE TO IMPROVE THE STUDENTS
   PRONUNCIATION MASTERY AT THE ELEVENTH GRADERS OF SMAN 2 WAY
   SERDANG IN THE ACADEMIC YEAR OF 2017/2018".

2. Waktu yang diberikan mulai tanggal dikeluarkannya Surat Tugas ini sampai dengan
   selesai.

Kepada Pejabat yang berwenang di daerah/instransi tersebut di atas dari masyarakat setempat
mohon bantuanrnya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di Metro
Pada Tanggal: 09 Oktober 2017

Mengetahui,
Dekan

[Signature]

[Signature]
Dra. Fathomah MA
NIP. 18670531 199303 2 003

Sekretaris

[Signature]

[Signature]

Dokumen di unduh: 09.10.2017 12
KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGRURAN
Jalan Ki Hajar Dewantara Kampus 15A Lingkungan Metro Timur Kota Metro Lampung 34111
Telp: (0729) 41697, Faksimili (0729) 412149, Website: www.metrosu.iai.ac.id, E-mail: iainmetro@metrosu.iai.ac.id

Nomor : B-2081/Jn.28.1/J/TL.00/10/2017
Lamp : -
Hal : Bimbingan Skripsi

Kepada Yth:
1. Dra. Umi Yawisah, M.Hum
2. Trisna Dinillah Harya, M.Pd.
Dosen Pembimbing Skripsi

Tempat

Assalamualaikum Wr.Wb.

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

Nama : Nunik Puspita Ningrum
NPM : 13107897
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:
1. Dosen pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
   b. Dosen Pembimbing 2 bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
   a. Maksimal 4 (empat) semester semenjak mahasiswa yang bersangkutan lulus komprehensif
   b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripnya sampai BAB II (Pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan bahasa Inggris dengan:
   a. Pendahuluan ± 1/5 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian disampaikan untuk di maklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamualaikum Wr.Wr.

[Signature]

Ketua Jurusan TBI

[Signature]

Ahmad Subriani Roza, M.Pd.
SURAT KETERANGAN
NO:420/008/III.01/SMAN.2-WS/2017

Yang bertanda tangan dibawah ini:

Nama: Drs. SUDIRMAN SIMANJUNTAK
NIP: 196508031993011004
Pangkat/Gol. Ruang: Pembina TK.I/IV.B
Jabatan: Kepala Sekolah
Unit Kerja: SMA N 2 Way Serdang Kec. Way Serdang Kab. Mesuji

Menerangkan dengan sesungguhnya bahwa:

Nama: NUNIK PUSPITA NINGRUM
NPM: 13107897
Semester: 9 Sembilan
Jurusan: Pendidikan Bahasa Inggris


Kami Kepala Sekolah, Dewan Guru dan Staff Tutu Usaha mengucapkan terima kasih atas Kerjasamanya dan kami do‘akan agar saudara sukses dalam mencapai tujuan untuk menyelesaikan Tugas Akhir/Skripsi.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana perluanya.

Way Serdang, 04 November 2017
Kepala Sekolah,
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<th>Hari / Tanggal</th>
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<th>Pembimbing II</th>
<th>Materi yang dikonsultasikan</th>
<th>Tanda Tangan Mahasiswa</th>
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<td>- Revise Problem Formulation</td>
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<td>- Revise History of Project</td>
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<td>- Revise Cycle II</td>
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<td>✔️</td>
<td>- Revise Mahasiswa</td>
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</tr>
</tbody>
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Mengetahui Ketua Jurusan TBI

Ahmad Subhan Rozz, M.Pd
NIP. 19750610200801 I 014

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001
<table>
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<td>II</td>
<td>✔ Revise Grammar</td>
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<td>✔ Revise the usage of Cardinal Number</td>
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<td>✔ Elaborate more your interpretation.</td>
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<td>✔ Ace ch. IV, Continue to 1st Advisor</td>
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<td>Senin 20/11</td>
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<td>5</td>
<td>Rabu 20/12 2017</td>
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</tbody>
</table>
1. The researcher explain the material about pronunciation
2. The researcher asks the student to perform about their pronunciation.

3. The researcher explains about an English movie with subtitles.
4. The researcher play english movie with subtitle

5. The resercher and the student watching english movie with subtitle
6. The researcher tested the students’ conversation related the movie
7. The researcher tested and recorded the students individually
CURRICULUM VITAE

The name of the writer is Nunik Puspitta Ningrum. She was born in Riau, on April 25th, 1995. She is the first child of two children of the happy family couple Mr. Mustajab and Mrs. Ernawati. She was enrolled her study at SDN 2 Labuhan Batin of Mesuji 2001-2007.

Then she continued her study at SMP MMT Labuhan Baru of Mesuji, on 2008-2010. She continued her study at SMK AL IMAN 1 Unit 2 Tulang Bawang, on 2011-2013.

After graduated, on 2013 she was registered as a S1 student of English Education Department of State islamic studies of Metro (IAIN Metro) until now.