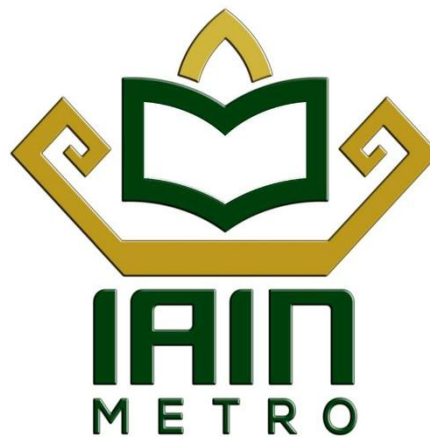


**AN UNDERGRADUATE THESIS**

**THE USE OF [www.englishspeak.com](http://www.englishspeak.com) LEARNING WEBSITE  
MEDIA TO IMPROVE STUDENTS' PRONUNCIATION  
SKILL AT THE TENTH GRADE OF SMAN 2 METRO  
LAMPUNG IN ACADEMIC YEAR 2019/2020**

**Written by:**

**ARGA NAPOLION  
Student Number: 13106637**



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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1441 H / 2019 M**

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LAMPUNG IN ACADEMIC YEAR 2019/2020**

Presented as a partial fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

**By:**

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1441 H / 2019 M**

**THE USE OF [www.englishspeak.com](http://www.englishspeak.com) LEARNING WEBSITE  
MEDIA TO IMPROVE STUDENTS' PRONUNCIATION SKILL  
AT THE TENTH GRADE OF SMA N 2 METRO LAMPUNG  
IN ACADEMIC YEAR 2019/2020**

**ABSTRACT**

**By:  
Arga Napolion**

The main goal of this classroom action research is to find out whether the use of [www.englishspeak.com](http://www.englishspeak.com) media could improve the students' pronunciation skill of the tenth grade in SMA Negeri 2 Metro.

The classroom action research conducted in SMA N 2 Metro Metro by the two cycles. In this research each cycle consist of planning, acting, observing, and reflecting. The subjects of this research were 32 students of tenth grade of SMA N 2 Metro in Academic Year 2019/2020. In collecting of research data is used the test (pre-test, post test 1 and post test 2), documentation, observation and field note.

The finding of the research is [www.englishspeak.com](http://www.englishspeak.com) media could improve the students' pronunciation skill at the tenth grade of SMA Negeri 2 Metro. This fact can be showed from their average score in pre-test were 65, in post test 1 70,4 and became 80,3 in post test 2. It means that there was significant improvement of using [www.englishspeak.com](http://www.englishspeak.com) media on the students' pronunciation skill of tenth grade of SMA Negeri 2 Metro in Academic Year 2019/2020. The conclusion that [www.englishspeak.com](http://www.englishspeak.com) media is one of media that can be used to improve students' pronunciation in English speaking.

**Keywords:** Pronouniation skill, [learning website](#) Media.

**PENGUNAAN MEDIA PEMBELAJARAN [WWW.ENGLISHSPEAK.COM](http://WWW.ENGLISHSPEAK.COM)  
UNTUK MENINGKATKAN KEMAMPUAN PENGUCAPAN SISWA  
KELAS SEPULUH DI SMA N 2 METRO LAMPUNG  
TAHUN PELAJARAN 2019/2020**

**ABSTRAK**

**Oleh:  
Arga Napolion**

Tujuan utama penelitian tindakan kelas ini adalah untuk menemukan apakah media pembelajaran dapat meningkatkan kemampuan pengucapan siswa kelas sepuluh di SMA Negeri 2 Metro.

Penelitian tindakan kelas ini telah dilaksanakan di SMA Negeri 2 Metro melalui dua siklus. Dalam penelitian ini setiap siklusnya terdiri dari perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian ini adalah 32 siswakeselapuluh SMA Negeri 2 Metro TA 2019/2020. Dalam pengumpulan data penelitian menggunakan, tes (pre-test, post test I and post test II), dokumentasi, obsevasi dan catatan lapangan.

Temuan penelitian ini adalah Media pembelajaran [www.englishspeak.com](http://www.englishspeak.com) dapat memperbaiki kemampuan pengucapan siswa kelas sepuluh SMA Negeri 2 Metro. Fakta ini dapat dilihat dari nilai rata-rata siswa pada pre-test 65, pada post test I 70 dan menjadi 80,3 pada post test II. Hal ini menunjukkan bahwa terdapat peningkatan yang signifikan dengan menggunakan media pembelajaran [www.englishspeak.com](http://www.englishspeak.com) terhadap kemampuan pengucapan siswa di kelas sepuluh SMA Negeri 2 Metro TA 2019/2020. Kesimpulanya bahwa Media pembelajaran [www.englishspeak.com](http://www.englishspeak.com) adalah salah satu Media pembelajaran yang dapat digunakan untuk meningkatkan pengucapan siswa dalam berbicara bahasa inggris.

**Kata Kunci :** Kemampuan pengucapan, Media pembelajaran



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THE TENTH GRADE OF SMAN 2 METRO LAMPUNG IN  
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

*Wassalmu'alaikumWr.Wb*

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Lampiran :  
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*Assalamualaikum Wr.Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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ACADEMIC YEAR 2019/2020

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

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**RATIFICATION PAGE**

No: B-0149/11-28-1/D/PP-00-g/10/2020

An Undergraduate thesis entitled: THE USE OF *www.englishspeak.com* LEARNING WEBSITE MEDIA TO IMPROVE STUDENTS' PRONOUNCIATION SKILL AT THE TENTH GRADE OF SMAN 2 METRO LAMPUNG IN ACADEMIC YEAR 2019/2020, Written by: Arga Napolion, Student Number 13106637 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on December 27<sup>th</sup>, 2019, at 14.00-16.00. AM

**BOARD OF EXAMINERS**

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## STATEMENT OF RESEARCH ORIGINALITY

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Name : Arga Napolion

Student Number : 13106637

Department : English Education

Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, December 2019.



ARGA NAPOLION  
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## MOTTO

مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ طَرِيقًا إِلَى الْجَنَّةِ  
(رواه مسلم)

Whoever takes a way in seeking for the knowledge, therefore Allah will facilitate his way to paradise. (Hr. Muslim)

## **DEDICATION PAGE**

This undergraduate thesis is dedicated to:

My beloved family, father Mr. Wiyoto, mother Mrs. Hana Tulaini, and all of my beloved friends who always support me in their perfect love. Thanks for everything, because you bring to me is nothing compare.

My guide lecturers Ahmad Subhan Roza M.Pd, Dr. Widhiya Ninsiana M.Hum, and Syahreni Siregar M.Hum.

## ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious. Praise is to Allah, the Lord of the World. Without His Blessings, none of these would be possible. He has given his a chance to accomplish this Undergraduate Thesis. In this lovely chance, the writer would like to seriously acknowledge his gratitude.

The first, the deepest gratitude would be addressed to his beloved parents, for understanding and supporting writer to finish the Undergraduate Thesis, and always pray for him to be a successful person someday (Amen).

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With the limitation of writer's ability, he stills many mistakes in writing and presentation items. Therefore, the writer apologizes and hopefully this an undergraduate thesis can be benefit to all of us properly.

Metro, December 2019.

The writer



ARGA NAPOLION  
NPM. 13106637



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# CHAPTER I

## INTRODUCTION

### A. Background of The Research

Acquiring English as a foreign language is one of the requirements to be success in this global era. Acquiring English as a second language can ease us to communicate with people all over the world. As an international language, English has a great role in uniting people worldwide for many purposes. Because of that, it is necessary for people to master English skill, and especially for Indonesian. There are several primary English skills that commonly used within the community. Most of them are known as: writing, reading, listening and also speaking. Becoming one of the English primary skills, speaking can be an important benefit for everyone who's looking for a job, in education, business, and industry.

Afterwards, speaking is important activity in social interaction. By speaking, we can interact, talk, and convey our idea to other people. If we can speak fluently, we can communicate to other people freely and get information from them faster. Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

Since it is one of the most important English primary skills, there are many students that find difficulty in pronunciation skill. Lot of language learners come across difficulties in pronunciation, within the same boat, some students of SMA N 2 Metro find the same difficulties. Within this study, the writer wants to improve students' pronunciation skill by using a specific kind of learning media and to understand the material easily.

The use of media is important, since it is impossible to combine teaching with learning without using media. English pronunciation is a requirement to expand job opportunities up to international level and make it easier to get. It is such a shame that many graduates from Senior High School in Indonesia who are assumed pronunciation English passively. There must be reasons causing this problem; one of the aspects is that there are some difficulties in learning pronunciation in English. This is a common thing because as a foreign language, Indonesian students are not accustomed to speak in English within their community. Then the biggest challenges for all language learners are to speak fluently and correctly.

There are many kinds of media and strategies that the students might use to make their pronunciation better; for example, by doing practice with their friends, listening to English songs, watching English movies, speaking with native, and so forth. One of the latest media is using the latest nowadays technology like internet and computer. Websites as the latest technology and the internet use can be used as an English language learning media, and [www.englishspeak.com](http://www.englishspeak.com) is one of a kind.

www.englishspeak.com learning website is a free and award winning new system for learning to speak English. The program contains lessons that give special attention to English pronunciation and everyday language. With over 100 lessons, www.englishspeak.com learning website provides a large amount of audio content. Users have access to two different speeds of playback for each item

By using the technology, the students can learn the English pronunciation with easily and fun. Therefore, by using this, it is possible for Indonesian students to avoid using their native language while speaking English. Some difficulties faced by second language learners are caused by their first language. There are many problems in pronunciation at SMA Negeri 2 Metro. The first student is low in speaking performance; students feel shy to speak English because they are scared of making mistakes. Second they are afraid of being criticized by teachers and other students, afterward students have limited vocabularies, the last students need an effective technique, approach, method and strategy which are more various and interesting in learning English pronunciation especially in speaking. In term of learning, facing some difficulties or making mistakes is common; the most important thing is how the students deal with such problems.

Pre survey data which was conducted on October 1<sup>st</sup>, 2019, the writer obtained the data of pronunciation test score from English teacher, as follows:

**Table 1.1**  
**The Students' Pronunciation Skill Score at the Tenth Grade of SMA**  
**Negeri 2 Metro in Academic Year 2019/2020**

No	Name	Score	Interpretation
1	AN	65	Bad
2	ANS	70	Bad
3	AB	75	Average
4	AR	60	Very bad
5	CCA	70	Bad
6	DGBY	60	Very bad
7	DDS	70	Bad
8	DRB	60	Very bad
9	EWP	75	Average
10	ENJ	65	Bad
11	FAH	60	Very Bad
12	IMPP	60	Very bad
13	IAMKA	60	Very Bad
14	KW	55	Very Bad
15	LFD	60	Very Bad
16	MAA	60	Very Bad
17	MMA	70	Bad
18	NKMA	55	Very bad
19	NPOD	75	Average
20	NPSA	60	Very Bad
21	NPYA	70	Bad
22	PDA	65	Bad
23	PDL	60	Very bad
24	PACI	65	Bad
25	PMK	55	Very Bad
26	PRD	60	Very bad
27	RD	60	Very bad
28	RS	60	Very bad
29	RYA	55	Very bad
30	VL	60	Very bad
31	YJS	65	Bad
32	YTP	65	Bad
Total		2025	
Average		63,2	

Source: The English teacher archives in the Tenth grades of SMA Negeri 2 Metro. It is taken on the Pre-Survey on October 1<sup>st</sup>, 2019.



**Table 1.2**  
**The Data of Survey Score Pronunciation skill at the Tenth Grades of SMA Negeri 2 Metro**

No	Categories	Score	Frequencies	Percentages
1	Excellent	91-100	-	-
2	Good	81-90	-	-
3	Average	71-80	3	9,4%
4	Bad	61-70	11	34,4%
5	Very Bad	51-60	18	56,2%
Total			32	100%

Source: English teacher's documentation in the Tenth grades of SMA Negeri 2 Metro. It is taken on the Pre-Survey on October 1<sup>st</sup>, 2019.

**Table 1.3**  
**The Criteria of Learning Result**

No	Score	Interpretation
1	91-100	Excellent
2	81-90	Good
3	71-80	Average
4	61-70	Bad
5	51-60	Very Bad

Source: Teacher's Documentation at tenth grades in SMA Negeri 2 Metro

Based on above table, there are many students failed in pronunciation test. It means that they do not have good pronunciation. From the result of pre-survey, we can see that 3 (9,4%) students is average score, 11 (34,4%) students are bad, 18 (56,2%) are very bad. There are no body students have good and excellent criteria. It means that most of the students of SMA Negeri 2 Metro still have bad pronunciation skill.

Looking at data description above, the writer assumes that most of the students get scores pronunciation skill under the minimum standard criteria related to the speaking learning method used by the teacher. In this research, the

writer will try to apply *englishspeak.com* to improve the students' pronunciation skill.

## **B. Problem Identification**

Based on the background of the study above, the writer identifies the problem happened in teaching learning process as follows:

1. The students' speaking performance is low.
2. The students' pronunciation skill is not good.
3. The students feel shy to speak English.
4. The students are afraid for being mistake.

## **C. Problem Limitation**

Based on the problems above, the writer limits the problems in the first problem that the students pronunciation skill is low. So, the writer will use [www.englishspeak.com](http://www.englishspeak.com) media toward the student's pronunciation skill at the tenth grade of SMA N 2 Metro in academic year 2019/2020.

## **D. Problem Formulation**

Based on the problem limitation above, the writer formulates the problem of the study, as follows:

“Can the use of *englishspeak.com* media improve the students' pronunciation skill at the tenth grade of SMA Negeri 2 Metro in academic year 2019/2020?”

### **E. Objective of The Research**

In line with the problems above, the objective of the research is to know whether the use of [www.englishspeak.com](http://www.englishspeak.com) media can improve the students' pronunciation skill at the tenth grade of SMA Negeri 2 Metro in academic year 2019/2020.

### **F. Benefits of The Research**

Hopefully this research can be used:

#### 1. For the Student

The writer hopes this research can help the students to solve their problems in pronunciation skill by using [www.englishspeak.com](http://www.englishspeak.com) media in everywhere.

#### 2. For the Teacher

This study is hopefully will be able to make the teacher more innovative by using media, media in teaching speaking (pronunciation) to solve the problems that are faced by the students.

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. Concept of Pronunciation

##### 1. Definition of Pronunciation

English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation. Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning.

According to Fraser (2000), teachers should be provided with courses and materials that help them improve their pronunciation instruction. She continued that second language education research should not be concerned with the significance of English pronunciation instruction but with the methodology of pronunciation instruction. Morley (1991) stated that understandable pronunciation is a main objective of pronunciation instruction. It is a necessary component of communicative competence.

Cook (1996) defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language. According to Yates (2002), pronunciation is the production of

sounds that is used for making meaning. Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint. Pronunciation is the way of uttering a word in an accepted manner. Furthermore, Richard and Schmidt (2002) defined pronunciation as the method of producing certain sounds.<sup>1</sup>

## **2. Factors Affecting the Learning of Pronunciation**

### **a. Accent**

An accent is “the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially” (Crystal, 2003). Accentedness, a “normal consequence of second language learning” (Derwing & Munro, 2005), is a “listener’s perception of how different a speaker’s accent is from that of the community”.

### **b. Stress, intonation, and rhythm**

Munro and Derwing (1999) observed that even heavily accented speech is sometimes intelligible and that prosodic errors (i.e., errors in stress, intonation, and rhythm) appear to affect intelligibility more than do phonetic errors (i.e., errors in single sounds). For this reason, pronunciation research and teaching focus both on the sounds of language (vowels and consonants) and on supra-segmental features—

---

<sup>1</sup> Abbas Pourhosein Gilakjani, *English Pronunciation Instruction: A Literature Review*, (Iran: Azad University, 2016), p.1

that is, vocal effects that extend over more than one sound—such as stress, sentence and word intonation, and speech rhythm.

c. Motivation and exposure

Along with age at the acquisition of a language, the learner's motivation for learning the language and the cultural group that the learner identifies and spends time determine whether the learner will develop native-like pronunciation. Research has found that having a personal or professional goal for learning English can influence the need and desire for native-like pronunciation.<sup>2</sup>

### 3. Pronunciation Guide for English

In the English writing system, many of the graphemes (letters and letter groups) have more than one possible pronunciation. Sometimes, specific sequences of letters can alert the reader to the possible pronunciation required; for example, note the letter sequences shown as 'hollow letters' in this guide as in 'watch', 'salt' and 'city' - indicating that, in these words with these letter patterns, letter a is usually code for the /o/ sound and letter c is always code for the /s/ sound. Slash marks around a letter or letters - for example, /o/, /s/ or /sh/ - indicate a sound – usually at the level of the phoneme – the smallest unit of sound identifiable in speech.

This Pronunciation Guide is not comprehensive as it does not include all the graphemes and sounds in the English language. The guide is based on letters, groups of letters, and common spelling patterns, which generally

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<sup>2</sup> Mohammad Reza Ahmadi, *English language teaching*, (Malaysia: Sains Malaysia), P. 76

have more than one pronunciation dependent on the words themselves. This is NOT the same as an Alphabetic Code Chart based on ALL the phonemes.<sup>3</sup>

#### 4. Factors Affecting Speaking Performance

In order to help students, overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Here are some problems in speaking performance according to Nguyen Hoang Tuan<sup>4</sup>:

##### a. Performance Conditions

There are many conditions which influence students' speaking performance. Nation & Newton suggest four types of performance conditions: time pressure, planning, the standard of performance and the amount of support. Those conditions can affect someone's speaking performance.

##### b. Affective Factors

Nguyen explains about the affective factors of speaking performance, "Krashen states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety."

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<sup>3</sup> Debble, *Pronunciation Guide for English*

<sup>4</sup>Nguyen Hoang Tuan and Tran Ngoc Mai. *Factors Affecting Students' Speaking Performance At Le Thanh Hien High School, Asian Journal of Educational Research Vol. 3, No. 2.*(Vietnam: University of Thu Dau Mot, 2015) .p.9.

It means the speakers or the students' speaking performance is also depends on affective factors (motivation, self-confidence, and anxiety).

### B. Analytic of Pronunciation Skill

To obtain the score of the data collected from subjects, first of all, the writer uses the Test of Spoken English (Underhill, 1987: 10). Underhill uses a four-point scale for pronunciation and for fluency as shown in the box below.

Pronunciation Fluency	Description
0 – 25	Speech is so halting and fragmentary or has such a non-native flow that intelligibly is virtually impossible.
26 – 50	Numerous non-native pauses and/or a non-native flow that interferes intelligibly
51 – 75	Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with the intelligibly.
76 – 100	Speech is smooth and effortless, closely approximating that of a native speaker.

The writer obtained the final score from formula:

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

Note :

$\bar{X}$  = Average score

$\sum x$  = Total Score of the Students

N = Total of Students.



## C. The Concept of English Speak.Com

### 1. Definition of Learning Media

According to Dr. Ahsan Akhtar Naz, Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction<sup>5</sup>.

Media can be defined by their technology, their symbol systems, and their processing capabilities. The most obvious characteristic of a medium is its technology, the mechanical and electronic aspects that determine its function and to some extent its shape and other physical features. These are the characteristics that are commonly used to classify a medium as a "television," a "radio," and so on. The cognitive effects of these characteristics, if any, are usually indirect. Characteristics such as size, shape, and weight makes it more likely that a student will learn with a book while on a bus but not a computer, though of course this is changing as computers get smaller, lighter, and cheaper<sup>6</sup>. Based on the definition stated, in the simple definition, media can be defined as the means of communication with people.

In education, especially in the teaching and learning area, the media is used in the classroom as a tool to help the teacher and students to achieve the goal of the teaching and learning process. Through the use of new

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<sup>5</sup> Dr.Ahsan Akhtar Naz, *Use of media for Effective Instruction its Importance: Some Consideration Vol.18 No.35-40.* (Pakistan:Univesity of Punjab,2000). P.35.

<sup>6</sup> Ibid, *Learning with media.* P.2

media, the teacher expects that by the end of the study, students' achievement in a particular English skill will be significantly improved.

## 2. Website

These days the younger generation are very familiar with internet. Most people have their own gadget even more than one that they brought here and there, in order to always be connected to the internet. However, I believe that there are many people that do not know well about the difference between internet and website. Before we discuss more about website, I will give the brief history of the website first.

Tim Berners-Lee invented the World Wide Web in 1989, about 20 years after the first connection was established over what is today known as the Internet. At the time, Tim was a software engineer at CERN, the large particle physics laboratory near Geneva, Switzerland. Many scientists participated in experiments at CERN for extended periods of time then returned to their laboratories around the world. These scientists were eager to exchange data and results, but had difficulties doing so. Tim understood this need, and understood the unrealized potential of millions of computers connected together through the Internet<sup>7</sup>.

Tim documented what was to become the World Wide Web with the submission of a proposal to his management at CERN, in late 1989. This proposal specified a set of technologies that would make the Internet truly

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<sup>7</sup>Seyed M. Mirtaheri, *A Brief History of Web Crawlers*, (Canada:University of Ottawa, 2000), P.4.

accessible and useful to people. Believe it or not, Tim's initial proposal was not immediately accepted. However, Tim persevered. By October of 1990, he had specified the three fundamental technologies that remain the foundation of today's Web (and which you may have seen appear on parts of your Web browser):

- a. HTML: Hyper Text Markup Language. It is the publishing format for the Web, including the ability to format documents and link to other
- b. URI: Uniform Resource Identifier. A kind of "address" that is unique to each resource on the Web.
- c. HTTP: Hypertext Transfer Protocol. It allows for the retrieval of linked resources from across the Web.

Firstly, website is defined as a connected group of pages on the World Wide Web regarded as a single entity, usually maintained by one person or organization and devoted to a single topic or several closely related topics. In addition, definition of website in science is a set of interconnected web pages, usually including a homepage, generally located on the same server, and prepared and maintained as a collection of information by a person, group, or organization<sup>8</sup>.

Through [www.englishspeak.com](http://www.englishspeak.com) learning website that I used as a medium to teach speaking to the students in this study, I expect that the use of the website will be appropriate to the students speaking skill's improvement.

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<sup>8</sup> Ibid. *A Brief History of Web*. P.6

### 3. **www.englishspeak.com Learning Website**

From various media that can be used for improving English language skills, website can be the best option. There are many websites with different categories within the internet that may support student efforts in learning the English. One of the websites categories is learning website which is specifically made to help their visitor in learning certain subject. Beatty stated that internet or World Wide Web (WWW) can provide those kind of web which advantageous as a learning media. Those websites are not only capable in delivering some significant learning material, but also in a form of other kind of learning media. Those media are rather easy to be used and give more benefits for the learning progress.<sup>9</sup>

The [www.englishspeak.com](http://www.englishspeak.com) learning website is a free and award winning new system for learning to speak English. The program contains lessons that give special attention to English pronunciation and everyday language. With over 100 lessons, [www.englishspeak.com](http://www.englishspeak.com) learning website provides a large amount of audio content. Users have access to two different speeds of playback for each item.<sup>10</sup>

Many people who have had trouble learning to speak in the past believe incorrectly that they "just are not good at learning English". In reality it is because most English class environments are not ideal for learning to speak.

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<sup>9</sup>Beatty, Ken, *Teaching and Researching; Computer-Assisted Language Learning*, (London: Pearson Education Limited, 2010), p. 76-78.

<sup>10</sup>*Ibid*, Beatty, Ken, *Teaching and Researching; Computer-Assisted Language Learning*.

The problem with most English course material is that it is not strictly focused on teaching spoken language. Students who learn from these materials often end up sounding strange and like they are reading from a textbook. In addition, most students practice with each other and not with native speakers which results in mispronunciations and bad habits that leave little room for progress.

The [www.englishspeak.com](http://www.englishspeak.com) learning website give benefits to English learners, they are; huge amount of audio content, normal and slow playback speeds. Moreover, it gives us the analysis features pronunciation, literal translation, meaning, and characters. This learning website also equipped with 2500 common vocabulary and phrase items, also, it is free.

Each English lesson simulates a conversation between the user and a native speaker. Users are put in a variety of real world situations and take part in conversations using the most frequently used English words and English grammar.

There is a tremendous emphasis put on pronunciation. Users have access to normal and slow playback speeds for each conversation, sentence, and word. Place your cursor over any word in the program and it will be pronounced slowly by the instructor, not by a computer generated voice.

Figure 2.1 Home Page of *www.englishspeak.com* Learning Website

**englishspeak.com**  
learn spoken english for free

Home | 100 Lessons | 1000 Most Common Phrases | 1500 Most Common Words | Contact Us

Press Room | ESL Links

Lessons | Vocabulary | Phrases

**"This is a great tool for learning English." - Language Magazine**

**What is Englishspeak.com?**  
Englishspeak.com is a free and award winning new system for learning to speak English. The program contains lessons that give special attention to English pronunciation and everyday language. With over 100 lessons, Englishspeak.com provides a large amount of audio content. Users have access to two different speeds of playback for each item.

**What are the Benefits?**

- Huge amount of audio content.
- Normal and slow playback speeds.
- Analysis features pronunciation, literal translation, meaning, and characters.
- 2500 common vocabulary and phrase items.
- Free.

**How are we different?**

Each English lesson simulates a conversation between the user and a native speaker. Users are put in a variety of real world situations and take part in conversations using the most frequently used english

**Why is Englishspeak.com necessary?**  
Many people who have had trouble learning to speak in the past believe incorrectly that they "just are not good at learning English." In reality it is because most English

Find us on Facebook  
Become a fan on Facebook®  
Receive updates on events, seminars.

Figure 2.2 English Lessons in *www.englishspeak.com* Learning Website

**englishspeak.com**  
learn spoken english for free

Home | 100 Lessons | 1000 Most Common Phrases | 1500 Most Common Words | Contact Us

Languages: English العربية Bahasa Indonesia Bengali Burmese Chin Deutsch Español Français हिन्दी Portugues Русский ភាសាខ្មែរ Tiếng Việt 中文

Like Send 31,068 people like this. Be the first of your friends.

100 English Lessons		
This page contains a list of all the lessons in the program. Each lesson is based on a real world conversation.		
Level 1	Level 2	Level 3
1. <a href="#">Where are you from?</a>	35. <a href="#">At the restaurant.</a>	69. <a href="#">Josh works at a software company.</a>
2. <a href="#">Do you speak English?</a>	36. <a href="#">I need to do laundry.</a>	70. <a href="#">Listening to music.</a>
3. <a href="#">What's your name?</a>	37. <a href="#">Finding a convenience store.</a>	71. <a href="#">Taking a taxi.</a>
4. <a href="#">Asking directions.</a>	38. <a href="#">Geography and direction.</a>	72. <a href="#">We're not lost!</a>
5. <a href="#">I'm hungry.</a>	39. <a href="#">I ate at the hotel.</a>	73. <a href="#">Help me find my purse.</a>
6. <a href="#">Do you want something to drink?</a>	40. <a href="#">Going to the movies.</a>	74. <a href="#">Taking pictures.</a>
7. <a href="#">That's too late.</a>	41. <a href="#">The food tastes great.</a>	75. <a href="#">I dropped your calculator.</a>
8. <a href="#">Choosing a time to meet.</a>	42. <a href="#">Helping a friend move.</a>	76. <a href="#">I brought you an apple.</a>
9. <a href="#">When do you want to go?</a>	43. <a href="#">Visiting family.</a>	77. <a href="#">My mother-in-law is coming tomorrow.</a>
10. <a href="#">Ordering food.</a>	44. <a href="#">Looking at vacation pictures.</a>	78. <a href="#">Jim cancelled the meeting.</a>
11. <a href="#">Now or later?</a>	45. <a href="#">Ordering flowers.</a>	79. <a href="#">Bill got fired.</a>
12. <a href="#">Do you have enough money?</a>	46. <a href="#">Leaving a message.</a>	80. <a href="#">Nervous about surgery.</a>
13. <a href="#">How have you been?</a>	47. <a href="#">Talking about the weather.</a>	

There are three different levels within the website which are contained one hundred lessons in the form of video. Each level is compromised by thirty-three up to thirty-four videos. To simplify the uses, writer only use one level, suit with the needs of the students of the research objective.

By using the website as the learning media, especially [www.englishspeak.com](http://www.englishspeak.com), teacher can embrace their students to learn not only within the class but anywhere and anytime. The website as a learning media is so compact and not so difficult to be accessed for nowadays technology.

Along with the advantage, the use of website as learning media also has some disadvantages. The most implacable is that this learning model is too student centered. The role of the teacher can be substituted with the existence of the media, so student in this case won't need teacher anymore. Also, the students need to have the tools which can support them in using this kind of media. Kind like high tech gadget, internet connection, and so on is needed. So students with unfortunate condition that cannot afford those tools will face some difficulties.

#### **D. Research Hypothesis**

Based on theoretical framework and paradigm above the writer formulates the hypothesis as follows:

“By using the [englishspeak.com](http://englishspeak.com), it can improve the students’ pronunciation skill at the SMA N 2 Metro Lampung.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Setting of Research**

This research conducted at the tenth D class of SMA Negeri 2 Metro in academic year 2019/2020, which consists of 32 students.

The researcher held at the tenth D class of SMA Negeri 2 Metro because most of students have low English ability especially in pronunciation skill. Data of the subject is the tenth D class of SMA Negeri 2 Metro.

#### **B. Subject of Research**

The subjects of the research is thirty-two students at tenth D class of SMA Negeri 2 Metro. There are 14 male students, and 18 female students.

#### **C. Research Procedure**

Action research as a set of collaborative ways of conducting social research that simultaneously satisfies rigorous scientific requirements and promotes democratic social change. Action Research is a set of self-consciously collaborative and democratic strategies for generating knowledge and designing action in which trained experts in social and other forms of research and local stakeholders work together.<sup>11</sup>

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<sup>11</sup>Greenwood J. Davyd. Levin Morten, *Introduction To Action Research: Social Research for Social Change*, (2 ed), (London: United States of America, 2007), p. 1

Davyd explain action research is social research carried out by a team that encompasses a professional action researcher and the members of an organization, community, or network ("stakeholders") who are seeking to improve the participants' situation.<sup>12</sup>

Briefly, understanding of emancipatory action research is that it is collaborative, critical and self-critical inquiry by practitioners (e.g. teachers managers) into a major problem or issue or concern in their own practice. They own the problem and feel responsible and accountable for solving it through team work and through following a cyclical process of:

1. Strategic planning;
2. Action, i.e. implementing the plan;
3. Observation, evaluation and self-evaluation;
4. Critical and self-critical reflection on the results of points 1–3 and making decisions for the next cycle of action research, i.e. revising the plan, followed by action, observation and reflection, etc.<sup>13</sup>

Actions research is a form of collective self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own social or education practice, as well as their understanding of these. It is practices and the situation in which these practices are carried out. The idea of self-reflection is central. In traditional form of

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<sup>12</sup>Ibid, *Introduction To Action Research* p. 3

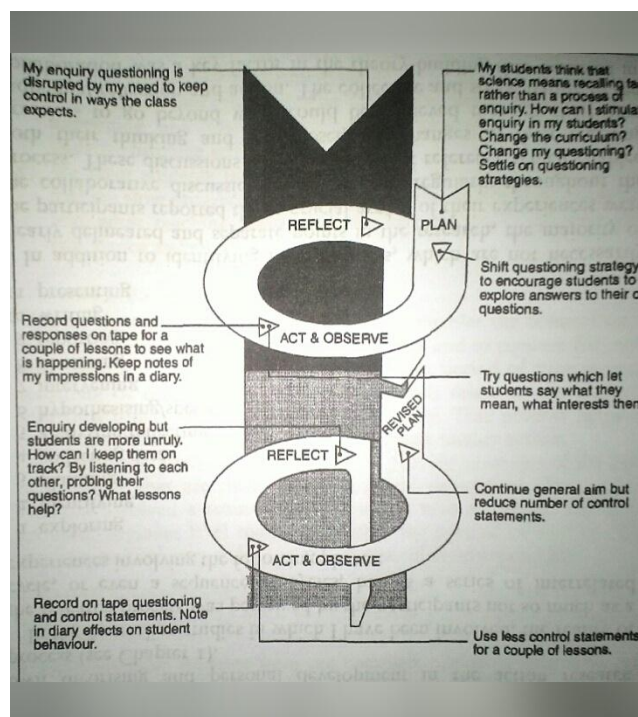
<sup>13</sup>Skerritt Zuber Ortrun, *New Direction in Action Research*, (London: USA Falmer Press, 2005), p. 2.

research, research does research on themselves in company with other people, and those other are doing the same.

### 1. Action Plan

In this classroom action research, there are four steps in each cycle which have relationship one another. The steps are planning, acting, observing, and reflecting. Those steps can be seen in the following design:

Here is steps classroom action research design<sup>14</sup>:



From the illustration above, the explanations about four steps of action research procedure are conducted in each cycle:

<sup>14</sup>Ann Burns, *Collaborative Action Research for English Language Teachers*, (United Kingdom: Cambridge University Press, 1999, P.33

## Cycle 1

### a. Planning

Planning is the first steps in every activity. Without planning, the writer's activity will not focus. The planning will be reference in doing action. In this phase, the writer makes a series of planning as follows:

- 1) Preparing lesson plan and syllabus.
- 2) Deciding the object of material. In the first cycle the material are asking and giving for help. In the second cycle the materials are asking and giving something.
- 3) Developing the learning scenario
- 4) Preparing the source of learning
- 5) Preparing the scoring material that will be used to measure the result of treatment.
- 6) Preparing the instrument of observation and evaluation to analysis the indicators of the success
- 7) Arranging the instrument of data collector.

### b. Acting

Doing action is the second step in activity. It is implemented in a planning about action in the class. Without the action the planning just imagination that never can be real. In this phase, the writer will apply the planning of strategy and scenario learning as follows;

- 1) Giving explanation of daily activity conversation to the students.

- 2) Asking the student to make a group. Every group consists of two students. Then ask them to choose one of the topics then make a conversation in front of class and then practice it with other groups.
- 3) Giving score of student's performance personally and observe the problem faced in class. So, it can be references to improve the action in next meeting.
- 4) Giving guide and task to the student for next meeting.

c. Observing

Observing is the activity of observe by observer. In this observation, the writer observed the student's activity in teaching learning process and record by using note. The result of observation will be used in doing action in next cycle. Focus of observation is the student activity in doing activity ad teacher performance. So in this research, the research has two roles as observer and as the object of research.

d. Reflecting

Reflecting is the action to explain again about what happened. In this phase, the writer and collaborator investigated all action that happened in learning process. Based on the data has been collected furthermore do evaluation to perfect next action. The reflection included analysis, synthesis and evaluation to result of observation toward action that done. If meet problem in reflection process so it will

be accomplished process investigation. The reflection would be stopped when the students had increased their scores.

## **Cycle II**

### a. Planning

- 1) The writer identifies the problem and finds the problem from the first cycle.
- 2) The writer prepares the lesson plan.
- 3) The writer decides the material, method and strategy of teaching.
- 4) The writer prepares the source of learning.
- 5) The writer prepares format to evaluate the student's activities after teaching and learning process.

### b. Acting

The researcher applies the action plan, and implement [www.englishspeak.com](http://www.englishspeak.com)

### c. Observing

In this case, the writer observes the process of teaching and learning by using format of observation to collect the data in action plan

II.

### d. Reflecting

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

## D. Data Collecting Technique

The data is collected by using several techniques as follows:

### 1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site<sup>15</sup>. Moreover, the research uses activities given and investigated to teach in the class whether they get bored or not with that activity given. It is done know to what extent the using whole class discussion to teach the pronouncing works in the class, and found the responses of students toward pronunciation skill by using whole-class discussion. These students and the teacher's activities were observed and noticed by the observer.

### 2. Test

#### a. Pre test

A pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment *before* they receive a treatment<sup>16</sup>. After observing the subject's activities, the writer gave pre test to know how far the students' pronunciation skill before giving treatments. This is one to determine the readiness for instructional program and to diagnose individual's specific strengths and weakness in pronunciation skill.

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<sup>15</sup>John W. Cresswell, *Educational research*, (university of Nebraska: Pearson, 2008) P.213.

<sup>16</sup> Ibid, *Educational research*. p.297

b. Post-test

Post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment *after* a treatment<sup>17</sup>. After treatments the writer used post-test. It was done to know the student's pronunciation skill by whole-class discussion. In other words the post-test is to make sure whether this way effective or not improved the students' pronunciation skill.

**3. Documentation**

Documents are a readily accessible source of data in action research as many already exist in the instructional system. Documents accumulated during the course of an enquiry can illuminate numerous aspects of practice. There is a wide range of documents that could be pertinent to the research focus, including student portfolios of written work, student records and profiles, lesson plans, classroom materials, letters, class memos and newsletters, and previous test or examination papers<sup>18</sup>. The writer used a documentation to get data about the history of the school, the sum of teachers, official employed and students at SMA Negeri 2 Metro.

**4. Field Note**

Field note is an instrument that has the function to see the action and students development learning process. Field note is one important thing to make a note of kind of the students' action that implemented by teacher in

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<sup>17</sup> Ibid, *Educational research*,P.297

<sup>18</sup>Ibid, *Collaborative Action* ,P.140



every cycle, the response of students toward action, etc. Field note must be written as soon as possible after the action implemented, in order to keep the objectivity of some facts found.

### E. Data Analysis Technique

Data analysis taken from the average score of the pre-test and post-test in cycle 1 and cycle 2. The formula to get the average as follow:

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

Note :

$\bar{X}$  = Average score

$\sum x$  = Total Score of the Students

N = Total of Students.<sup>19</sup>

Furthermore, to know the result the writer was compare between pre-test and post-test. Then, the result is matched by minimum standard (MS) at the school at least 79. If from the cycle 1, there are some students are not successful so we conduct cycle in classroom action research is two cycles. So if in cycle 2 all of the students are successful it is not continue to other cycle. Then, the result will be matched by the minimum standard in this school at least 79.

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<sup>19</sup>Ary, Donald, et.al, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), p.108

**F. Indicator of Success**

The indicator of the process and the result of the action research are called success if 70% students get referring to minimum standard (MS) 79. Indicators of the students' activity that will be observe that the students can success in speaking performance if they have of the criteria. The criteria are the students can speak with pronunciation correctly, and the students can speak in front of the class.

## CHAPTER IV

### RESULT OF THE RESEARCH AND DISCUSSION

#### A. The Profile of the Research Setting

##### 1. A Brief History of SMA Negeri 2 Metro

SMA Negeri 2 Metro is one of senior High Schools in Metro city. It was built on the land area of  $\pm 1100 \text{ m}^2$  and building broad is  $521 \text{ m}^2$ . SMA Negeri 2 Metro is established in 1991. This research has been conducted at SMA Negeri 2 Metro which was located on 16 a Mulyosari, Sriwijaya Street, Metro city. Financial of SMA N 2 Metro is supported by Lampung Bank.

##### 2. The Conditions of Teacher and Official Employers in SMA

##### Negeri 2 Metro.

The total of the teacher and official employers of SMA Negeri 2 Metro 31 that could be identified in table below:

**Table 4.1**  
**The Condition of Teacher and Official Employer at SMA Negeri 2 Metro in The Academic Year 2018/2019.**

No.	Name	Position
1	A Indrianto Susetyo	Teacher
2	Abdul Aziz	Teacher
3	AHMADI	Security
4	Aida Fetra	Laboratory
5	Akonita Wiratnatiningsih	Counseling teacher
6	Alfisah Anggraini	Teacher
7	Aloysius Una Adhi Wijanarko	Teacher
8	Amar Fatkhulloh	Teacher
9	Angga Prasetya	Administrator
10	Apredi	Teacher
11	Aris Purwadi	Teacher
12	Arsyad	Teacher
13	Asnawati	Administrator

14	Bambang Sri Husodo	Teacher
15	Bernas Wahyu Widarti	Teacher
16	Darnel	Teacher
17	Dicky Firmansyah	Teacher
18	Dwi Agusriani	Teacher
19	Edi Setioarto	Teacher
20	Enie Augus Junaety	Headmaster
21	Faisol Ardi	Teacher
22	Fransiska Eka Wardani	Teacher
23	Husna Mursyida	Laboratory
24	Iik Atikah	Teacher
25	Karminah	Teacher
26	A Indrianto Susetyo	Teacher
27	Abdul Aziz	Teacher
28	AHMADI	Teacher
29	Aida Fetra	Teacher
30	Akonita Wiratnatiningsih	Teacher
31	Alfisah Anggraini	Teacher

*Sources: Observation Result In SMA Negri 2 Metro on September ,05<sup>th</sup>,2019.*

### 3. Profil of SMA Negri 2 Metro

- a. Name of School : SMA Negri 2 Metro
- b. NSS / NPSN : 10807560
- c. Province : Lampung
- d. Regency : West Lampung
- e. Region : Metro City
- f. Village : Mulyosari
- g. Street : Sriwijaya Street
- h. Name of fondation : SMA Negri 2 Metro
- i. Post Code : 34125

#### 4. The Students' Quantity of SMA Negeri 2 Metro in Academic Year 2018/2019.

**Table 4.2**  
**The Students' Quantity of SMA Negeri 2 Metro in Academic Year 2018/2019 based on their religion.**

No.	Religion	Total
1.	Islam	783
2.	Christian	6
3.	Catholik	3
4	Hinduism	27
5	Buddha	1
6	Conghucu	0
7	Lainnya	0
<b>Total</b>		820

#### B. Result of the Research

This classroom research was conducted with four steps in each cycles; they were planning, action, observation, and reflection. In this research, the researcher used two cycles that consist of cycle I and cycle II. The material of this research based on the lesson plan, the book of curriculum 2013, and [www.englishspeak.com](http://www.englishspeak.com) learning website media. This research was conducted as action classroom research, that has main purpose to improve the students' pronunciation skill of ten grade in SMA Negeri 2 Metro in Academic Year 2018/2019. To know the data result in each cycle as follows:

## 1. Cycle I

### a. Planning

In this meeting, the researcher given the material about [www.englishspeak.com](http://www.englishspeak.com) learning website media. The researcher and collaborator were prepared some tools to teach in English learning process such as: c rules, prepared the lesson plan, made the instrument that would be examined as the pre-test and post-test I in the cycle I, prepared [www.englishspeak.com](http://www.englishspeak.com) learning website media , prepared the some of tools that used in the pronunciation English subject, the researcher made observation guidance of the students' activity in classroom, and the researcher given evaluation to measure how far the students' pronunciation skill on English.

### b. Action

On cycle I, the action was contained of 3 meeting. The first meeting was used to pre-test, the second meeting was used to the action (implementation of [www.englishspeak.com](http://www.englishspeak.com) learning website media) to the students and in the third meeting was used to post-test 1. The explanation of every meeting were:

#### 1) The First Meeting

In this research, the first meeting has been conducted on Wednesday September 11, 2019. This allocation used as the pre-test before the students were given action (the implementation of [www.englishspeak.com](http://www.englishspeak.com) learning website media). The teacher was

opened the class by opening, greeting, checking attendance, and asking the students' condition. After that, the researcher gave the pre-test to measure students' pronunciation skill before the researcher applied the [www.englishspeak.com](http://www.englishspeak.com) learning website media. The test was given by students' pronunciation performance. Then, the teacher gave a task and gave 45 minutes to finish the test.

The pre-test was done for 45 minutes, to measure how far the students' pronunciation skill of English subject. The result of pre-test can be showed on table below:

**Table 4.3**  
**The Students' Pre-test Result of English Pronunciation Skill**

No	Name	Score	Category
1	ADP	70	Bad
2	ASA	72	Average
3	AHW	65	Bad
4	ACK	64	Bad
5	ATM	70	Bad
6	ARAZ	71	Average
7	ANB	60	Very bad
8	BC	65	Bad
9	FR	69	Bad
10	FO	70	Bad
11	GY	55	Very bad
12	HAP	58	Very bad
13	HH	60	Very bad
14	INF	62	Bad
15	IYA	60	Very bad
16	KZ	70	Bad
17	MA	71	Average
18	MDT	68	Bad
19	MNM	70	Bad
20	NNSB	72	Average
21	NAZ	62	Bad
22	QWS	60	Very bad
23	RPD	69	Bad

24	RN	62	Bad
25	RNA	70	Bad
26	RRP	60	Very bad
27	RBK	70	Bad
28	SPM	60	Very bad
29	SS	68	Bad
30	TV	64	Bad
31	VAP	60	Very bad
32	YAF	58	Very bad
<b>Total</b>		2085	
<b>Average</b>		65	

Related the result of data pre-test above, it can be described that most of students were gotten score under Minimum Standard Criteria. Based on the data above, the highest score was 72 and the lowest score is 55. The average score of pre-test is 65. Therefore, the researcher concluded that most of students were gotten the score below the target of minimum standard criteria. Related on the result data of pre-test above, it could be described that the target of English teaching based on the minimum standard criteria was not good.

## 2) The Second Meeting

In this segment of cycle, I, the second meeting has been conducted on Saturday, September 17<sup>th</sup> 2019 for 45 minutes. In the second meeting was used as implementation of [www.englishspeak.com](http://www.englishspeak.com) learning website media in the cycle I. This meeting began by greeting, asking the students' condition and checking the attendance list. The teacher gave the explanation about the material of [www.englishspeak.com](http://www.englishspeak.com) learning website media to the students.



Then, researcher played [www.englishspeak.com](http://www.englishspeak.com) audio then the students spoken in front of the class. Afterwards, the researcher gave a task to speak based on the rules of media. The researcher helped student who is difficult to pronunciation, and the researcher made conclusion.

### 3) The Third Meeting

The third meeting, has been conducted on Monday, October 16<sup>th</sup> 2019 for 45 minutes. As the last meeting in the cycle I, the researcher used this segment to give a post-test 1 to the students. In this meeting, the researcher used post-test 1 after the students given an action (Implementation of [www.englishspeak.com](http://www.englishspeak.com) learning website media) in the second meeting. This meeting began by greeting, checking the attendance list, and asking the students' condition in the classroom. After the students of Tenth Grade has been given the treatment and they have understood, then the researcher gave the posttest 1 to measure their pronunciation skill after using [www.englishspeak.com](http://www.englishspeak.com) learning website media.

Based on the classroom action research target, the researcher gave post-test 1 to the students. The test is about students' pronunciation performance. The researcher gave an allocation and then researcher gave time 45 minutes to the students based on the teacher agreement. The result of posttest I can be showed as follows:

**Table 4.4**  
**The Data Result of Students' Post-test 1 Score**

<b>No</b>	<b>Name</b>	<b>Score</b>	<b>Category</b>
1	ADP	74	Average
2	ASA	76	Average
3	AHW	65	Bad
4	ACK	66	Bad
5	ATM	80	Average
6	ARAZ	76	Average
7	ANB	65	Bad
8	BC	70	Bad
9	FR	69	Bad
10	FO	68	Bad
11	GY	65	Bad
12	HAP	65	Bad
13	HH	68	Bad
14	INF	70	Bad
15	IYA	68	Bad
16	KZ	74	Average
17	MA	76	Average
18	MDT	65	Bad
19	MNM	70	Bad
20	NNSB	76	Average
21	NAZ	70	Bad
22	QWS	72	Average
23	RPD	69	Bad
24	RN	68	Bad
25	RNA	75	Average
26	RRP	70	Bad
27	RBK	72	Average
28	SPM	68	Bad
29	SS	74	Average
30	TV	72	Average
31	VAP	70	Bad
32	YAF	68	Bad
<b>Total</b>		2254	
<b>Average</b>		70	

Based on data above, in the post-test I most students got score based on the minimum standard criteria. The highest score was

80 and the lowest score is 65. The average score of posttest 1 is 65 so the researcher need the next action in cycle II.

c. Observation

The researcher observed the students' activities during learning English process in cycle I. Researcher gave the material and explanations to the students but some of the students still had difficulties in the learning of English pronunciation skill.

To know the effect of [www.englishspeak.com](http://www.englishspeak.com) learning website media that applied in the classroom, the researcher used the observation sheet in the cycle I to know students' activities in the classroom during learning English process. Based on the observation data of students' activities in cycle I, most of students were showed not all the students active in the teaching learning process.

The data result of the students activity can be seen in the table bellows:

**Table 4.5**  
**The Result of the Students' Activity in the Learning Process of Cycle 1**

No	Students' Activity	Frequency	Percentage
1	Students can solve their pronouncing problem by using <u><a href="http://www.englishspeak.com">www.englishspeak.com</a></u> media.	11	34%
2	Stundents' pronunciation skill can improve in English subject.	15	46%
3	Students pronunciation clearly if the teacher uses <u><a href="http://www.englishspeak.com">www.englishspeak.com</a></u>	18	56%
4	They are able to pronounce in English	14	43%

Based on the data observation above, the researcher explained that the total of Students can solve their pronouncing problem by using *www.english speak.com* media are 11 (34%). Students' pronunciation skill can improve in English subject. are 15 students (46%), 18 students (56%) are pronouncing clearly if teacher uses *www.english speak.com* media and 14 students (43%) are able to pronounce it.

#### d. Reflection

Based on the research data result of cycle I, it was showed that there was a little improvement of the result from pre-test untill post-test 1. In the cycle I the students were began interested in English learning process. Even though, the class condition of learning English process still standard. In the field, the researcher found some weakness in the cycle I so researcher need the cycle II to repair every aspect in the cycle I.

The result of cycle I the researcher has been gotten the data research under minimum standard criteria. Because of the target in the indicator of success was 70% from the students tenth grade were gott more than 79 score. Therefore, this research should continue on the cycle II.

## 2. Cycle II

Based on the data result of cycle I, the researcher concluded that it was not success during the learning English process, So the researcher should be continued to cycle II because the cycle II was used to repair the weakness in the first cycle. The steps of cycle II as follows:

a. Planning

Based on the observation data, evaluation and reflection in cycle I, it could be showed that the cycle I was failed. Because of it, the researcher try to arrange planning and given an evaluation in the cycle II. In the cycle II, the researcher would give [www.englishspeak.com](http://www.englishspeak.com) learning website media more interested than before. Afterwards, the researcher prepared the lesson plan, [www.englishspeak.com](http://www.englishspeak.com) material, some of tools that used in this media, made observation sheet of the students' activity, and try to find some problems in the cycle II and then researcher try to solve the problems in the learning English together.

b. Action

The action in the cycle II was contained of two meeting. The first meeting was used to apply an action (Implementation of [www.englishspeak.com](http://www.englishspeak.com) learning website media), and the last meeting in Cycle II, it was used to the post-test 2. The explanation for each meeting was as follows:

1) The First Meeting

The first meeting has conducted on Saturday, September 21<sup>th</sup> 2019 for 45 minutes. This meeting was used to apply of the media ([www.englishspeak.com](http://www.englishspeak.com) learning website) and this meeting was opened by greeting, checking the attendance list, and praying. In this segment, the researcher gave [www.englishspeak.com](http://www.englishspeak.com) learning website media to the students and gave English material more

enjoyable. So that, In this meeting learning English pronunciation by using [www.englishspeak.com](http://www.englishspeak.com) learning media was good. Then, the teacher's explanation more enjoyable, learning process actively and the students were gotten the teacher explanation easily.

Then, the students followed audio [www.englishspeak.com](http://www.englishspeak.com) learning of that suitable with learning like as: fluency, grammatical accuracy, and vocabulary to know the goal of pronunciation skill. After that, The researcher gave students task that contained material of English pronunciation subject. Afterwards teacher helped students who were difficult to pronouncing task, such as: vocabulary and fluency. This treatment made the students more interested in the learning English.

## 2) The Second Meeting

The second meeting conducted on Friday, September 27<sup>th</sup> 2019. This meeting used to take post-test 2 for 45 minutes. The researcher gave post-test 2 to the students by pronouncing performance test. In this last meeting, most of the students could pronounce well because [www.englishspeak.com](http://www.englishspeak.com) learning website media given the positive effect on the students' pronouncing skill especially of English pronunciation skill. It can be seen from the result of post-test 2.

**Table 4.6**  
**The Data Result of Students' Post-test 2 Score**

<b>No</b>	<b>Name</b>	<b>Score</b>	<b>Category</b>
1	ADP	82	Good
2	ASA	76	Average
3	AHW	70	Bad
4	ACK	80	Average
5	ATM	75	Average
6	ARAZ	81	Good
7	ANB	80	Average
8	BC	70	Bad
9	FR	90	Good
10	FO	85	Average
11	GY	79	Average
12	HAP	78	Average
13	HH	82	Good
14	INF	85	Good
15	IYA	80	Average
16	KZ	74	Average
17	MA	74	Average
18	MDT	82	Good
19	MNM	92	Good
20	NNSB	81	Good
21	NAZ	91	Good
22	QWS	83	Good
23	RPD	69	Bad
24	RN	80	Average
25	RNA	82	Good
26	RRP	84	Good
27	RBK	86	Good
28	SPM	78	Average
29	SS	74	Average
30	TV	83	Good
31	VAP	85	Average
32	YAF	79	Average
<b>Total</b>		2570	
<b>Average (Percentage %)</b>		80,3	

Based on the research data above, there were 23 students (71,8%) got the scores of post-test II passed based on the minimum

standard criteria (MSC). Most of the students could improve their English pronunciation skill. It means that cycle II was successful.

c. Observation

The observation on the cycle II, a researcher has been observed during the learning process. The last observation was finished in the cycle II. This observation was a function to know the effect of *www.englishspeak.com* learning website media that applied in the classroom was success or not.

Based on the data observation of students' activities in cycle II, most of students were showed actively in the learning English process especially in English pronouncing skill.

This segment observation was done on the cycle II. Data result of observation was almost having a semblance form with the observation of the first cycle, but there was any significant improvement of observation in the cycle II than observation in the first cycle. It can be showed from the result of data observation on cycle II, as follow:

**Table 4.7**  
**The Result of the students' Activity in the Learning Process of Cycle II**

No	Students' Activity	Frequency	Percentage
1	Students can solve their pronouncing problem by using <u><i>www.english speak.com</i></u> media.	23	71%
2	Stundents' pronunciation skill can improve in English subject.	28	87%
3	Students pronunciation clearly if the teacher uses <u><i>www.english speak.com</i></u>	27	84%
4	They are able to pronounce in English	23	71%



Related on the observation sheet above, the researcher explained that the total of Students can solve their pronouncing problem by using *www.english speak.com* media are 23 (71%). students' pronunciation skill can improve in English subject are 28 students (87%), 27 students (84%) are pronouncing clearly if teacher uses *www.english speak.com* media and 23 students (71%) are able to pronounce it.

From the observation sheet on the cycle II, all of the students were enjoyable and active during following the learning English in the classroom, and students could pronounce well based on the topic. Therefore, evaluation was given on cycle II showed successful. It can be seen the result of post-test 2 was reached the improvement. The highest score was 92 and the lowest score was 55. The average score of post-test 2 was 80.

d. Reflection

The last segment of cycle II, the researcher did the reflection to know how far the success in this cycle. Based on the data result of observation learning process on cycle II and posttest 2, it can be concluded that most of the students were evoked significant improvement. Based on the test result in cycle II, it was showed that the teaching learning process was successful and researcher was not need of new cycles.

Based the data research above, the researcher concluded that the learning process in English pronunciation skill by using

[www.englishspeak.com](http://www.englishspeak.com) learning website media could improve the students' pronunciation skill of the tenth grade of SMA Negri 2 Metro in Academic Year 2018/2019.

### C. Discussion of the Research

Based on the data collection technique of this classroom action research like as: students' observation sheet, documentation, test, and field notes were very helpful in repairing learning process and implementation plan in the cycle I and cycle II. The researcher showed the comparison of the data based on the cycle I and cycle II were as below:

#### 1. The Result of the Students' Observation Sheet

The researcher observed the students' activities during the English learning process by using observation guidance. The comparison of observation sheet result between cycle I and cycle II can be showed in the table as follows:

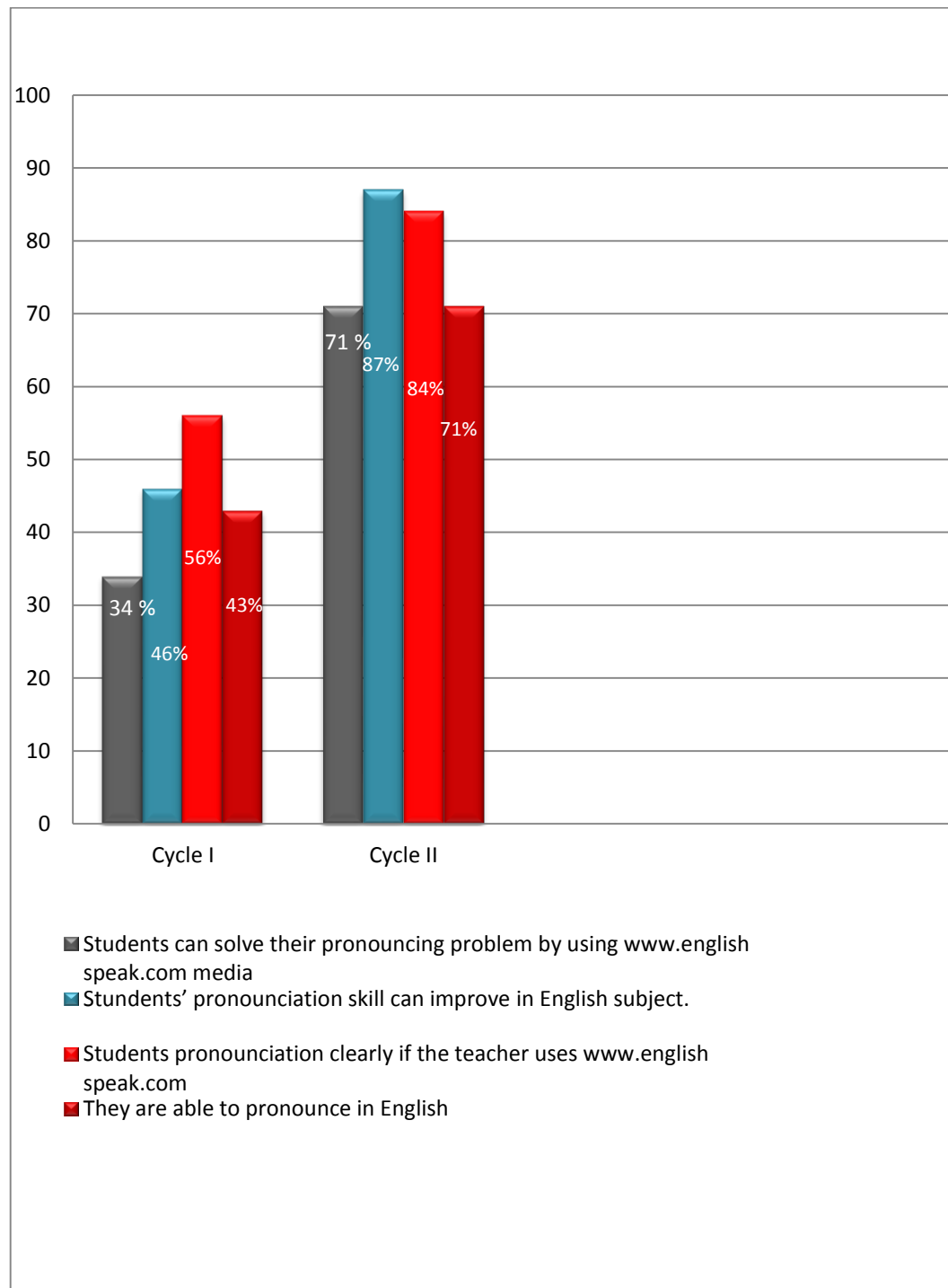
**Table 4.8**  
**The Result of the Students' Activity in Cycle I and Cycle II**

No	Students' Activity	Cycle I		Cycle II		Note
		F	(%)	F	(%)	
1	Students can solve their pronouncing problem by using <a href="http://www.englishspeak.com">www.englishspeak.com</a> media.	11	34%	23	71%	Improve
2	Students' pronunciation skill can improve in English subject.	15	46%	28	87%	Improve
3	Students pronunciation clearly if the teacher uses <a href="http://www.englishspeak.com">www.englishspeak.com</a>	18	56%	27	84%	Improve

4	They are able to pronounce in English	14	43%	23	71%	Improve
<b>Average</b>			<b>44,7%</b>		<b>78%</b>	Improve

**Figure 4.1**

**Chart of the Students' Activities Result in Cycle I and Cycle II**



Based on the data of chart above, most of the students' activities got significant improvement from the cycle I and cycle II. The students can solve their pronouncing problem by using [www.english\\_speak.com](http://www.english_speak.com) media improved from 11 students (34%) became 23 students (71%). Then the comparison of students' pronunciation skill can improve in English subject in the cycle I and cycle II had improved from 15 students (46%) became 28 students (87%). Afterwards, Students pronunciation clearly if the teacher uses [www.english\\_speak.com](http://www.english_speak.com) was improved from 18 students (56%) became 27 students (84%). Finally, they are able to pronounce in English has improved from 14 students (43%) became 23 students (71%).

Based on the research data explanation above, the researcher made a conclusion that the students' activities were reached a significant improvement in cycle I and cycle II. It was from 44,7% became 78%. It has been reached the indicator of success 75% of students were active in the learning English process. The improving point in the observation was 33,3%.

## **2. Result of the Students' Pronunciation English Test in Cycle I and Cycle II**

The researcher got the data test result based on the students' learning of English pronunciation skill, such as the score of the post-test 1 was better than the pre-test and the score of the post 2 was better than post-test 1. The score can be showed in the table below:

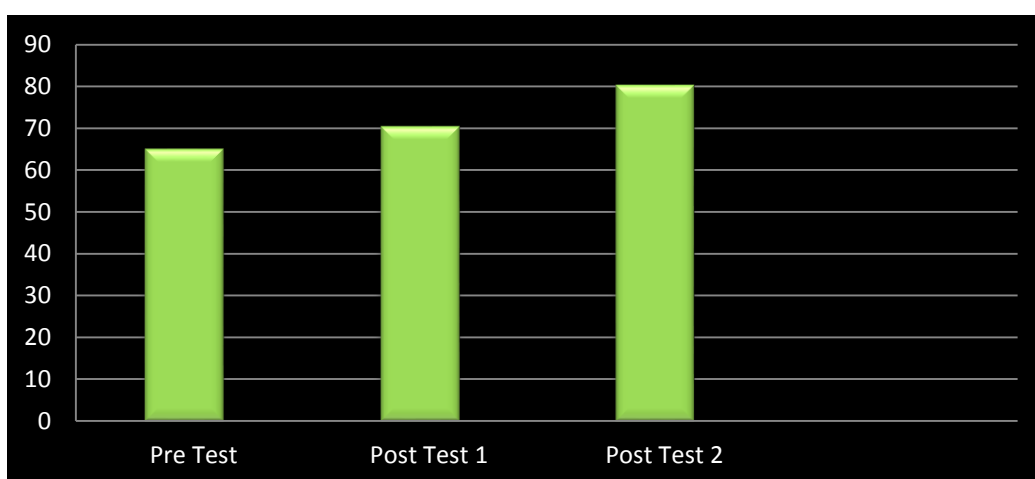
**Table 4.9**  
**The Result of the Students' Pronunciation Skill Score**  
**In the Pre-Test, Post-Test 1, and Post-Test 2**

No	Name	Pre Test	CYCLE				Note
			Cycle I		Cycle II		
			Post Test 1	Improving score	Post Test 2	Improving score	
1	ADP	70	74	4	82	8	Improve
2	ASA	72	76	4	76	0	Constant
3	AHW	65	65	0	70	5	Improve
4	ACK	64	66	2	80	14	Improve
5	ATM	70	80	10	75	-5	Decrease
6	ARA	71	76	5	81	5	Improve
7	ANB	60	65	5	80	15	Improve
8	BC	65	70	5	70	0	Constant
9	FR	69	69	0	90	21	Improve
10	FO	70	68	2	85	17	Improve
11	GY	55	65	10	79	14	Improve
12	HAP	58	65	7	78	13	Improve
13	HH	60	68	8	82	14	Improve
14	INF	62	70	8	85	15	Improve
15	IYA	60	68	8	80	12	Improve
16	KZ	70	74	4	74	0	Constant
17	MA	71	76	5	74	-2	Decrease
18	MDT	68	65	-3	82	17	Improve
19	MNM	70	70	0	92	22	Improve
20	NNS	72	76	4	81	5	Improve
21	NAZ	62	70	8	91	21	Improve
22	QWS	60	72	12	83	11	Improve
23	RPD	69	69	0	69	0	Constant
24	RN	62	68	6	80	12	Improve
25	RNA	70	75	5	82	7	Improve
26	RRP	60	70	10	84	14	Improve
27	RBK	70	72	2	86	14	Improve
28	SPM	60	68	8	78	10	Improve
29	SS	68	74	6	74	0	Constant
30	TV	64	72	8	83	11	Improve
31	VAP	60	70	10	85	15	Improve
32	YAF	58	68	10	79	11	Improve
<b>TOTAL</b>		2085	2254		2570		
<b>AVERAGE</b>		65	70		80,3		
<b>HIGHEST</b>		72	80		92		
<b>LOWEST</b>		55	65		69		

Based on the data above, researcher concluded that students' pronouncing skill were evoked an improvement. It can be showed by examined from the data result of the students' score in pre-test in the cycle I. The average score in the pre-test was only 65 which were far from minimum standard criteria. Then, after researcher used of [www.englishspeak.com](http://www.englishspeak.com) learning website media the score was improved good enough because the average score in the post-test 1 is 70,4 posttests 2 is 80,3 and increased 9,9 point.

Students' pronunciation skill had an improvement, it can be showed from the result of the post-test I and post-test II where the average of the students' scores in post-test 1 were 70,4 and the average of post-test 2 were 80. The improvement can be showed in the chart below:

**Figure 4.2**  
**Chart of the Students' Result in Pre-Test, Post-Test 1, and Post-Test 2**



Based on the chart above, the researcher concluded that there was an improvement of students' pronouncing skill in the cycle I and cycle II

through [www.englishspeak.com](http://www.englishspeak.com) learning website media. It means that this media has a positive effect toward the learning English process.

Related this research until cycle II, the result score and the result activities of the students was achieved the target that was decided on indicator of success. Indicator of success this research is 70% from the students got minimum score is 79. Based on the result of this research showed that 80% from the students gotent minimum score 79. Related on the data above, the researcher concluded that this research was finished because the indicator of success was reached and did not need to be continued to the next cycles.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research data result of the English learning process in the classroom of two cycles, the researcher concluded the research as follows:

The use of [www.englishspeak.com](http://www.englishspeak.com) learning website media can improve the students' English pronunciation skill of the tenth grade of SMA NEGERI 2 Metro in Academic Year 2019/2020.

Related on the observation data in cycle I and II the students average score of the tenth grade SMA NEGERI 2 Metro was good, it can be showed that students were very active in the learning English process. It means that the [www.englishspeak.com](http://www.englishspeak.com) learning website media can improve the students' pronunciation skill.

Based on the data result of research, The average score on the students' pronunciation skill of the tenth grade of SMA Negeri 2 Metro in pre-test is 65, post-test 1 is 70 and post-test 2 is 80,3. Related on the result above, the use of [www.englishspeak.com](http://www.englishspeak.com) learning website media can improve students' pronunciation skill at tenth grade of SMA Negeri 2 Metro in Academic Year 2019/2020.

#### B. Suggestion

Based on the result of the research above, the researcher would like to give suggestion as follows:



1. For the Headmaster
  - a. The headmaster is suggested to improve the learning facility and media based on the problems confronted by his students.
  - b. The headmaster is suggested to support the English books in the English learning process.
2. For the Students:
  - a. The students are suggested to improve their skill in English pronouncing.
  - b. The students are suggested to improve their confidence of English in front of class.
3. For the English teachers:
  - a. The English teacher is recommended to use [www.englishspeak.com](http://www.englishspeak.com) learning website media as a innovation in English learning.
  - b. The English teacher is recommended to motivate the students in learning English and the teacher should help in improving their fluency and accuracy in English learning especially on English pronunciation.

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## LESSON PLAN 2

**School** : SMA N 2 METRO  
**Subject** : Bahasa Inggris  
**Class/Semester** : X/II  
**Theme** : Daily Activities  
**Time Allocation** : 2 X 45 Minute

### A. Core Competence

KI1: Observing and sharing the religious teachings it embraces.

KI 2 : Observing and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident behavior, in effectively interacting with the social and natural environment within the reach of interaction and existence.

KI 3: Understanding, analyses and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.

KI 4: Cultivate, decorate, and reason in a concrete realm (using, parsing, stringing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view theory.

### B. Basic Competence:

The students prepare oral to state and inquire about actions (English dialogue conversation), events occurring, on a regular basis or as a general truth, taking into account the correct and contextual function of social, textual structure, and language content.

### C. Indicator:

1. The students comprehend the social function, text structure and tradition.
2. The students try to re-speak again.

3. Reading with intonation, speech, and word pressure well and correctly in English.

**D. Learning Objective:**

Through information from [www.englishspeak.com](http://www.englishspeak.com) media and associations of learners can express and practice in front of the class about the English dialogue conversation well and correctly in the form of dialogue.

**E. Learning Material**

**Lesson 2 : do you speak English?**

1. Excuse me, are you American?  
No.
2. Do you speak English?  
A little. But not very well
3. How long have you been here?  
2 months.
4. What do you do for work?  
I'm a student. How about you?  
I'm a student too.

**F. Learning Media:**

[www.englishspeak.com](http://www.englishspeak.com) media

**G. Source of Lesson**

1. Internet connection
2. Audio
3. Book related to the topic
4. Laptop
5. Text paper.

## **H. Learning Procedure**

### **1. Pre-Activity**

- a. Greeting and Praying together
- b. Taking attendance list
- c. Giving the motivation to the students
- d. Introducing today's lesson [www.englishspeak.com](http://www.englishspeak.com)
- e. Explaining the importance of the learning material that must be mastered by the students

### **2. Whilst Activity**

- a. Observing  
Listening audio's pronunciation example.
- b. Questioning  
With teacher guidance, students can ask to researcher of the meaning in the Indonesian language.
- c. Associating  
Teacher asks students to know students speaking skill by using [www.englishspeak.com](http://www.englishspeak.com)
- d. Communicating
  - 1) Teacher commands students to re-speak again the results of their learning.
  - 2) Teachers and other students give opinions to the percentage of learners.

### **3. Post Activity**

- 1) Teachers and students make inferences and main point about the material they have learned.
- 2) Teachers provide assignment related to material that has been studied.
- 3) Teacher closes the meeting.

## I. Assessment Rubric

No	Criteria	Score
1	If the pronunciation is right, and fluent without reading test	81-100
2	If the pronunciation is not right, and substandard without reading text	61-80
3	If the pronunciation is right, and fluent by reading text	41-60
4	If the pronunciation is not right, and fluent.	21-40

### Assessment guidelines

Category	Score
Excellent	91-100
Good	81-90
Average	71-80
Bad	61-70
Very Bad	51-60

Collaborator

Metro, September 2019  
Researcher

**Drs. SUPRAPTO**  
NIP : 19620930 199103 1003

**ARGA NAPOLION**  
St. ID13106637

### Rubrick of Pronunciation Skill

No	Students' Name	Score (1-25)				Total ( $\sum$ score x 4)
		Pronunciation	Fluency	Acuracy	Intonation	

Description:

Score	Category
91-100	Excellent
81-90	Good
71-80	Average
61-70	Bad
51-60	Very bad

Description of score:

Total of maximum Score	: 25 x 4 = 100
Maximum Score	: 100
Students' score	: $\frac{\text{result score}}{\text{maximum score}} \times 10$

The writer obtained the final score from formula:

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

Note :

$\bar{X}$  = Average score

$\sum x$  = Total Score of the Students

N = Total of Students.



### FIELD NOTE

Cycle I	First Meeting September, 9 <sup>th</sup> 2019.	Most of students were gotten the score below the standard of minimum standard criteria, so the researcher repaired a plan in the cycle I.
	Second Meeting September, 16 <sup>th</sup> 2019	Some of students were bored when the teacher explained the material, but most of students were enjoyable the learning process.
	Third Meeting September, 18 <sup>th</sup> 2019	The students paid more attention when the teacher gave evaluation by given the Post-Test 1 in the cycle I.
Cycle II	First Meeting September, 23 <sup>th</sup> 2019	The students have understood the way and the rule to follow the teacher instruction based on <a href="http://www.englishspeak.com">www.englishspeak.com</a> media rules.
	Second Meeting September, 30 <sup>th</sup> 2019.	Most of students were reached to do the Post-Test 2. Because, it was way easy after they got the treatment in every meeting.

### STUDENTS' SCORE Of PRE-TEST

No	Name	Score	Category
1	ADP	70	Bad
2	ASA	72	Average
3	AHW	65	Bad
4	ACK	64	Bad
5	ATM	70	Bad
6	ARAZ	71	Average
7	ANB	60	Very bad
8	BC	65	Bad
9	FR	69	Bad
10	FO	70	Bad
11	GY	55	Very bad
12	HAP	58	Very bad
13	HH	60	Very bad
14	INF	62	Bad
15	IYA	60	Very bad
16	KZ	70	Bad
17	MA	71	Average
18	MDT	68	Bad
19	MNM	70	Bad
20	NNSB	72	Average
21	NAZ	62	Bad
22	QWS	60	Very bad
23	RPD	69	Bad
24	RN	62	Bad
25	RNA	70	Bad
26	RRP	60	Very bad
27	RBK	70	Bad
28	SPM	60	Very bad
29	SS	68	Bad
30	TV	64	Bad
<b>Total</b>		2085	
<b>Average</b>		65	

### STUDENTS' SCORE OF POST TEST 1

No	Name	Score	Category
1	ADP	74	Average
2	ASA	76	Average
3	AHW	65	Bad
4	ACK	66	Bad
5	ATM	80	Average
6	ARAZ	76	Average
7	ANB	65	Bad
8	BC	70	Bad
9	FR	69	Bad
10	FO	68	Bad
11	GY	65	Bad
12	HAP	65	Bad
13	HH	68	Bad
14	INF	70	Bad
15	IYA	68	Bad
16	KZ	74	Average
17	MA	76	Average
18	MDT	65	Bad
19	MNM	70	Bad
20	NNSB	76	Average
21	NAZ	70	Bad
22	QWS	72	Average
23	RPD	69	Bad
24	RN	68	Bad
25	RNA	75	Average
26	RRP	70	Bad
27	RBK	72	Average
28	SPM	68	Bad
29	SS	74	Average
30	TV	72	Average
31	VAP	70	Bad
32	YAF	68	Bad
<b>Total</b>		2254	
<b>Average</b>		70	

## STUDENTS' SCORE OF POST TEST 2

No	Name	Score	Category
1	ADP	82	Good
2	ASA	76	Good
3	AHW	70	Bad
4	ACK	80	Average
5	ATM	75	Excellent
6	ARAZ	81	Good
7	ANB	80	Average
8	BC	70	Bad
9	FR	90	Good
10	FO	85	Average
11	GY	79	Average
12	HAP	78	Average
13	HH	82	Good
14	INF	85	Average
15	IYA	80	Average
16	KZ	74	Good
17	MA	74	Excellent
18	MDT	82	Good
19	MNM	92	Average
20	NNSB	81	Good
21	NAZ	91	Good
22	QWS	83	Good
23	RPD	69	Average
24	RN	80	Average
25	RNA	82	Good
26	RRP	84	Average
27	RBK	86	Good
28	SPM	78	Average
29	SS	74	Average
30	TV	83	Good
31	VAP	85	Average
32	YAF	79	Average
<b>Total</b>		2570	
<b>Average (Percentage %)</b>		80,3	

## DOCUMENTATION









## **CURRICULUM VITAE**

The name of a researcher is Arga Napolion. He was born in Pagar Alam on August 13<sup>th</sup>, 1995. He is the second son of happy couple Mr. Wiyoto and Mrs.Hana Tulaini. He graduated from Elementary school (SD N 1 Sidodadi Peekalongan) and finished on 2007.



And then he continued his study in Junior High School (SMP N 8 Metro) and finished on 2010. After graduated from Junior High School, he continued to Senior high school (SMA Utama Wacana Metro) and finished on 2013. And on 2013 he continued his study as a student of S-1 English education Department of State Institute for Islamic Studies Metro (IAIN Metro).