

AN UNDERGRADUATE THESIS

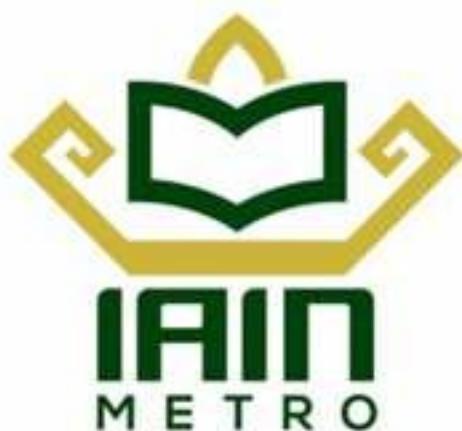
THE INFLUENCE OF USING DIGITAL STORY TOWARDS STUDENTS'

PRONUNCIATION SKILL AT THE TENTH GRADE OF

TPTU PROGRAM OF SMK N 2 METRO

By:

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**TARBIYAH AND TEACHERS TRAINING FACULTY ENGLISH
EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H / 2021**

**THE INFLUENCE OF USING DIGITAL STORY TOWARDS STUDENTS'
PRONUNCIATION SKILL AT THE TENTH GRADE OF
TPTU PROGRAM OF SMK N 2 METRO**

Presented as a Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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Sudah kami setujui dan dapat di munaqosahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE

No. B-3043/ln.28.1/D/PP.009/07/2021

An Undergraduate Thesis entitled: THE INFLUENCE OF USING DIGITAL STORY TOWARDS STUDENTS' PRONUNCIATION SKILL AT THE TENTH GRADE OF TPTU PROGRAM OF SMK N 2 METRO Written by: ANNABILA AGUSTIARA, Student Number 1601070004, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, 16th July 2021 at 09.00 am.

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**THE INFLUENCE OF USING DIGITAL STORY TOWARDS STUDENTS'
PRONUNCIATION SKILL AT THE TENTH GRADE OF
TPTU PROGRAM OF SMK N 2 METRO**

ABSTRACT

By:
Annabila Agustiara

This research aims to find whether there is a positive and significant influence of using digital story towards students' pronunciation skill at the tenth grade of TPTU Program of SMKN 2 Metro. The students get difficulties in pronouncing words correctly. This research investigated the effectiveness of using digital story towards students' pronunciation skill.

The methodology of the research used was quasi-experimental design. The population of the research was the tenth-grade students of SMK N 2 Metro. Technique sampling that using by the researcher is Cluster random sampling. In this research, the researcher used two classes as the sample, they are TPTU 1 as an experimental class and TPTU 2 as a control class. The digital story was applied to the experimental class and the textbook was used in the control class. To collect the data, the researchers used to test, observation and documentation. The analysis of data in this research is t-test.

In addition, the data analysis computed by t-test, especially independent sample t-test, was obtained sig. (2-tailed) was 0.000. It was lower than $\alpha = 0.05$. This explains that using the digital story has a positive and significant influence towards students' pronunciation skill at the tenth grade of the TPTU program of SMK N 2 Metro.

Keyword: *Digital Story, Students' Pronunciation Skill.*

**PENGARUH PENGGUNAAN CERITA DIGITAL TERHADAP
KETERAMPILAN PELAFALAN SISWA PADA KELAS SEPULUH
PROGRAM TPTU SMK N 2 METRO**

ABSTRAK

Oleh:

Annabila Agustiara

Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh yang positif dan signifikan antara penggunaan cerita digital terhadap keterampilan pengucapan siswa kelas X Program TPTU kelas X SMKN 2 Metro. Siswa mengalami kesulitan dalam pengucapan kata dengan benar. Penelitian ini mengkaji keefektifan penggunaan cerita digital terhadap keterampilan pengucapan siswa.

Metodologi penelitian yang digunakan adalah eksperimen semu desain. Populasi dalam penelitian ini adalah siswa kelas X SMK N 2 Metro. Teknik pengambilan sampel yang digunakan peneliti adalah Cluster random sampling. Dalam penelitian ini, peneliti menggunakan dua kelas sebagai sampel yaitu kelas TPTU 1 sebagai kelas eksperimental dan TPTU 2 sebagai kelas control. Cerita digital diterapkan pada kelas eksperimen dan buku teks digunakan di kelas kontrol. Untuk mengumpulkan data digunakan tes, observasi dan dokumentasi. Analisis data dalam penelitian ini menggunakan uji-t.

Selain itu, analisis data yang dihitung dengan uji-t, terutama uji-t sampel independen, diperoleh sig. (2-tailed) adalah 0.000. Itu lebih rendah dari $\alpha = 0,05$. Hal ini menjelaskan bahwa penggunaan cerita digital memiliki pengaruh yang positif dan signifikan terhadap kemampuan pengucapan siswa kelas X program TPTU SMK N 2 Metro.

Kata Kunci : *Cerita Digital, Keterampilan Pengucapan Siswa*

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, June 2021
The Researcher,



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Penulis,



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MOTTO

الَّذِينَ يَسْتَمِعُونَ الْقُوْلَ فَيَتَبَعُونَ أَحْسَنَهُ ۚ أُولَئِكَ الَّذِينَ هَدَنُهُمْ
الَّلَّهُ وَأُولَئِكَ هُمُ اُولُوا الْأَلْبَابِ



Those who listen to the word, then follow the best of it. Those are they whom Allah has guided, and those it is who are the peoples of understanding.
(QS: Az-Zumar: 18)

DEDICATION PAGE

From the depth of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved Father and Mother, Mr. Sehanan Renasan and Mrs. Rosmala.
2. My beloved sister Okti Feronika, Septa Aryanika, Yosita Tri Aprilian and my brother Robi Akbar.
3. My beloved lecturers and almamater IAIN Metro thank you for being patient and efficient during the accomplishment of this undergraduate thesis.

ACKNOWLEDGEMENT

To start with, I would like to extend my gratitude to Allah SWT for blessing, health, and also mercy because I can finally accomplish this undergraduate thesis. Shalawat is also sent to Prophet Muhammad SAW who had delivered the truth to human beings in general and Muslims in particular.

In the second place, I would like to thank my parents for their financial and spiritual support. My deepest thanks to Mr. Ahmad Subhan Roza, M.Pd, and Eka Yuniasih M.Pd for being patient and efficient during the accomplishment of this undergraduate thesis. May Allah SWT give rewards for supporting and guiding them during the undergraduate thesis writing process.

Finally, the researcher is fully aware that there are still a lot of weakness in this thesis. For this, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of the thesis.

Metro, 30 June 2021
The Researcher



Annabila Agustiara
NPM. 1601070004



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CHAPTER I

INTRODUCTION

A. Background of Study

English is an important language to master in every country in the world because English is widely used by the world's population. Nowadays English is used almost all over the world both in education, business economics, tourism, and several other aspects such as the introduction of culture. English is the only language that is recognized as a world language.

Especially for countries that are non-English spoken, like Indonesia with many ethnic groups that are accustomed to speak traditional languages, it is difficult to understand their ability to speak English in communicating with others. The development of science and technology today demands humans to be able to take advantage and increase the potential that is within them maximally, one of which is the ability in foreign languages. Currently, the use of foreign languages has become commonplace for the general public, that is while making a conversation or communication, in the world of education, and also in the working place.

In the scope of education in Indonesia, foreign language learning is already taught from the level of basic education to the level of higher education to develop student potential and prepare students in facing global challenges. However, learning English has challenges for implementation. For example, in an educational environment, in terms of pronunciation, there are still many errors that result in errors in communicating between students.

The majority of schools teach English as one of the subjects that must be taken by students, while at the school level there are other foreign languages taught, such as French, German, Japanese, Arabic, and Mandarin language. English is one of the most prevalent languages taught in schools in Indonesia. Besides, currently learning English is one of the reasons that are considered and very important in this country, as evidence by the learning English is taught at school.

In the usual way, the most appropriate technique in practice the students' pronunciation is using listen and repeat. The teacher asks students to practice the dialogue in front of the class by reading in pairs. It is supported by Hancock, he proposes that the teacher should be a model to maintain the students' pronunciation through listen and repeat.¹ This is an evaluable way of teaching pronunciation but ignores the need felt by many students to understand what they are doing. Good pronunciation will generate listeners' interest and understanding of what is being said.

Based on the preliminary research that have done by the researcher, the activities in teaching pronunciation teacher has used the book text as a media, it helps the students with pronunciation, but less facilitates students to express themselves and express their ideas directly. The teachers use inappropriate teaching techniques, which is only to use what is in the book of learning. The students want learning activities in groups. This shows that students expect media learning that can be used to learn in groups. Students

¹ Mark Hancock, *Pronunciation Games*, (Cambridge : Cambridge University press, 2011), 1.

expect that digital media can increase their enthusiasm for learning and help students to practice speaking in English.

Based on the interview with English teacher Mrs. Hetti Kusumawati on Tuesday, 15th September 2020 the researcher get information that this one of the factors causing the deficiency of students' pronunciation skill, and students' confidence level for practicing English orally. The facts on the ground show that for pronunciation, the teacher only reads the text the dialogue is then imitated by the students. As the result of preliminary research, the researcher found many mispronounce that are committed by the students: world [wɔ:d] should be [wɜ:d]; student [stʌ:dən] should be [stju:dənt]; now [nəʊ] should be [naʊ]; go [go] should be [gəʊ]; about [abot] should be [əbaʊt]; finally [finəli] should be [fainəli]. It can be seen from the table that showed the score pronunciation of tenth-grade students of TPTU Program in the first semester of SMK N 2 Metro :

**Table 1
Data of Accomplishment in Pronunciation Assessment at the Tenth Grade of TPTU Program of SMK N 2 Metro**

No.	Class	Minimum Criteria that have been Accomplished		Total
		<71	≥71	
1.	X TPTU 1	21	14	35
2.	X TPTU 2	26	8	34
TOTAL		47	22	69
PERCENTAGE		68,12%	31,88%	100%

Source: Documentation from the English Teacher

The data showed that 68,12% of students are under the minimum criteria

of pronunciation skill. The result from the data showed that many of students' pronunciation skill is low. Therefore, in this research focused on segmental aspect that consist of vowels sounds.

Moreover, the students want to use media that can make it easier to understand the material and reduce boredom when learning takes place. Some students seem unfocused and bored in the following lessons so students tend to be passive because they cannot fully understand the material.

Based on the description above, it can be concluded that learning English must be developed into multifunctional learning, one of the ways is by using more varied learning media. Regarding this condition, the researcher assumes that the use of appropriate media to cover the problem of students' pronunciation is a crucial issue. In this research, the media used in the experimental class was digital story media.

In this study, the researcher used a short digital story. "Digital" refers to anything associated with the information age, and "story" means so many things to so many people that it defies strict definition. Digital story consists of two words: "digital" and "story". The word "digital" means anything associated with the information age, and "story" itself, refers to a tale of a fictitious narrative. Ohler argues that a digital story is a coherent narrative that is originated from a combination of various advanced media.² The digital story for learning pronunciation to encourage the enthusiasm of student learning in learning English makes it easier for students in receiving and

² Jason Ohler, *Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning and Creativity* (2nd Edition) (California: Corwin, 2013) p. 22

understanding the material, and helping students in learning practice English orally.

Therefore, the topic that was done by the researcher “The Influence of Using Digital Story Towards Students’ Pronunciation Skill at the Tenth Grade of TPTU Program of SMK N 2 Metro”.

B. Problem Identification

Based on the description of the background above, several can be identified problems, namely:

1. The students have less pronunciation word correctly.
2. The students often mispronounce the words.
3. The students have less model in pronouncing the words correctly.

C. Problem Limitation

Based on the problem identification above, the researcher limited the problem on the students’ difficulties in pronouncing the word correctly. Furthermore, the researcher focused on using one of the digital story media from the Pinkfong YouTube channel, especially the segmental aspect of pronunciation ability; vowel sounds for the tenth grade of TPTU Program of SMK N 2 Metro.

D. Problem Formulation

Based on the above background of study and problem identification, the researcher formulated the problem in this research is “is there a positive and significant influence of using digital story towards students’ pronunciation skill at the tenth grade of TPTU Program of SMKN 2 Metro?”

E. Objective and Benefit of The Study

1. The objective of The Study

The objective of the research was related to the formulation of the problem, which was to know a positive and significant influence of using digital story towards students' pronunciation skill at the tenth grade of TPTU Program of SMKN 2 Metro.

2. The Benefit of the Study

A. For the Students:

1. To motivate the students to master pronunciation, enrich their knowledge, and improve their pronunciation.
2. To enable the students will feel enjoy and interest in the English learning process and improve the students' pronunciation skills.

B. For the Teachers:

1. To enable give English teachers some ideas of various ways of teaching pronunciation to students in the classroom.
2. This research can be used as information, especially about the process of teaching pronunciation through digital story.

C. For the Researcher:

The results of this study were expected to provide information and references in teaching English by using digital story media.

F. Prior Research

This research was conducted by considering several previous studies. The first prior research was conducted by Cici Kiswindari entitled

“Improving the Students’ Pronunciation Trought Homophone Games at the Second Grade Students of SMA Asuhan Daya Medan”. The teaching method that was used by the first prior research is the Homophone Game. English language skill examined by the first prior research is pronunciation. In this first prior research, the researcher used the Class Action Research (CAR) principles to collect the data. The researcher involved 38 students of SMA Asuhan Daya Medan as the respondents. This research showed that has significant improvement in pronunciation of students’ using homophone games there is a digital media teaching.

The first prior research has similarities and differences with this study, the similarities between the first prior research are equally focused on developing pronunciation. The difference between this study and the first prior research is in media in teaching pronunciation. This research used digital story meanwhile the prior research used homophone games to improve students’ pronunciation. This study involved the TPTU program tenth grade of SMK N2 Metro as a research sample. While the first prior research involved the 38 students of SMA Asuhan Daya Medan.³

The second prior research was conducted by Francisca Kristanty Bijak Ampuni entitled “The Use of Podcasts in Learning Pronunciation in Class VIII of SMP PGRI 10 Wedi, Klaten”. The teaching media that was used in the second prior research is a podcast. The researcher used the Class Action Research (CAR) principles to collect the data. The researcher involved 15

³ Cici Kiswindari, “Improving the Students’ Pronunciation Trought Homophone Games at the Second Grade Students of SMA Asuhan Daya Medan”. *Undergraduate Thesis*, (Universitas Islam Negeri Sumatera Utara, 2018)

students of SMP PGRI 10 Wedi, Klaten as the respondents. Language assessed by the second prior research is pronunciation ability. The researcher concluded that podcasts helped the students to learn pronunciation in class. The students made progress in pronunciation elements: stress and accuracy. The researcher only focused on how the students became more familiar with the use of stress in words and could pronounce animals' names correctly.

The second prior research has similarities and differences with this study, the similarities between the second prior research with this study are equally focused on developing pronunciation. The difference between this study and the second prior research is in media in teaching pronunciation. This research used digital story meanwhile the prior research used the podcast to improve students' pronunciation. This study involved the TPTU program tenth grade of SMK N2 Metro as a research sample. While, the second prior research involved the 15 students of SMP PGRI 10 Wedi, Klaten.⁴

The third prior research was carried out by Mulyani and Dewi Sartika entitled "Analysis of Students' Proficiency on English Pronunciation Using YouTube-Based Video Media". The researcher used a mixed-method approach; quantitative in the form of quasi-experimental and qualitative. The result proves that the use of YouTube-based video media has successfully improved the students' pronunciation ability. The use of YouTube-based video media gives students a new learning experience in learning English especially pronunciation skills. Also, it makes the learning activity more

⁴ Fransissca Kristanty Bijak Ampuni, "The Use of Podcasts in Learning Pronunciation in Class VIII of SMP PGRI 10 Wedi, Klaten", *Undergraduate Thesis*, (English Language Education Study Program, Sanata Dharma University, 2017)

interesting since the students can feel the real English use and the way of how to pronounce the vocabulary directly from the native speakers in the video.

This study has similarities with the third prior research. The similarities between the third prior research with this study were equally used experimental research and focused on developing pronunciation. Then, the difference is the sample chosen, this study involved the TPTU program tenth grade of SMK N2 Metro as a research sample. While the third prior research involved the students, eighth-year students of SMP 2, Mesjid Raya 31.⁵

Based on the prior research above, the researcher researched The Influence of Using Digital Story Towards Students' Pronunciation Skill at the Tenth Grade of TPTU Program of SMK N 2 Metro.

⁵ Dewi Sartika, "Analysis of Students' Proficiency on English Pronunciation Using YouTube-Based Video Media" vol 6, No 2 (2019)

CHAPTER II

LITERATURE REVIEW

A. Concept of Pronunciation

1. Definition of Pronunciation

Having good pronunciation in English is very important in communicating. Otherwise, it will certainly cause misunderstandings in communicating with other people. Therefore, people are confused about what the speaker means.⁶ Most people find that difficult because pronouncing English is different from what is written. This case cannot be ignored, because differences in pronunciation effect make different meaning.

The Oxford dictionary explained that pronunciation is how a language, word, and sound be spoken. Pronunciation is an important form of learning conducted in teaching English. English teaching has a phoneme (sound of words) and slightly difficult pronunciation to be taught to students.

Moreover, Yates defines that pronunciation refers to how we produce the sounds that we use to make meaning when we speak.⁷ It means, pronunciation is how language is spoken, how a person speaks the word of the language. Pronunciation is also the way people convey something about themselves to others.

⁶ Dalton, Christian and Barbara Seidlhofer. Pronunciation. (Oxford: Oxford University Press, 2011)

⁷ Lynda Yates and Beth Zielinski, *Give it a go: teaching pronunciation to adults*, (Australia: AMEP Research Centre, 2009), 11.

Based on the explanation above, the researcher tried to conclude that pronunciation is how the sounds are produced to make a meaning that can be used to communicate well. Furthermore, it is important for the teacher to teach pronunciation and to help the students achieve the goal to improve the students' pronunciation skill.

2. Pronunciation Aspect

a. Segmental Aspect Pronunciation

Before discussing further the segmental aspects of pronunciation, first students must know the meaning of sound. Oxford online dictionary defined sound as the vibration that travels through air, water, or other propagation media so that it can be heard by humans or animals when these vibrations are caught by the ears. In communicating, the sounds used can be clearly distinguished from one another and spoken in different languages according to the language mastered by the speaker.

1) Vowel

The vowel is the voice in the spoken language which is characterized by the vocal cords open so that no air pressure collects above the glottis. Vowels contrast with consonants characterized by the closure of one or more points of articulation along the sound cavity. According to Roach, vowels are sounds that come out of the larynx towards the lips that have no

resistance.⁸ Vowels are sounds that are produced without obstruction from something that breaks the sound or by the flow of air coming out of the mouth. When a vowel is placed between consonants, all the sounds come together to form a word. The vowel in English pronunciation defined as two types:

a) Short Vowel

Short vowels are a way of pronouncing using short-sounding vowels. The most common letter in the English language is E, O, I as three of the seven most used letters in the English language. We need vowels to arrange words. Without vowels, other letters would be almost impossible to pronounce.

Short vowels	Example of words	Lips' manner
I	<i>List, sit, live</i>	slightly spread
E	<i>egg, every, rest</i>	slightly spread
Æ	<i>and, back, cat</i>	slightly spread
ʌ	<i>cut, us, up</i>	Neutral
ʊ	<i>cook, look, sugar</i>	Rounded
ɒ	<i>pot, gone, cross</i>	slightly rounded

b) Long Vowel

Long vowels are vowels that have a longer pronunciation duration than short vowels. In phonetic symbols, long vowels are denoted by a double dot symbol.

The difference between short vowels and long vowels

⁸ Peter Roach, *English Phonetics and Phonology*, (Cambridge: Cambridge University Press, 2009), 21

when observed. It is not only different in duration, but also the researcher finds differences such as the position of the lips, the position of the tongue, and the different shape of the lips in pronunciation.

Table 3
Long Vowels

Long vowels	Example of words	Lips' manner
i:	<i>beat, peace, mean</i>	slightly spread
ɜ:	<i>fern, purse</i>	Neutral
ə:	<i>card, pass, half</i>	Neutral
u:	<i>do, group, room</i>	moderately rounded
ɔ:	<i>broad, torn, horse</i>	strong lip-rounding

2) Consonant

A consonant is a sound in which sound, or flow of breath, is interrupted or obstructed during pronunciation.⁹ Consonants can be voiceless or voiced. Most consonants can appear at the beginning, medial and the end of words. The starting position is the beginning of the word, the medial position in the middle of the word, and the ending position at the end of the word.

Consonants are phonemes that are not vowels and in other words, are realized by obstruction. Hence, the airflow through the mouth is blocked at the places of articulation. Consonants are also called dependent letters, which are dependent on vowels. The meaning of the consonant letter will not sound if it is not followed by a vowel.

⁹ Susan Cameron, Perfecting English Pronunciation, (United States: McGraw-Hill Education, 2018), 11.

a. Place of articulation

In the pronunciation of the human voice, there are important organs or parts of the body that have their respective functions.¹⁰ One of the most important articulating organs is the tongue because it is an active articulator (i.e. a movable or movable articulator). It can be raised, lowered, and can be bent according to the needs of the sound to be issued.

Table 4
Consonants

Place of articulation	Consonant symbol/ Phonetic	Example of words
Bilabial (produced by meeting the lips together)	[p], [b] , [m]	<i>pool, back, must</i>
Labiodental (formed by raising the lower lip until it comes near the upper front teeth)	[f], [v]	<i>fine, five, vim</i>
Dental (produced when tongue might go either between the top and bottom teeth or behind the top front teeth)	[θ], [ð]	<i>think, then, them</i>
Alveolar (formed by raising the tip or blade of the tongue to the alveolar ridge, the bony ridge behind the upper teeth)	[t], [d], [n], [s], [z], [l], and [r].	<i>time, dime, nine, sigh, zeal, lie, and reef</i>
Velar (created when the back of the tongue articulates with the soft palate)	[k], [g], and [ŋ],	<i>hack, hag, and hang</i>
Labiovelar (created by rounding the lips while the back of the tongue is raised in the velar	[w]	<i>Which</i>

¹⁰ Adrian Underhill. Sounds Foundation: Learning and Teaching Pronunciation. (Oxford: Macmillan Education, 2005), p. 30

region)		
Glottal (articulated by the glottis)	[h]	<i>button, mountain, hag, hill</i>
Palatal (formed when the blade of the tongue articulates with the back of the alveolar ridge or palate)	[ʃ][č], [ž], [j], and [y],	<i>She, cheap, pleasure, midget, you</i>

(Adapted from Bruce M Rowe & Diana P Levine, *A Concise Introduction to Linguistic*, 2013, p. 34-35)

b. Manner of articulation

The manner of articulation is referred to the nature of the physical obstruction to the air stream. The manner of articulation is a way of pronouncing in English.

Table 5
Manner of Articulation

Manner of articulation	Production	Phonetics
Nasals	Produced in both the nasal and oral cavities (when the velum at the raising position and blocking the airstream's passage).	<i>mad [m] (bilabial), nose [n] (alveolar), sing [ŋ] (velar).</i>
Stops/plosive	Created by momentarily stopping off the airstream.	<i>bilabial [p],[b] alveolar [t] [d] velar [k][g] glottal [h].</i>
Fricative	produced by an incomplete restriction (partially obstructed which causes turbulence) of the airflow. The result is a hissing sound similar to the first sound you hear coming from a whistling teapot	<i>labiodental [f] [v], dental [θ][ð], alveolar [s][z], palatal [š] and [ž].</i>
Affricates	The affricate starts as a stop but ends up as a fricative.	<i>[č]. [j].</i>
Glides	Produced as a making semi-vowels similar sound but the restriction of the airstream that is	<i>[y], [w].</i>

	less than in other consonants,	
Retroflex	curling the tip of the tongue up behind the alveolar ridge and by bringing the tongue forward and upward toward the alveolar ridge without touching the ridge.	[r], [l]

c. Diphthong

The diphthong is a sound there are moved from a vowel to another vowel.¹¹ Diphthong generally meaning by people as a double vowel in one word started from one vowel and glides to another vowel sound.

Table 6
Diphthong

Diphthong	iə	eə	ʊə	eɪ	aɪ	ɔɪ	əʊ	əʊ
Example of Word	fierce, ear,	where hair	Moore, Sure	paid, maid	nice, high	boy, noisy	now, home	own, house

3. Concept of Pronunciation Skill

According to Cook, that pronunciation refers to how to produce sounds that we use to make meaning when students speak.¹² Learning English is one of the subjects that are considered difficult, besides grammar and vocabulary, is pronunciation. Therefore, students have difficulty in speaking English, because they have no experience of learning English as a result their speaking skills do not improve.

¹¹ Bruce M Rowe and Diane P Levine, *A Concise Introduction to Linguistic* (4th ed) (New York: Routledge, 2015). p. 30

¹² Abbas Pourhosein Gilakjani, “English Pronunciation Instruction: A Literature Review”, International Journal of Research in English Education, No. 1(1), 2016, 2.

Indonesians only have two sound systems, namely vowels and consonant sounds, while English has more than two sound systems, namely vowels, diphthongs, and consonants. This is one of the factors causing foreign languages to be ignored. Practicing speaking skills is very important so that there are no more misunderstandings in pronunciation.

Pronunciation skill is very essential in speaking skills. The way the language is spoken is related to the ability to pronounce it well. As a result, large differences in manners in pronunciation naturally exist. Several factors influence pronunciation, such as social environment, locality, auditory influence, and the influence of mother tongue-culture. Nonetheless, mastering English pronunciation is not only capable of producing the correct pronunciation, but also how they can understand when someone speaks in a different (at least not standard) pronunciation. Thus, the ability to understand and produce good English pronunciation is a term called "mastery of pronunciation".

The researcher applied the derivation of the speaking skill rubric assessment, namely to measure pronunciation skills. The pronunciation rating scale is presented in table 6:

**Table 7
Pronunciation Scoring**

Pronunciation	Scale	Description
	1	Mistakes in pronunciation usually can be understood by a native speaker.
	2	Accent can be understood although little errors.
	3	Mistakes never disturb understanding and clear

		accent.
4	Mistakes pronunciation are low.	
5	It can be accepted by a native speaker. ¹³	

(H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (NY: Pearson Education ESL, 2010). p. 173)

4. Teaching Pronunciation

As a non-English speaking country, having pronunciations like native speakers is not the goal of learning pronunciation. Linda argues that more realistic pronunciation learning objectives include clarity, completeness, accent, and sound quality.¹⁴ Learning pronunciation is not a matter of getting pronunciations like native speakers, but it focuses on clear and understandable pronunciation and good verbal accents. Therefore, the goal of the teacher as an English teacher is to focus on students' English skills and pay attention to pronunciation that can be understood in communication.

B. The Concept of Digital Story

1. Definition of Digital Story

Alexander defines a digital story as narratives that are produced and created by both professionals and amateurs from any digital device and cyber technology.¹⁵ Furthermore, Frazel added that according to the description of the digital story, it has several forms: image, audio, or

¹³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (NY: Pearson Education ESL, 2010). p. 173

¹⁴ Linda Lane. *Tips for Teaching Pronunciation: A Practical Approach*. (White Plains, NY: Pearson Education ESL, 2010). p. 2

¹⁵ Bryan Alexander, *The New Digital Storytelling: Creating Narratives with New Media*, (Oxford: Praeger, 2011) p. 3

video, or a composite form. The story is launched in a short duration and combines various presentations in a kind of narrative overlay, musical background, and film into a written or narrated story.¹⁶ It can be concluded that digital story is multimedia that consists of narrative stories formed from the combination of various advanced technologies presented in the form of audio, video, images, or a combination of all these forms. Digital story is commonly known as digital storytelling.

The digital story included various types of stories and is equipped with storytelling styles that present an interesting atmosphere such as background music, interesting films, and interesting storylines. Alexander describes several examples of a digital story, so they are easier to imagine:¹⁷

- a. A very short story about growing food made with archival photos.
- b. Video clip about a mother-daughter relationship so far.
- c. An account of an alien invasion is carried out through several Twitter accounts.
- d. Novels read or written on mobile.
- e. The life of a holocaust victim was retold on Facebook.

The digital story represents other media as integrated media that can be presented in various plays and forms. The digital story in practice is usually short-term, especially for video and audio. This characteristic is beneficial for us to play it repeatedly.

¹⁶ Midge Frazel, *Digital Storytelling for Educators*, (Washington DC: International Society for Technology in Education, 2010) p.9

¹⁷ Ibid.

In education, the digital story is used to help the learning process achieve academic goals. This media is used in the classroom to help students understand the material more easily. Several studies have been conducted to determine the effect of implementing a digital story on student performance in learning. Yogi Era Reforma in his research, he found that there was a significant influence of using digital story toward students' pronunciation mastery. It is based on the analysis of the data calculation on hypothetical test in which the null hypothesis (H_0) was rejected. It is presented by the result of independent t-test where t_{observed} was 5.26 and t_{critical} was 1.996. It means t_{observed} is higher than the t_{critical} shown by $5.26 > 1.996$. The digital story can give a positive influence toward students' pronunciation.¹⁸ It is the strong reason, that digital story is extremely good media in teaching pronunciation.

Another study conducted by Saeedah Motallebi & Behzad Pourgharib with the same topic also shows that audio stories have an impact if used in teaching-learning proses, especially in practicing the students' pronunciation.¹⁹ Digital story contributes to improving student learning, especially in learning English. This media is used to help students learn, practice, and improve their skills in English. In conclusion, the digital story can help students to learn English. Besides, with a wide

¹⁸ Yogi Era Reforma, "The Influence of Using Digital Story Toward Students Pronunciation Mastery at The Second Semester of The Tenth Grade Of SMA N 1 Sidomulyo South Of Lampung In The Academic Year of 2018/2019".(Thesis of English Education Study Program UIN Raden Intan Lampung,2019).p.93

¹⁹ Saeedah Motallebi & Behzad Pourgharib, "The Impact of Audio Stories (listening skill) on Pronunciation of EFL learners, *International Journal of Basic Sciences and Applied Linguistics*. Vol. 2 No.7 (2013) pp. 707-712 (Available online at <http://www.isicenter.org>)

variety of genres and diverse stories, a digital story can provide students with a subtle way of learning English and attract them to authentic material.

Therefore, researchers use one of the most applicable types of digital story for learning: audio-visual stories. The video uses an animated story video with English subtitles. The researcher uses one of the videos from the well-known and educational YouTube channel "Pinkfong" which is well known internationally because the YouTube channel presents Kids Story with a short duration. The researcher technically selects two videos to implement in the classroom to help students learn and practice pronunciation. For this reason, the video is analyzed whether the content is following the requirements in the aspect of pronunciation (segmental aspect). As the media use in this study, the media is used to help students learn pronunciation and help students absorb syllabus material about narrative text more easily.

2. The Advantages and Disadvantages of Digital Story

a. Advantages of Using Digital Story

Although using the types of technology and media are needed by teachers and students in assisting in learning activities, in general, there are several advantages and disadvantages in their use. Among the advantages of uses of learning media, namely:²⁰

1. Digital story able to create an atmosphere of excitement and fun.

²⁰ Midge Frazel, *Op. Cit.* p. 10-11

2. Digital story can be used in a variety of student learning styles.
3. Digital story able to foster appropriate use of technology within the curriculum.
4. Digital story can improve conceptual understanding and student motivation.
5. Digital story can be used in several fields of study including languages, social sciences, arts, and sciences.

b. Disadvantages of Using Digital Story

The digital story offers several advantages for students and teachers. Although it has been clearly stated by several researchers that the digital story is useful for educational purposes, the digital story still has some drawbacks. The following is the weakness statement of the digital story:²¹

- a. Teachers still find it difficult to apply and create a digital story for students.
- b. Limited facilities make it teachers difficult to apply digital media in the learning process.

To overcome these problems, teachers must be able to solve or reduce problems in applying digital story. To use digital story, teachers must provide and prepare a digital story according to their application in the classroom. If all resources and facilities can be used,

²¹ Oliver Dreon, Richard M. Kerper,& Jon Landis. "Digital Storytelling: A Tool for Teaching and Learning in the YouTube Generation." *Middle School Journal*, Vol.42 No.5/ May 2011

teachers must also manage time and students, so that the classroom remains effective. Besides, using digital story must also be appropriate for the student's English level. However, using complex stories will put pressure on students in learning. For this reason, teachers must fully consider using digital story so that the learning process can achieve the expected goals.

3. Procedures of Digital Story

The procedure to teaching pronunciation is taken from the previous research from Motallebi entitled “The Impact of Audio-Stories (Listening Skill) on Pronunciation of EFL Learners” as below :²²

- a. The students must listen carefully to the story that has been given by the teacher.
- b. The points were selected from a piece of word or paragraph that writing on the board.
- c. The teacher asked the students to pronounce the word or paragraph that has been selected.
- d. To make sure they heard clearly, the teacher played the digital story two or three times more until they understood.
- e. Based on the teacher's guideline, the students speak up the word/paragraph that has been chosen.
- f. The students practiced pronunciation.

²²Saeedah Motallebi, & Behzad Pourgharib, “The Impact of Audio Stories (listening skill) on Pronunciation of EFL Learners”, *International Journal of Basic Sciences and Applied Linguistics*, Vol. 2 No.7 (2013) p. 709

C. Research Hypothesis

Based on the frame of thinking, the researcher will formulate the hypotheses as follow:

H_a: There is a positive and significant influence of using digital story towards students' pronunciation skill at the tenth grade of the TPTU Program of SMK N 2 Metro.

H_o: There is no a positive and significant influence of using digital story towards students' pronunciation skill at the tenth grade of the TPTU Program of SMK N 2 Metro.

CHAPTER III

RESEARCH METHODOLOGY

A. Design Of Research

To conduct the research, the researcher used quantitative research especially experimental research design. The experimental design use to find out the cause and effect between dependent and independent variables. Donald state the experimental research is a plan to do research using an active independent variable.²³ Generally, the researcher applied a quasi-experimental model. Creswell added that Quasi-Experimental is an assignment to a group of participants.²⁴ The kind of quasi-experimental design is two, the first is a pre-test and the second is a post-test.

The researcher determined two class groups as the control class and the experimental class. Based on the explanation above, the experimental class is treatment by using digital story media, and the control class used non-digital story media.

Before teaching students about pronunciation using digital story, the researcher conducted a pre-test to find out the students' skills before being given treatment. Furthermore, after managing the digital story, the researcher conducted a post-test to measure the progress achieved by students. The following is a research design.

²³ Donald Ary *et. al*, *Introduction to Research in Education Eighth Edition*, (Belmont: Nelson Education, Ltd, 2010), p. 301

²⁴ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4thEd*, (Boston: Pearson Education, 2002) p. 38

GI (random) T1 X T2

G2 (random) T1 O T2

Where:

G1 : The experiment class.

G2 : The control class.

T1 : Pre-Test.

T2 : Post-Test.

X : Treatment by using digital story.

O : Treatment by using a textbook.

The pretest is carrying out in the experimental class (G1) to obtain data on students' pronunciation mastery scores before being given treatment. Furthermore, after the preliminary data on the pronunciation scores was collected, the experimental class is giving a treatment by using a digital story. intensively this application is given to see whether there is a significant effect on the use of the media. Post-test as a measuring tool after being given treatment to determine its effect. The post-test results obtained the data analysis, and compare with the pre-test scores to determine the effect of using digital story in the experimental class. The control class (G2) is randomly selected from the population in the school. The control class is taught by using English textbooks. Finally, the researcher analyzed the student data whether there is a positive and significant influence of using digital story towards students' pronunciation skill at the tenth grade of the TPTU Program of SMK N 2 Metro.

B. Definition Of Operational Variable

Operational variables function is to explain the variables that use in this research and to avoid concept errors to the variables presented, as follows:

1. Independent variable (x)

Digital story is an application of technology to help teachers explain subject matter through a digital story or fairy tales, then combined with various types of multimedia, including computer-based images or graphics, audio recordings, video clips, and music, which then can be played on a computer, uploaded to the website, social media, and YouTube. The researcher took three videos with English subtitles from one of the YouTube channels, namely Pinkfong. The measurement of implementation this media was by using observation.

2. Dependent variable (Y)

Student's pronunciation skill is defined as the student's ability to pronounce English words correctly in pronouncing is focused segmental aspect: vowel. It can be measured by mistakes in pronunciation usually can be understood by a native speaker.

C. Population, Sample, And Sampling Technique

1. Population

Daniel argues a population is a group of people or similar objects

in an area.²⁵ Based on the arguments above, the researcher concluded population is the group that will be the subject of research. The population in this study is the second-semester students of the TPTU Program the tenth grade of SMK N 2 in the academic year 2020/2021. The total population of 69 students is divided into 2 TPTU classes.

2. Sample

Balnaves and Peter argue that the sample is part of the members and characteristics possessed by a population.²⁶ Based on the explanation above, the sample is a representative part of the population in this research. Class X TPTU consists of TPTU 1, TPTU 2.

3. Sampling technique

Technique sampling that using by the researcher is cluster random sampling. Cluster random sampling is a sampling technique that is applied when the population is found in groups that appear uniform but internally remain different.²⁷

- a. The name of the class was written on a small piece of paper.
- b. The little paper is rolled up and then put into a cup.
- c. The researcher took out one of the papers for the experimental class.

²⁵ Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publications Ltd, 2004), p. 15

²⁶ Mark Balnaves and Peter Caputi, *Introduction to Quantitative Research*, (London: Sage Publication, 2001), p. 177

²⁷ Jack R Fraenkel and Norman R Wallen, *How to Design and Evaluate Research in Education*, (New York, McGraw-Hill,2008), p.95

- d. The researcher shake the cup again and took out the paper for the control class and it must be different from the name of the previous class.

D. Data Collecting Technique

The researcher used some methods to get more information that supports this research for collecting the data, such as:

1. Test

Researchers obtained data by conducting tests. Donald argues that a test is the giving of an assignment or a series of tasks or orders that must be finished by students. The results of the implementation of the test were used to get certain conclusions from students.²⁸ Based on the explanation above, the researcher used tests to collect data: pre-test and post-test. The researcher conducted a pronunciation test in two sessions:

a. Pre-test

The pre-test was used before the use of digital story media for students. The stimulants were given in both classes, in the control class and the experimental class. The purpose was to determine the students' ability in pronunciation. The test was given in the form of a written assignment consisting of test instructions and narrative text. The narrative text used was 2 paragraphs entitled "Little Red Riding Hood".

²⁸ Donald Ary *et. al*, *Op.Cit.*, p. 201

b. Post-test

The post-test was used after giving the material using digital story media. The purpose of conducting a post-test was to determine the effect of students' pronunciation mastery after given the material using digital story media. The test was in the form of written instructions and narrative text. The researcher used 2 paragraphs of narrative text, the title of narrative text was "The Wolf and Seven Little Kids".

2. Observation

The researcher used observation to collect the data. According to Khotari, observation is the most commonly used method, especially in studies related to behavioral science.²⁹ Observation is an activity of measuring data directly to the object of research. The researcher observed two classes of tenth-grade students at SMK N 2 Metro. Thus, the researcher obtained not only information about students, namely pronunciation but also the learning process. Therefore, the Researcher made observation note to observations in the learning process.

3. Documentation

Documentation is the method that was used to get detailed information about the history of the school, the sum of the teacher, employers, students, and organization structure among the tenth grade at SMK N 2 Metro in the academic year of 2020/2021.

²⁹ C.R. Kothari, *Research Methodology: Methods & Techniques*, (New Age International (P) Limited, Publishers, 2004), 96.

E. Research Instrument

Margono argues that a research instrument is a planned data collection technique designed to obtain the required data.³⁰ The research instrument was a reading instruction test of 2 paragraphs of narrative text. This paragraph was used by the researcher as a pre-test and post-test instrument. The title of narrative text for the pre-test was "Little Red Riding Hood". Meanwhile, The title of narrative text for the pre-test was "The Wolf and Seven Little Kids". The appraisers are Mrs. Hetti Kusumawati and the researcher. The assessment of the pre-test and post-test was given by the teacher and researcher.

F. Analysis of Data Technique

The data obtained from class control and experimental class research would be analyzed with SPSS version 16 to answer the question "Is there a significant and positive influence of using digital story towards students' pronunciation skill at the tenth grade of TPTU Program of SMKN 2 Metro?". Researchers used independent samples t-test to analyze scores between control class and experimental class. Independent samples t-test was used to determine whether there is a difference in the mean of the two unpaired samples. In this research researcher used parametric statistical significance tests. The formula as follows:

$$t = \frac{\text{Difference between the values of report}}{\sqrt{\text{Normal mistake to the discrepancy between the means}}}$$

Or

³⁰ Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2014), p. 155

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{\bar{X}_1 - \bar{X}_2}}$$

\bar{X}_1 = is the mean for sample 1

\bar{X}_2 = is the mean for sample 2

$S_{\bar{X}_1 - \bar{X}_2}$ = is the standard error of the difference between the means³¹

³¹ Timothy C. Urdan, *Statistic in plain English* (London : Lawrence Erlbaum Associates), 93

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Description of Data

1. Research Setting

a. Brief Story of Vocational High School (SMK) Negeri 2 Metro

Vocational High School (SMK) Negeri 2 Metro opened in 1972 under the name Perintis Secondary Engineering School (STM), then changed its name again to Metro State Agricultural Technical High School (SMT) in 1978, then changed again to Metro 2 State Vocational High School (SMK) based on Ministerial Decree No.036 / O / 1997.

SMK Negeri 2 Metro was later designated as a National Standard School (2005), to be later designated again as an International Standard National School (2006) with the Decree of the Director of SMK Development of the Directorate General of Primary Education Management, Ministry of National Education number 0004 / C5.2 / Kep / MN / 2006 continue to organize teaching and learning activities in several expertise programs following the development of the existing situation. Expertise programs developed at SMK Negeri 2 Metro include:

- 1) Agricultural Product Technology (THP)
- 2) Agricultural Mechanization (MP)

- 3) Plant Cultivation (BT)
 - 4) Aquaculture (BI)
 - 5) Automotive Mechanical Engineering (OTO)
 - 6) Poultry Farming (BU)
 - 7) Industrial Chemistry (KI)
 - 8) Cooling and Air Conditioning Engineering (TPTU)
- b. Vision, Mission, and Purpose of Vocational High School (SMK)
Negeri 2 Metro
- 1) Vision
"Excellent and productive in science and technology-based on IMTAQ"
 - 2) Mission
 - a) Preparing a curriculum that can meet the development needs of science and technology that are flexible and oriented towards Du / Di development as well as the needs of employers.
 - b) Developing a spirit of excellence and positive competition.
 - c) Developing a learning climate rooted in religious values, norms, and culture of the surrounding community as well as the culture of the Indonesian nation in general.
 - d) Preparing adequate learning and supporting facilities according to competency demands.
 - e) Implementing a production-based learning process, services, and competencies that have a global perspective.

3) Purpose

- a) Producing graduates who are smart, skilled, have faith, have faith, and have good character.
- b) Preparing students to enter professional work worlds with character and able to compete to continue to higher education.
- c) Providing real experiences so that students master productive skills with industrial culture standards oriented towards quality standards, high productive and competitive work ethics.
- d) Preparing students to have an entrepreneurial spirit so that they can jump directly into building a business.
- e) Turning the school into an environmentally friendly vocational school.

c. School Identity of Vocational High School (SMK) Negeri 2 Metro

Number of School : 09807613

Name of School : SMKN 2 METRO

Address : JL. Yos Sudarso Kel. Ganjarasri

Kec. Metro Barat Kota Metro (Po Box 214)

Postal Code : 34114

Phone : 072541824

d. List of Teachers and Staff of Vocational High School (SMK) Negeri 2 Metro

SMK N 2 Metro is a Vocational High School (SMK) Negeri 2 Metro located in Metro Barat. This school has a total of 124 teachers

and staff. It was to support the learning process activities for students.

e. The Infrastructure Facilities

Overall, the facilities and infrastructure available at SMK N 2 Metro were very adequate, it can be seen from the list of supporting infrastructure under the learning process below:

Electricity Source	: PLN
Electricity (watts)	: 52996
Internet access	: Telkom Speedy
Alternative Internet access	: Telkomsel Flash
Surface area	: 87648 M ²

B. Result of the Research

The data were obtained from the result of the pronunciation test in pre-test and post-test. There were 70 students from two classes. Both the Experimental class and control class were given exercises in the pre-test to know the students' prior scores in pronunciation skill. The test was calculated based on the indicators in the rubrics assessment. After the pre-test had been carried out, the treatment was given to the control class and experimental class. The control class was taught using textbook and the experimental class was taught using digital story. The result of pre-test and post-test both classes.

1. Result of Pre-Test in Experimental Class

The pre-test was administered on Wednesday, 10th March 2021. It was the first meeting, and the researcher administered a pre-test to

determine the previous students' pronunciation skill. The following is the score of students in the experimental class who were checked in a pre-test:

Tabel 8. The Pre-Test Score of Experimental Class

Class Interval	Fi	Mean	Median	Variance	Standard Deviation
40-47	7	58.71	60.00	157.857	12.564
48-55	10				
56-63	3				
64-71	9				
72-79	5				
80-87	1				

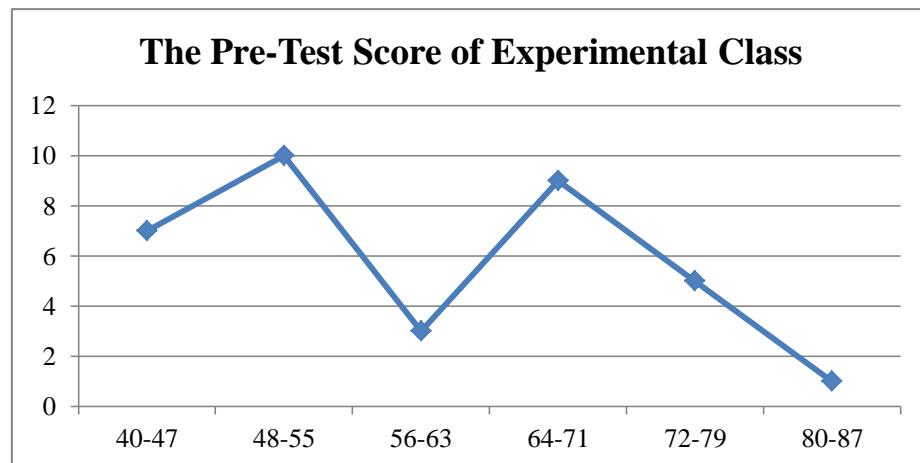


Figure 1. The Pre-Test Score of Experimental Class

Based on the table and figure, it could be seen that 7 students got to score 40-47, 10 students got to score 48-55, 3 students got to score 56-63, 9 students got to score 64-71, 5 students got to score 72-79, and 1 student got to score 80-87. Students score the most between the score 48-55. The mean of the pre-test in the experimental class was 58.71, the standard deviation was 12.564, N was 35, the median was 58.71, the

variance was 157.857, the minimum score was 40 and the maximum score was 85.

2. Result of Pre-Test in Control Class

The pre-test was administered on Thursday, 12th March 2021. It was the first meeting, and the researcher administered a pre-test to determine the previous students' pronunciation skill. The following is the score of students in the control class who were checked in a pre-test:

Tabel 9. The Pre-Test Score of Control Class

Class Interval	Fi	Mean	Median	Variance	Standard Deviation
30-36	3				
37-43	4				
43-50	10				
51-57	5				
58-64	5				
65-71	7				

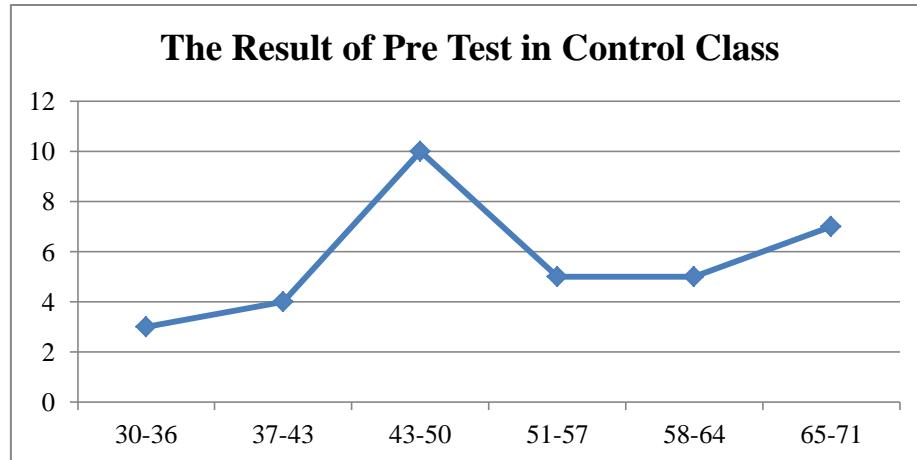


Figure 2. The Pre-Test Score of Control Class

Based on the table and figure, it could be seen that 3 students got to score 30-36, 4 students got to score 37-43, 10 students got to score 44-50, 5 students got to score 51-57, 5 students got to score 58-

64, and 7 students got to score 65-71. The mean of the pre-test in the control class was 52.35, the standard of deviation was 11.094, N was 35, the median was 52.50, the variance was 123.084, the minimum score was 30 and the maximum score was 70. This suggests that the majority of participants get a poor score.

3. Result of Post-Test in Experimental Class

The researcher conducted post-test to find out students' pronunciation skill after they got treatment by using digital story. The post-test was administered on Wednesday, 7th April 2021. The scores of students' tests in post-test in the experimental class could be seen below:

Tabel 10. The Post-Test Score of Experimental Class

Class Interval	Fi	Mean	Median	Variance	Standard Deviation
60-65	1				
66-71	6				
72-77	7				
78-83	8				
84-89	4				
90-95	9				
		80.14	80.00	71.303	8.444

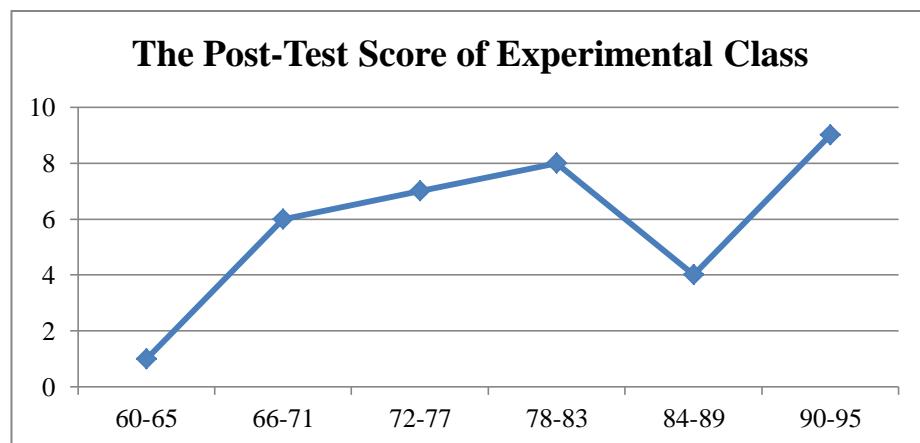


Figure 3. The Post-Test Score of Experimental Class

Based on the table and figure, it could be seen that 1 student got to score 60-65, 6 students got to score 66-71, 7 students got to score 72-77, 8 students got to score 78-83, 4 students got to score 84-89, and 9 students got to score 90-95. Students score the most between 90-95. The mean of the post-test in the experimental class was 80.14, the standard deviation was 8.444, N was 35, the median was 80.00, the variance was 71.303, the minimum score was 60 and the maximum score was 95.

4. Result of Post-Test in Control Class

The researcher also performed a post-test in a control class to see how the students progressed in their pronunciation skill without receiving treatment. The post-test was administered on Thursday, 9th April 2021. The scores of students' pronunciation skill in control class could be seen below:

Tabel 11. The Post-Test Score of Control Class

Class Interval	Fi	Mean	Median	Variance	Standard Deviation
45-50	2	63.68	65.00	67.135	8.194
51-56	7				
57-62	6				
63-68	7				
69-74	7				
75-80	5				

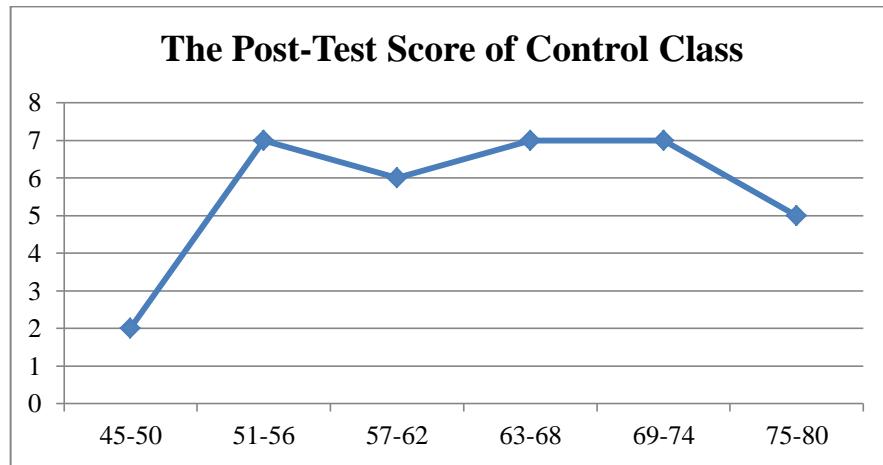


Figure 4. The Post-Test Score of Control Class

Based on the table and figure, it could be seen that 2 students got to score 40-45, 7 students got to score 51-56, 6 students got to score 57-62, 7 students got to score 63-68, 7 students got to score 69-74, and 5 students got to score 75-80. The mean of the post-test in the experimental class was 63.68, the standard deviation was 8.638, N was 34, the median was 65.00, the variance was 67.135, the minimum score was 45 and the maximum score was 80.

C. Data Analysis

1. Result of Normality Test

The researcher tested the normality test after got the score of the students in pronunciation skill post-test using SPSS version 16. The normality test is used to determine whether the students' post-test scores are normally distributed or not. These are hypotheses as following:

H_a: The normal distribution for a data if sig value > 0,050.

H_o: There was no normal distribution of the data if sig value < 0,050.

Tabel 12. Tests of Normality

		Tests of Normality			Shapiro-Wilk			
		Kolmogorov-Smirnov ^a	Statistic	Df	Sig.	Statistic	Df	Sig.
The Results Study of the Students	Control Class	.133	34	.139	.959	34	.231	
	Experimental Class	.136	35	.102	.945	35	.081	

a. Lilliefors Significance Correction

Based on the Table, it can be seen that Sig. (p-value) in the table of Kolmogorov-Smirnov^a in the control class was 0.139 then the experimental class was 0.102 and the standard value is $> \alpha = 0.05$. It means that Sig. (p-value) in both classes was bigger than sig value. So, based on the data, it can be concluded that the data was a normal distribution.

2. Result of Homogeneity Test

The Homogeneity Test is the test performed to determine two or more of the data samples that come from the population have variants the same (homogeny). The researcher tested the homogeneity test after got the score of students in the control class and experimental class (post-test of pronunciation skill by using SPSS 16). The criteria of the data are as follows:

Ha: The variance of the data is homogeneous when $\text{sig } \alpha >= 0.05$

Ho: The variance of the data is not homogeneous when $\text{sig } \alpha <= 0.05$

Tabel 13. Result of Homogeneity Test**Test of Homogeneity of Variance**

Control and Experimental Class

Levene Statistic	df1	df2	Sig.
.000	1	67	.984

The result of the homogeneity test showed that the data was homogenous for both the control and experimental class. The result of the homogeneity test was 0.984. Those two values passed the minimum value of 0.05 which meant that the data obtained was homogenous.

3. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity tests have met the requirements for the t-test. Therefore, the researcher used a t-test by independent t-test for the hypothetical test. The hypotheses as follows:

H_a : There is a positive and significant influence of using digital story towards students' pronunciation skill at the tenth grade of the TPTU program of SMK N 2 Metro.

H_o : There is no a positive and significant influence of using digital story towards students' pronunciation skill at the tenth grade of the TPTU program of SMK N 2 Metro.

The criteria of acceptance or rejection of the hypothesis for the Hypothetical t-test was as following:

H_a is accepted if Sig. value < α 0.05

H_o is accepted if Sig. value > α 0.05

Tabel 14. Group Statistics**Group Statistics**

Class		N	Mean	Std. Deviation	Std. Error Mean
The Results Study of the Students	control class	34	63.68	8.194	1.405
	experimental class	35	80.14	8.444	1.427

Based on the table above, it is known that the total of students for the control class and experimental class is 35 students. The mean for the control class is 63.68, while for the experimental class it is 80.14. Thus, statistically descriptive it can be concluded that there is a difference in the mean student learning outcomes between the control class and the experimental class. Furthermore, to prove whether this difference means significant or not, it is necessary to interpret the independent sample t-test table below:

Tabel 15. Result of Hypothetical Test Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
The Results Study of the Students	.000	.984	-8.217	67	.000	-16.466	2.004	-20.466	12.467
Equal varianc e es not assume d Equal varianc es not assume D			-8.221	67.000	.000	-16.466	2.003	-20.464	12.469

Based on the table above, it is known that Sig. The score of Levene's Test for Equality of Variances is $0,984 > 0,05$, it can be interpreted that the data variance between the control class and the experimental class is homogeneous. So that the interpretation of the independent sample t-test table above is guided by the equal variances assumed.

Based on the independent sample t-test in equal variances assumed the table that the value of significant generated Sig. (2-tailed) = 0,000 and standard value is $< \alpha = 0,05$. So, the Sig. (2-tailed) is 0,000 was smaller than $\alpha = 0,05$. The conclusion from the data analysis H_0 is rejected and H_a is accepted. It means that there was a significant difference in students learning results at the experimental class that used a treatment between the control class that not got treatment.

Based on the statistical data description above, there is a significant difference in the mean value. The researcher concluded that there is a positive and significant influence of using digital story towards students' pronunciation skill at the tenth grade of the TPTU Program of SMK N 2 Metro.

D. Discussion

This section presents the discussion based on the findings of the research. It is concerned about the influence of using digital story towards students' pronunciation skill. Furthermore, it can be seen from the pre-test

and post-test results. The researcher was conducted at the tenth grade of the TPTU Program of SMK N 2 Metro, especially class TPTU 1 and TPTU 2. The results of the data analysis describe that the students' mean score is greater in the experimental class that has received treatment than the control class. This research was tested by using the independent sample t-test formula to investigate whether there is a positive and significant difference between the results of the students in the experimental class and the control class towards students' pronunciation skill at the tenth grade of the TPTU Program of SMK N 2 Metro.

In addition, after the researcher doing the research the mean score they got in the post-test was so different. The students in the control class got 63.68 meanwhile, the students in the experimental class got 80.14. It shows that the mean of the experimental class in the post-test was higher than the control class. After that interpreting based on the calculation of whether there is a positive and significant influence of using digital story towards students' pronunciation skill at the tenth grade of the TPTU Program of SMK N 2 Metro.

Hypothetical test was used to measure the influence of using digital story towards students' pronunciation skill. The criteria of acceptance or rejection of the hypothesis for the Hypothetical t-test was H_a is accepted if $\text{Sig. value} < \alpha 0.05$, H_o is accepted if $\text{Sig. value} > \alpha 0.05$. If H_a is accepted, it means that there is a positive and significant influence of using digital story towards students' pronunciation skill. While H_o is accepted, it means

that there is no a positive and significant influence of using digital story towards students' pronunciation skill.

This research was tested by using the independent sample t-test formula. The score of t-test by independent sample t-test on the Sig. (2-tailed) is 0.000 was smaller than $\alpha = 0.05$ so, $H_a < 0.05$. It means that H_a is accepted and H_0 is rejected. There was a significant difference in the result of the learning process between the control class and the experimental class. Based on the results of these calculations we can conclude that there is a positive and significant influence of using digital story towards students' pronunciation skill.

More precisely, there is a positive and significant influence of using digital story towards the students' pronunciation skill after treatment. Using digital story, teaching and learning were more interesting, enjoyable, and they might take part better during the learning process. Because digital story has an element of sound, visual, and gestures. The fact showed that there was a change in the number of students who got lower scores.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research conducted at the tenth grade of TPTU Program of SMK N 2 Metro and data analysis of students' pre-test and post-test in both classes, the researcher concludes that there is a positive and significant influence of using digital story towards students' pronunciation skill. It is based on the mean score post-test in experimental class was 80.14. Meanwhile, the mean score post-test in the control class was 63.68.

This revealed that the posttest value of students in the experimental class was greater than the posttest values of students in the control class. The outcome is easy to see from the sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.000. In addition, it is inferior to $\alpha = 0.050$ and this indicates that H_a is accepted.

Digital story can give a positive and significant influence toward students' pronunciation. By applying digital story, students' pronunciation skill can be improved. Hence, digital story in teaching and learning can make a good improvement.

B. Suggestion

Based on the conclusion above, the researcher would like to give some suggestion as follows:

1. For the Students

- a. The Students should be more active in learning English, if they do not understand the lesson that was delivered by their teacher, they should ask the teacher.
- b. The students must learn how to pronounce the word correctly.
- c. Regarding advanced technology, students can take advantage of the use of technology to learn how to pronounce correctly

2. For The Teachers

- a. The English Teacher can use Digital Story in teaching Pronunciation
- b. In teaching pronunciation, the teacher should be more focused on teaching students the technique and practice instead of lecturing or giving so much explanation of theory without giving chance to practice because the main objective of language learning is to make the language learners able to communicate.
- c. the teacher should find the most appropriate way for the class that will be taught because the condition of every class must be different, so they may need a different technique to elaborate the class.

3. For The Next Researchers

This research can give beneficial as a reference that can be used in the next researcher.

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APPENDICES



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2525/ln.28.1/J/TL.00/09/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMK N 2 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

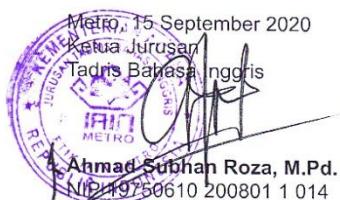
Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **ANNABILA AGUSTIARA**
NPM : 1601070004
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE INFLUENCE OF USING DIGITAL STORY TOWARDS STUDENTS' PRONUNCIATION MASTERY AT THE SECOND SEMESTER OF TENTH GRADE OF SMKN 2 METRO IN THE ACADEMIC YEAR 2019/2020

untuk melakukan *pra-survey* di SMK N 2 METRO.

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

Wassalamu'alaikum Wr. Wb.





**PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 2 METRO**

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NSS: 401126103002 NPSN: 10807613



Nomor : 800/ 101/V.01/421.5/2020
Lampiran : -
Hal : Jawaban Permohonan Pra Survey

Kepada Yth. : Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
Jl. Ki Hajar Dewantara Kampus 15A Iringmulyo, Metro Timur
Kota Metro
Di Lampung

Menindak lanjuti surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Dengan Nomor Surat: B-2525/In.28.1/J/TL.00/09/2020. Dan pada tanggal 15 September 2020 perihal Permohonan Izin Pra Survey dalam rangka Penulisan Proposal Penelitian mahasiswa sebagai berikut :

Nama Mahasiswa : **ANNABILA AGUSTIARA**
NPM : 1601070004
Fakultas : Tarbiyah dan ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : The Influence Of Using Digital Story Towards Students' Pronunciation Mastery At The Second Semester Of Tenth Grade Of SMK Negeri 2 Metro In The Academic Year 2019/2020

Dengan surat ini disampaikan bahwa kami menerima/mengijinkan mahasiswa tersebut diatas untuk melakukan Pra Survey dalam rangka Penulisan Proposal Penelitian di SMK Negeri 2 Metro.

Demikian surat jawaban ini disampaikan atas kerjasamanya diucapkan terima kasih.

Metro, 24 September 2020

Kepala Sekolah


Dr. Armina, M.Pd.

NIP. 197502272005012005





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO

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Nomor : B-0560/ln.28/D.1/TL.00/03/2021
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
Kepala SMK N 2 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0559/ln.28/D.1/TL.01/03/2021,
tanggal 01 Maret 2021 atas nama saudara:

Nama : ANNABILA AGUSTIARA
NPM : 1601070004
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK N 2 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING DIGITAL STORY TOWARD STUDENTS' PRONUNCIATION SKILL AT THE SECOND SEMESTER OF TPTU PROGRAM TENTH GRADE OF SMK N 2 METRO".

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

Wassalamu'alaikum Wr. Wb.





KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

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S U R A T T U G A S

Nomor: B-0559/ln.28/D.1/TL 01/03/2021

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

Nama : ANNABILA AGUSTIARA
NPM : 1601070004
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survei di SMK N 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING DIGITAL STORY TOWARD STUDENTS' PRONUNCIATION SKILL AT THE SECOND SEMESTER OF TPTU PROGRAM TENTH GRADE OF SMK N 2 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat
mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 01 Maret 2021





**PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 2 METRO**



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Hal : Jawaban Permohonan Research/Survey

Kepada Yth. : Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
Jl. Ki Hajar Dewantara Kampus 15A Iringmulyo, Metro Timur
Kota Metro
Di Lampung

Menindak lanjuti surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Dengan Nomer Surat: B-0559/ln.28./D.01/TL.01/03/2021. Tentang izin Research/di SMK Negeri 2 Metro dalam menyelesaikan Tugas Akhir/Skripsi mahasiswa atas nama :

Nama Mahasiswa : **ANNABILA AGUSTIARA**
NPM : 1601070004
Prodi/Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan ilmu Keguruan

Dengan surat ini disampaikan bahwa kami menerima/mengijinkan mahasiswa tersebut diatas untuk melakukan Research/Survey di SMK Negeri 2 Metro.

Demikian surat jawaban ini disampaikan atas kerjasamanya diucapkan terima kasih.





**PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 2 METRO**



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NSS: 401126103002 NPSN: 10807613

SURAT KETERANGAN

Nomor: 800/105/V.01/421.5/2021

Yang bertanda tangan di bawah ini :

Nama : Dr. Armina, M.Pd.
NIP : 197502272005012005
Pangkat/Gol.Ruang : Pembina Tk.I IV/b
Jabatan : Kepala Sekolah

Menerangkan dengan sebenarnya bahwa

Nama : **ANNABILA AGUSTIARA**
NPM : 1601070004
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro
Judul Skripsi : “THE INFLUENCE OF USING DIGITAL STORY TOWARD STUDENTS’ PRONUNCIATION SKILL AT THE SECOND SEMESTER OF TPTU PROGRAM TENTH GRADE OF SMK N 2 METRO”

Telah melaksanakan Penelitian Lapangan (*Field Study*) Sebagai salah satu syarat menempuh Ujian Skripsi. Penelitian dilaksanakan pada tanggal 08 Maret sampai 16 April 2021.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Metro, 19 April 2021
Kepala Sekolah

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SILABUS BAHASA INGGRIS

Satuan Pendidikan : SMK NEGERI 2 Metro
Mata Pelajaran : Bahasa Inggris – Wajib
Kelas : X (semua program keahlian)
Alokasi Waktu : 3 jam pelajaran/ minggu

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>pronoun: subjective, objective, possessive</i>)	<ul style="list-style-type: none">• Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru• Struktur Teks<ul style="list-style-type: none">- Memulai- Menanggapi (diharapkan/di luar dugaan)• Unsur Kebahasaan<ul style="list-style-type: none">- Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan	<ul style="list-style-type: none">- Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar- Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada- Menanyakan hal-hal yang tidak diketahui atau yang berbeda.- Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-firug terkenal.- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya- Melakukan refleksi tentang proses dan hasil belajarnya
4.1 Menyusun teks interaksi		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his, dsb.</i> - Kata tanya <i>Who? Which? How?</i> Dst. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>• Topik</p> <p>Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p>	
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapinya, sesuai dengan konteks penggunaannya 4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapinya	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapinya - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my,</i> 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p><i>their</i>, dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik <p>Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI</p>	
<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial <p>Menyatakan rencana, menyarankan, dsb.</p> <ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan atau di luar dugaan) <ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik <p>Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat</p>	<ul style="list-style-type: none"> - Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video) - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengukapannya - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	menumbuhkan perilaku yang termuat di KI	
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks <i>deskriptif</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i>, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks <i>deskriptif</i> lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan <ul style="list-style-type: none"> - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti <i>quite</i>, <i>very</i>, <i>extremely</i>, dst. - Kalimat dekalraif dan interrogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	di KI	
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah • Struktur Teks <ul style="list-style-type: none"> - Istilah khusus terkait dengan jenis pemberitahuannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia <i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik. 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.
4.5 Teks pemberitahuan (<i>announcement</i>)		
4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (<i>announcement</i>)		
4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		
3.6 Menerapkan fungsi sosial,	<ul style="list-style-type: none"> • Fungsi Sosial 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan terkait

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past tense</i> vs <i>present perfect tense</i>)</p> <p>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb.</p> <ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interrogative dalam <i>simple past tense</i>, <i>present perfect tense</i>. - Adverbial dengan <i>since</i>, <i>ago</i>, <i>now</i>; klause dan adverbial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI 	<p>dengan intonasi, ucapan dan tekanan kata yang tepat</p> <ul style="list-style-type: none"> - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut - Melakukan refleksi tentang proses dan hasil belajar
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi	<ul style="list-style-type: none"> • Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan 	<ul style="list-style-type: none"> - Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p> <p>4.7 Teks <i>recount</i> – peristiwa bersejarah</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interrogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb. - Adverbia dan frasa preposisional penunjuk waktu - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	<p>jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks</p> <ul style="list-style-type: none"> - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks	<ul style="list-style-type: none"> • Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan • Struktur Teks Dapat mencakup: 	<ul style="list-style-type: none"> - Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar,

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi - Orientasi ulang <ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat-kalimat dalam <i>simple past tense, past continuous</i>, dan lainnya yang relevan - Kosa kata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI 	<p>dengan saling mengoreksi</p> <ul style="list-style-type: none"> - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/ MAK</p> <p>4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	perilaku yang termuat di KI	



RENCANA PELAKSANAAN PEMBELAJARAN

MATA PELAJARAN	:	BAHASA INGGRIS
KELAS /SEMESTER	:	X/ 2 (Experimental Class)
MATERI	:	NARRATIVE TEXT
PENYUSUN	:	ANNABILA AGUSTIARA

**PEMERINTAH PROPINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 2 METRO
2021**

RENCANA PERENCANAAN PEMBELAJARAN

Satuan Pendidikan : SMK Negeri 2 Metro
Kelas/ semester : X/ Genap (Experimental Class)
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Narative Text
Alokasi Waktu : 3 x 45 Menit

A. Kompetensi Inti (KI)

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

B. Kompetensi Dasar dan Indikator

KOMPETENSI DASAR		INDIKATOR	
3.8	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks	3.8.1	Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait legenda rakyat sesuai

	penggunaannya	3.8.2	<p>konteks penggunaannya.</p> <p>Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait legenda rakyat sesuai konteks penggunaannya.</p>
4.8	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	4.8.1	<p>Menyusun teks naratif lisan dan tertulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai.</p>
		4.8.2	<p>Mengkomunikasikan secara lisan dan tertulis tentang teks naratif pendek dan sederhana, terkait legenda rakyat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai.</p>

C. Tujuan Pembelajaran

Melalui kegiatan *discovery learning*, peserta didik mengamati (membaca) teks naratif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait legenda rakyat sesuai konteks penggunaannya untuk dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks dan menyusun teks naratif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait legenda rakyat sesuai konteks penggunaannya. Pembelajaran ini juga mengembangkan sikap menghayati dan mengamalkan ajaran agama yang dianutnya, menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung-jawab, responsif, dan proaktif melalui keteladanan, pemberian nasihat, penguatan, pembiasaan, dan pengkondisian secara berkesinambungan serta menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan

dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

D. Materi Bahasa Inggris

Cerita dalam bentuk video dengan memberi dan meminta informasi pendek dan sederhana terkait legenda rakyat sesuai konteks penggunaannya.

E. Model/ Metode Pembelajaran

- | | |
|----------------------------|--------------------------------------|
| 1. Pendekatan Pembelajaran | : Scientific Approach |
| 2. Model Pembelajaran | : Discovery Learning |
| 3. Metode Pembelajaran | : Melihat cerita dalam bentuk video, |
| Diskusi, Penugasan | |

F. Alat/Media Pembelajaran

1. Spidol
2. Lembar kerja
3. Video
4. Lembar penilaian

G. Sumber Pembelajaran

1. https://www.youtube.com/watch?v=WCVhD7z_RVA&list=PLQiKLJnked46p1c8ZyY6NGlebzCg2Ro4&index=11 (The ant and the bird)
2. https://www.youtube.com/watch?v=L7PCfs_n0q0&list=PLQiKLJnked46p1c8ZyY6NGlebzCg2Ro4&index=12 (The treasure in the vineyard)
3. <https://www.youtube.com/watch?v=wErvPrTOaRo&list=PLQiKLJnked46p1c8ZyY6NGlebzCg2Ro4&index=8> (the milkmaid and her pail)

H. Kegiatan Pembelajaran
 Alokasi Waktu : 3 x 45 menit

KEGIATAN	DESKRIPSI KEGIATAN	NILAI KARAKTER	ALOKASI WAKTU
Pendahuluan	<p>1. Peserta didik memulai pembelajaran dengan berdoa dipimpin seorang peserta didik dan menjawab salam.</p> <p>2. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin dan menanyakan alasan peserta yang absen.</p> <p>3. Peserta didik menumbuhkan semangat nasionalisme dengan menyanyikan lagu wajib nasional atau biografi pendek pahlawan nasional dipimpin dan dilakukan oleh salah seorang secara bergantian setiap pagi sebelum proses pembelajaran.</p> <p>4. Peserta didik diberikan kesempatan untuk menceritakan hal-hal yang mereka dapatkan baik dari membaca ataupun sumber lainnya.</p> <p>5. Guru menyampaikan tujuan pembelajaran yang akan dicapai.</p> <p>6. Peserta didik melakukan apersepsi dan guru mengajukan pertanyaan untuk mengarahkan peserta didik ke materi tentang teks naratif dengan memberi dan meminta informasi pendek dan sederhana terkait legenda rakyat sesuai konteks penggunaannya.</p> <p>7. Peserta didik membentuk kelompok yang heterogen (dengan menerapkan prinsip tidak membedakan tingkat kemampuan berpikir, jenis kelamin, agama, suku, dll)</p>	<p>Spiritual</p> <p>Kedisiplinan dan Kepedulian</p> <p>Nasionalisme</p> <p>Literasi</p>	20 menit
Inti	<p>1. <i>Stimulation</i> (stimulasi/pemberian rangsangan).</p> <p>1. Peserta didik mencari video cerita naratif dengan memberi dan meminta informasi pendek</p>		95 menit

	<p>dan sederhana terkait legenda rakyat sesuai konteks penggunaannya termasuk yang menggunakan bahasa Indonesia.</p> <p>2. Peserta didik mengumpulkan video cerita naratif dari berbagai sumber termasuk internet, dsb.</p> <p>3. Guru membimbing Peserta didik mendiskusikan informasi penting dari video yang ditampilkan</p> <p>2. <i>Problem statement</i>(pernyataan/identifikasi masalah).</p> <ol style="list-style-type: none"> 1. Guru memberikan beberapa pertanyaan sederhana terkait video. <p>3. <i>Data collection</i> (pengumpulan data).</p> <ol style="list-style-type: none"> 1. Guru membimbing siswa untuk menjelaskan hal yang telah didengar dari video. 2. Guru menuliskan kata yang ada di video dan membimbing peserta didik untuk menyebutkan kata-kata yang mereka dengar dari video. <p>4. <i>Data processing</i> (pengolahan data).</p> <ol style="list-style-type: none"> 1. Guru membimbing siswa untuk melaftalkan kata-kata yang telah disebutkan bersama-sama. 2. Guru memberikan transkrip dari video yang diputar. <p>5. <i>Verification</i> (pembuktian)</p> <ol style="list-style-type: none"> 1. Peserta didik membaca transkrip dari video yang diputar dengan cermat dan guru memberikan koreksi terhadap pelafalan siswa <p>6. <i>Generalization</i> (menarik kesimpulan/generalisasi).</p> <ol style="list-style-type: none"> 1. Peserta didik dengan 	
--	---	--

Penutup	<p>bimbingan guru, membuat resume atau kesimpulan tentang materi yang telah dipelajari.</p> <ol style="list-style-type: none"> 1. Peserta didik saling mengemukakan hal-hal yang menyenangkan maupun kesulitan-kesulitan yang ditemukan dalam kegiatan pembelajaran tentang teks deskriptif. 2. Peserta didik membuat rangkuman materi yang telah dipelajari dengan penguatan-penguatan dari pendidik. 3. Pendidik menutup pembelajaran dengan salam. 		20 menit
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I. Instrumen Penilaian

Pronunciation	Scale	Description
	1	Mistakes in pronunciation usually can be understood by a native speaker.
	2	Accent can be understood although little errors.
	3	Mistakes never disturb understanding and clear accent.
	4	Mistakes pronunciation are low.
	5	It can be accepted by a native speaker.

$$S = \frac{n}{N} \times 100$$

Notes:

S: Score

n: student's obtained scale

N: highest score possible

(penilaian dilakukan dengan mengacu pada scoring rubric Brown
dengan bantuan inter-rater)

Guru Mata Pelajaran

Metro, 15 Februari 2021
Peneliti

Hetti Kusumawati, S.S.
NIP.198110032010012006

Annabila Agustiara
NPM. 1601070004

Mengetahui,
Kepala Sekolah

Dr. Armina, M.Pd.
NIP.197502272005012005

LAMPIRAN RPP

PENJELASAN MATERI

Definition NarrativeText

Narrative text adalah cerita fiksi atau cerita karangan yang dibuat untuk menghibur pembaca. Narrative text biasanya kita jumpai dalam bentuk dongeng, cerita rakyat, maupun cerita fiksional lainnya. Narrative text terdiri dari kejadian berurutan yang mengarah ke dalam suatu klimaks, dan akhirnya menemukan penyelesaian. Narrative text bertujuan untuk menghibur pembaca / pendengar.

Generic Structure Dalam Descriptive Text

1. Orientation

Bagian orientation berisi tentang pembukaan cerita yang mengandung pengenalan tokoh, pengenalan latar belakang waktu dan tempat dari cerita. Pokoknya bagian ini mengandung bagian umum dari cerita yang mencakup apa, siapa, kapan, dan dimana cerita tersebut diceritakan.

2. Complication

Pada bagian ini, sang tokoh utama mulai mengalami konflik dalam kehidupannya dan sang pemeran utama harus menyelesaikan konflik-konflik tersebut.

3. Resolution

Bagian masalah dalam cerita mulai diselesaikan. Masalah selesai, baik secara “happy ending” bahagia maupun “bad ending” atau buruk.

4. Re-orientation

Bagian yang menjelaskan pelajaran yang dapat dipetik dari cerita.

Ciri-ciri Kebahasaan (Language Features of Narrative Text)

Berikut ini adalah unsur kebahasaan dari Narrative Text/ The Characteristics / Language Feature of Narrative Text:

- **Past tense:** (Killed, drunk, went, won, sent, etc)(terbunuh, mabuk, pergi, menang, mengirim, dll).
- Keterangan waktu (**Adverb of time**): (Once upon a time, today, one day, will, yesterday, later, etc) (Pada suatu waktu, hari ini, suatu hari, akan, kemaren, nanti, dll).
- Konjungsi waktu (**Time conjunction**): (When, then, suddenly, before, after, until, as soon as, etc) (kapan, kemudian, tiba-tiba, sebelum, sesudah, sampai, segera, dll).
- Karakter spesifik (**Specific character**)/ penggunaan karakter cerita yang spesifik, bukan umum. (Cinderella, Alibaba, Putri Salju, Tangled, Ariel, dll)
- Kata kerja aksi (**Action verbs**)/ kata kerja yang menunjukkan suatu tindakan: (Killed, walked, wrote, stayed, dug, etc) (terbunuh, berjalan, menulis, tinggal, digali, dll)

- Membacakan pidato langsung untuk membuat ceritanya seakan lebih hidup (**Direct speech**). (Princess said, "My name is Princess) (Princess berkata, "Namaku Princess). Pidato langsung memakai **present tense**.
- **Saying and thinking verb:** Kata kerja yang menunjukkan ujaran atau pelaporan. (Said, told, thought, etc) (berkata, bercerita, berpikir, dll).
- Menggunakan **Nouns** tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita. Misalnya : the princess, the girl, the queen, dsb.

Jenis-Jenis Narrative Text

Narrative text bisa berbentuk imajiner atau pun faktual. Berikut adalah contoh genre dari Narrative text:

1. **Fable (fabel):** Cerita yang menggambarkan tentang binatang.
2. **Legend (legenda):** Cerita rakyat yang menggambarkan bagaimana asal usul suatu tempat itu terjadi
3. **Myth (mite):** Cerita mitos ini banyak beredar dalam masyarakat dan umumnya dianggap sebagai cerita faktual.
4. **Fairy tales (dongeng):** Cerita rakyat yang biasanya disebut sebagai dongeng atau cerita anak-anak yang berisi banyak keajaiban pada tokoh-tokoh ceritanya dan sering mangandung pesan moral
5. **Folk tale (cerita rakyat):** Sebuah cerita yang dituturkan turun temurun sehingga menjadi bagian dari tradisi suatu masyarakat
6. **Love story :** kalau cerita cinta ini lebih pada tema ceritanya yang berisi perjuangan untuk mendapatkan cinta bagi tokoh cerita.

Example

Cinderella

Once upon a time, there lived a girl named Cinderella. She lived with her step mother and two step sisters. The step mother and her two daughters didn't like Cinderella. They treated Cinderella very bad. Cinderella usually did the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family, and so on.

One day, a ball was to be held by the royal family of the kingdom to find the Prince's spouse. Cinderella wanted to go to the ball but her step mother asked her to stay at home and do the house works. Cinderella cried. Then there was a fairy godmother standing beside her.

"Why are you crying, Cinderella?", the fairy godmother asked.

"Because I want to go to the ball but my step mother insists me to stay at home. Besides, I don't have any beautiful dress" said Cinderella.

Then the fairy turned Cinderella's ugly dress became the most beautiful dress and with beautiful slippers. The fairy also turned a pumpkin into a parking coach and

the mice become six white horses. Cinderella finally could go to the ball but she had to come back before midnight before the spell ended.

At the ball, Cinderella amazed everybody there include the Prince. The Prince asked her to dance. Cinderella had a wonderful time at the ball. But, all of a sudden, she heard the sound of a clock, the first stroke of midnight. Remembered what the fairy had said, Cinderella ran back to go home. But she lost one of her slippers in ballroom. The Prince picked up her slipper and would search for the girl whose foot fitted with the slipper.

A few days later, the Prince proclaimed that he would marry the girl whose feet fitted the slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the King's soldier let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The Prince was overjoyed to see her again. They were married and live happily ever after.

Lampiran 2

Evaluasi Pembelajaran

2. soal tes

Direction : Read these paragraph with appropriate sound vowel!

“The Ant and The Bird”

On a hot summer day, a little ant went down to the river for some water. As the little ant walked to the tip of the leaf to get a drink of water a sudden guss of wind blew him into the river.

“Help! Help! Someone please help!”

Nearby, a resting bird in a tree heard the ant screaming for help and went to see what's going on

“Oh no little ant! I am going to throw you a leaf, get on top of it, okey?”

Thanks a leaf, the ant was saved and he was able to make it back onto the land again.

“Phew! I am saved!” “Thank you so much I will never forget what you did for me!”

When the little ant looked up, to look at the bird, he saw a hunter aiming his bow and arrow at his new bird friend.

“It’s a hunter!”. “Friend! Watch out!”. There’s a hunter!”. “Quick! Fly away friend!” “fly away”.

Even after the ant’s cries, the bird still no clue as to what’s going on. The little ant didn’t know what to do except bite the hunter’s foot. The hunter threw down his bow and arrows and hopped in pain.

“Ouch! Ouch!

The screaming startled the bird. He saw the hunter and quickly flew away.

“Thank you ant, you saved my life”

“And you saved mine! Thank you so much”

Scoring System of the instrument:

Pronunciation	Scale	Description
	1	Mistakes in pronunciation usually can be understood by a native speaker.
	2	Accent can be understood although little errors.
	3	Mistakes never disturb understanding and clear accent.
	4	Mistakes pronunciation are low.
	5	It can be accepted by a native speaker.

$$S = \frac{n}{N} \times 100$$

Notes:

S: Score

n: student’s obtained scale

N: highest score possible

(penilaian dilakukan dengan mengacu pada scoring rubric Brown)

Keterangan:

StandarKetuntasan ≥ 71

NilaiTertinggi $= 100$

NilaiTerendah $= 0$

KKM ≥ 71

Lampiran 3

Program Remedial dan Pengayaan 3

- Nilai akhir remedial untuk ranah pengetahuan dihitung dengan mengganti nilai indikator yang belum tuntas dengan nilai hasil remedial, selanjutnya diolah dengan rata rata nilai seluruh KD.
- Nilai akhir remedial untuk ranah keterampilan diambil dari nilai optimum.
- Pembelajaran Remedial dilakukan dengan kegiatan pembelajaran ulang dan belajar kelompok.
- Pembelajaran Pengayaan dengan penugasan.

3.1 Program Pembelajaran Remedial

Sekolah : SMK NEGERI 2 METRO
Mata Pelajaran : Bahasa Inggris
Kelas : X
Ulanganke :
Tglulangan : ...
Bentuk soal : Oral Test dan Penugasan

Materiulangan (KD/Indikator)

- 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat

Rencanaulanganulang : ...
KKM Mapel : 71

NO	NAMA SISWA	NILAI ULANGAN	KD / INDIKATOR YANG TAK DIKUASAI	NO SOAL YANG DIKERJAKAN DALAM TES ULANG	HASIL
1					
2					
3					

KETERANGAN :

- Pada kolom no soal yang akan dikerjakan, masing masing indicator telah di breakdown menjadisaoal-soal dengan tingkat kesukaran masin gmasing.
Misalnya : Indikator 1 menjadi 3 soal yaitu no soal 1,2,3
Indikator 2 menjadi 2 soal yaitu no soal 4, 5
- Pada kolom hasil diisi nilai hasil ulangan ulang, walaupun nilai yang nantinya diolah adalah sebatas tuntas

3.2 Program Pengayaan

Sekolah : SMK NEGERI 2 METRO
Mata Pelajaran : Bahasa Inggris
Kelas : X
Ulangan ke :
Tgl Ulangan :
Bentuk Soal : Penugasan

Materiulangan (KD/Indikator)

- 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat

Rencana program pengayaan : ...

KKM Mapel : 71

NO	NAMA SISWA	NILAI ULANGAN	BENTUK PENGAYAAN
1			Menambah pemahaman melalui diskusi/kelompok kerja dengan topik/ situasi yang lebih beragam
2			
3			
Dst			



RENCANA PELAKSANAAN PEMBELAJARAN

MATA PELAJARAN	:	BAHASA INGGRIS
KELAS /SEMESTER	:	X/ 2 (Control Class)
MATERI	:	NARRATIVE TEXT
PENYUSUN	:	ANNABILA AGUSTIARA

PEMERINTAH PROPINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 2 METRO
2021
RENCANA PERENCANAAN PEMBELAJARAN

Satuan Pendidikan : SMK Negeri 2 Metro
Kelas/ semester : X/ Genap (Control Class)
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Narrative Text
Alokasi Waktu : 3 x 45 Menit

A. Kompetensi Inti (KI)

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

B. Kompetensi Dasar dan Indikator

KOMPETENSI DASAR		INDIKATOR	
3.8	Membedakan fungsi sosial, struktur teks, dan unsur	3.8.1	Mengidentifikasi fungsi sosial, struktur teks, dan

	kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.8.2	unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait legenda rakyat sesuai konteks penggunaannya. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait legenda rakyat sesuai konteks penggunaannya.
4.8	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	4.8.1 4.8.2	Menyusun teks naratif lisan dan tertulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai. Mengkomunikasikan secara lisan dan tertulis tentang teks naratif pendek dan sederhana, terkait legenda rakyat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai.

C. Tujuan Pembelajaran

Melalui kegiatan *discovery learning*, peserta didik mengamati (membaca) teks naratif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait legenda rakyat sesuai konteks penggunaannya untuk dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks dan menyusun teks naratif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait

legenda rakyat sesuai konteks penggunaannya. Pembelajaran ini juga mengembangkan sikap menghayati dan mengamalkan ajaran agama yang dianutnya, menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung-jawab, responsif, dan proaktif melalui keteladanan, pemberian nasihat, penguatan, pembiasaan, dan pengkondisian secara berkesinambungan serta menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

D. Materi Bahasa Inggris

Teks naratif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait legenda rakyat sesuai konteks penggunaannya.

E. Model/ Metode Pembelajaran

- | | |
|----------------------------|-----------------------|
| 1. Pendekatan Pembelajaran | : Scientific Approach |
| 2. Model Pembelajaran | : Discovery Learning |
| 3. Metode Pembelajaran | : Diskusi, Penugasan |

F. Alat/Media Pembelajaran

1. Spidol
2. Lembar kerja
3. Lembar penilaian

G. Sumber Pembelajaran

1. <https://www.studiobelajar.com/narrative-text/>
2. <https://www.ilmubahasainggris.com/narrative-text/>
3. <https://www.jagoanbahasainggris.com/2017/05/materi-soal-dan-contoh-narrative-text-dalam-bahasa-inggris.html>

H. Kegiatan Pembelajaran

Alokasi Waktu: 3 x 45 menit

KEGIATAN	DESKRIPSI KEGIATAN	NILAI KARAKTER	ALOKASI WAKTU
Pendahuluan	<ol style="list-style-type: none">1. Peserta didik memulai pembelajaran dengan berdoa dipimpin seorang peserta didik dan menjawab salam.2. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin dan menanyakan alasan peserta yang absen.	Spiritual Kedisiplinan dan Kepedulian	menit

	<p>3. Peserta didik menumbuhkan semangat nasionalisme dengan menyanyikan lagu wajib nasional atau biografi pendek pahlawan nasional dipimpin dan dilakukan oleh salah seorang secara bergantian setiap pagi sebelum proses pembelajaran.</p> <p>4. Peserta didik diberikan kesempatan untuk menceritakan hal-hal yang mereka dapatkan baik dari membaca ataupun sumber lainnya.</p> <p>5. Guru menyampaikan tujuan pembelajaran yang akan dicapai.</p> <p>6. Peserta didik melakukan apersepsi dan guru mengajukan pertanyaan untuk mengarahkan peserta didik ke materi tentang teks naratif dengan memberi dan meminta informasi pendek dan sederhana terkait legenda rakyat sesuai konteks penggunaannya.</p> <p>7. Peserta didik membentuk kelompok yang heterogen (dengan menerapkan prinsip tidak membedakan tingkat kemampuan berpikir, jenis kelamin, agama, suku, dll)</p>	Nasionalisme Literasi	
Inti	<p>1. <i>Stimulation</i> (stimulasi/pemberian rangsangan).</p> <p>1) Peserta didik mencari teks naratif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait legenda rakyat sesuai konteks penggunaannya termasuk yang menggunakan bahasa Indonesia.</p> <p>2) Peserta didik mengumpulkan teks naratif dari berbagai sumber termasuk internet, buku teks, dsb.</p> <p>3) Peserta didik memberikan komentar dan pandangannya</p>	95 menit	

	<p>tentang fungsi teks naratif dari ketepatan unsur kebahasaannya, format, tampilan, dsb.</p> <p>2. <i>Problem statement</i>(pernyataan/identifikasi masalah).</p> <p>Dengan bimbingan dan arahan guru, peserta didik menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara teks naratif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait legenda rakyat dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia kemungkinan menggunakan ungkapan lain, dsb.</p> <p>3. <i>Data collection</i> (pengumpulan data).</p> <ol style="list-style-type: none"> 1. Peserta didik membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif pendek dan sederhana terkait legenda rakyat, sesuai konteks penggunaannya. 2. Peserta didik membaca secara lebih cermat semua contoh teks naratif yang telah terkumpul, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. 3. Secara kolaboratif peserta didik membaca teks naratif sesuai kaidah membaca yang telah ditentukan. 4. <i>Data processing</i> (pengolahan data). <ol style="list-style-type: none"> 1. Peserta didik membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks naratif yang telah 	
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Penutup	<p>dikumpulkan dari berbagai sumber.</p> <p>5. <i>Verification</i> (pembuktian)</p> <ol style="list-style-type: none"> 1. Peserta didik membaca lebih banyak contoh teks naratif dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. <p>6. <i>Generalization</i> (menarik kesimpulan/generalisasi).</p> <ol style="list-style-type: none"> 1. Peserta didik dengan bimbingan guru, membuat resume atau kesimpulan tentang materi yang telah dipelajari. <p>1. Peserta didik saling mengemukakan hal-hal yang menyenangkan maupun kesulitan-kesulitan yang ditemukan dalam kegiatan pembelajaran tentang teks deskriptif.</p> <p>2. Peserta didik membuat rangkuman materi yang telah dipelajari dengan penguatan-penguatan dari pendidik.</p> <p>3. Pendidik menutup pembelajaran dengan salam.</p>		20 menit
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I. Instrumen Penilaian

Pronunciation	Scale	Description
	1	Mistakes in pronunciation usually can be understood by a native speaker.
	2	Accent can be understood although little errors.
	3	Mistakes never disturb understanding and clear accent.
	4	Mistakes pronunciation are low.
	5	It can be accepted by a native speaker.

$$S = \frac{n}{N} \times 100$$

Notes:

S: Score

n: student's obtained scale

N: highest score possible

(penilaian dilakukan dengan mengacu pada scoring rubric Brown
dengan bantuan inter-rater)

Guru Mata Pelajaran

Metro, 15 Februari 2021
Peneliti

Hetti Kusumawati, S.S.
NIP.198110032010012006

Annabila Agustiara
NPM. 1601070004

Mengetahui,
Kepala Sekolah

Dr. Armina, M.Pd.
NIP.197502272005012005

LAMPIRAN RPP
PENJELASAN MATERI
Definition NarrativeText

Narrative text adalah cerita fiksi atau cerita karangan yang dibuat untuk menghibur pembaca. Narrative text biasanya kita jumpai dalam bentuk dongeng, cerita rakyat, maupun cerita fiksional lainnya. Narrative text terdiri dari kejadian berurutan yang mengarah ke dalam suatu klimaks, dan akhirnya menemukan penyelesaian. Narrative text bertujuan untuk menghibur pembaca / pendengar.

Generic Structure Dalam Descriptive Text

1. Orientation

Bagian orientation berisi tentang pembukaan cerita yang mengandung pengenalan tokoh, pengenalan latar belakang waktu dan tempat dari cerita. Pokoknya bagian ini mengandung bagian umum dari cerita yang mencakup apa, siapa, kapan, dan dimana cerita tersebut diceritakan.

2. Complication

Pada bagian ini, sang tokoh utama mulai mengalami konflik dalam kehidupannya dan sang pemeran utama harus menyelesaikan konflik-konflik tersebut.

3. Resolution

Bagian masalah dalam cerita mulai diselesaikan. Masalah selesai, baik secara “happy ending” bahagia maupun “bad ending” atau buruk.

4. Re-orientation

Bagian yang menjelaskan pelajaran yang dapat dipetik dari cerita.

Ciri-ciri Kebahasaan (Language Features of Narrative Text)

Berikut ini adalah unsur kebahasaan dari Narrative Text/ The Characteristics / Language Feature of Narrative Text:

- **Past tense:** (Killed, drunk, went, won, sent, etc)(terbunuh, mabuk, pergi, menang, mengirim, dll).
- Keterangan waktu (**Adverb of time**): (Once upon a time, today, one day, will, yesterday, later, etc) (Pada suatu waktu, hari ini, suatu hari, akan, kemaren, nanti, dll).
- Konjungsi waktu (**Time conjunction**): (When, then, suddenly, before, after, until, as soon as, etc) (kapan, kemudian, tiba-tiba, sebelum, sesudah, sampai, segera, dll).
- Karakter spesifik (**Specific character**)/ penggunaan karakter cerita yang spesifik, bukan umum. (Cinderella, Alibaba, Putri Salju, Tangled, Ariel, dll)
- Kata kerja aksi (**Action verbs**)/ kata kerja yang menunjukkan suatu tindakan: (Killed, walked, wrote, stayed, dug, etc) (terbunuh, berjalan, menulis, tinggal, digali, dll)

- Membacakan pidato langsung untuk membuat ceritanya seakan lebih hidup (**Direct speech**). (Princess said, "My name is Princess) (Princess berkata, "Namaku Princess). Pidato langsung memakai **present tense**.
- **Saying and thinking verb:** Kata kerja yang menunjukkan ujaran atau pelaporan. (Said, told, thought, etc) (berkata, bercerita, berpikir, dll).
- Menggunakan **Nouns** tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita. Misalnya : the princess, the girl, the queen, dsb.

Jenis-Jenis Narrative Text

Narrative text bisa berbentuk imajiner atau pun faktual. Berikut adalah contoh genre dari Narrative text:

1. **Fable (fabel):** Cerita yang menggambarkan tentang binatang.
2. **Legend (legenda):** Cerita rakyat yang menggambarkan bagaimana asal usul suatu tempat itu terjadi
3. **Myth (mite):** Cerita mitos ini banyak beredar dalam masyarakat dan umumnya dianggap sebagai cerita faktual.
4. **Fairy tales (dongeng):** Cerita rakyat yang biasanya disebut sebagai dongeng atau cerita anak-anak yang berisi banyak keajaiban pada tokoh-tokoh ceritanya dan sering mengandung pesan moral
5. **Folk tale (cerita rakyat):** Sebuah cerita yang dituturkan turun temurun sehingga menjadi bagian dari tradisi suatu masyarakat
6. **Love story :** kalau cerita cinta ini lebih pada tema ceritanya yang berisi perjuangan untuk mendapatkan cinta bagi tokoh cerita.

Example

Cinderella

Once upon a time, there lived a girl named Cinderella. She lived with her step mother and two step sisters. The step mother and her two daughters didn't like Cinderella. They treated Cinderella very bad. Cinderella usually did the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family, and so on.

One day, a ball was to be held by the royal family of the kingdom to find the Prince's spouse. Cinderella wanted to go to the ball but her step mother asked her to stay at home and do the house works. Cinderella cried. Then there was a fairy godmother standing beside her.

"Why are you crying, Cinderella?", the fairy godmother asked.

"Because I want to go to the ball but my step mother insists me to stay at home. Besides, I don't have any beautiful dress" said Cinderella.

Then the fairy turned Cinderella's ugly dress became the most beautiful dress and with beautiful slippers. The fairy also turned a pumpkin into a parking coach and

the mice become six white horses. Cinderella finally could go to the ball but she had to come back before midnight before the spell ended.

At the ball, Cinderella amazed everybody there include the Prince. The Prince asked her to dance. Cinderella had a wonderful time at the ball. But, all of a sudden, she heard the sound of a clock, the first stroke of midnight. Remembered what the fairy had said, Cinderella ran back to go home. But she lost one of her slippers in ballroom. The Prince picked up her slipper and would search for the girl whose foot fitted with the slipper.

A few days later, the Prince proclaimed that he would marry the girl whose feet fitted the slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the King's soldier let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The Prince was overjoyed to see her again. They were married and live happily ever after.

Lampiran 2

Evaluasi Pembelajaran

2. soal tes

Direction : Read these paragraph with appropriate sound vowel!

“The Ant and The Bird”

On a hot summer day, a little ant went down to the river for some water. As the little ant walked to the tip of the leaf to get a drink of water a sudden guss of wind blew him into the river.

“Help! Help! Someone please help!”

Nearby, a resting bird in a tree heard the ant screaming for help and went to see what's going on

“Oh no little ant! I am going to throw you a leaf, get on top of it, okey?”

Thanks a leaf, the ant was saved and he was able to make it back onto the land again.

“Phew! I am saved!” “Thank you so much I will never forget what you did for me!”

When the little ant looked up, to look at the bird, he saw a hunter aiming his bow and arrow at his new bird friend.

“It’s a hunter!”. “Friend! Watch out!”. There’s a hunter!”. “Quick! Fly away friend!” “fly away”.

Even after the ant’s cries, the bird still no clue as to what’s going on. The little ant didn’t know what to do except bite the hunter’s foot. The hunter threw down his bow and arrows and hopped in pain.

“Ouch! Ouch!

The screaming startled the bird. He saw the hunter and quickly flew away.

“Thank you ant, you saved my life”

“And you saved mine! Thank you so much”

Scoring System of the instrument:

Pronunciation	Scale	Description
	1	Mistakes in pronunciation usually can be understood by a native speaker.
	2	Accent can be understood although little errors.
	3	Mistakes never disturb understanding and clear accent.
	4	Mistakes pronunciation are low.
	5	It can be accepted by a native speaker.

$$S = \frac{n}{N} \times 100$$

Notes:

S: Score

n: student’s obtained scale

N: highest score possible

(penilaian dilakukan dengan mengacu pada scoring rubric Brown)

Keterangan:

StandarKetuntasan ≥ 71
NilaiTertinggi = 100
NilaiTerendah = 0
KKM ≥ 71

Lampiran 3

Program Remedial dan Pengayaan 3

- Nilai akhir remedial untuk ranah pengetahuan dihitung dengan mengganti nilai indikator yang belum tuntas dengan nilai hasil remedial, selanjutnya diolah dengan rata rata nilai seluruh KD.
- Nilai akhir remedial untuk ranah keterampilan diambil dari nilai optimum.
- Pembelajaran Remedial dilakukan dengan kegiatan pembelajaran ulang dan belajar kelompok.
- Pembelajaran Pengayaan dengan penugasan.

3.1 Program Pembelajaran Remedial

Sekolah : SMK NEGERI 2 METRO
Mata Pelajaran : Bahasa Inggris
Kelas : X
Ulanganke :
Tglulangan : ...
Bentuk soal : Oral Test dan Penugasan

Materiulangan (KD/Indikator)

- 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat

Rencanaulanganulang : ...
KKM Mapel : 71

NO	NAMA SISWA	NILAI ULANGAN	KD / INDIKATOR YANG TAK DIKUASAI	NO SOAL YANG DIKERJAKAN DALAM TES ULANG	HASIL
1					
2					
3					

KETERANGAN :

- Pada kolom no soal yang akan dikerjakan, masing masing indicator telah di breakdown menjadisоal-soal dengan tingkat kesukaran masin gmasing.
Misalnya : Indikator 1 menjadi 3 soal yaitu no soal 1,2,3
Indikator 2 menjadi 2 soal yaitu no soal 4, 5
- Pada kolom hasil diisi nilai hasil ulangan ulang, walaupun nilai yang nantinya diolah adalah sebatas tuntas

3.2 Program Pengayaan

Sekolah : SMK NEGERI 2 METRO
Mata Pelajaran : Bahasa Inggris
Kelas : X
Ulangan ke :
Tgl Ulangan :
Bentuk Soal : Penugasan

Materiulangan (KD/Indikator)

- 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat

Rencana program pengayaan : ...

KKM Mapel : 71

NO	NAMA SISWA	NILAI ULANGAN	BENTUK PENGAYAAN
1			Menambah pemahaman melalui diskusi/kelompok kerja dengan topik/ situasi yang lebih beragam
2			
3			
Dst			

Research Schedule

The following table shows the schedule of the research:

No	Schedule	Class	
		Experimental Class	Control Class
1	Pre-test	10 th March 2021	12 th March 2021
2	First Treatment	17 th March 2021	19 th March 2021
3	Second Treatment	24 th March 2021	26 th March 2021
4	Third Treatment	31 th March 2021	2 nd April 2021
5	Post-test	7 th April 2021	9 th April 2021

INSTRUMENT OF THE RESEARCH (POST-TEST)

Subject : English

Subject Matter: Narrative Text

Class : X (tenth)

Duration : 3 minutes/ student

Instruction:

Read these paragraph with appropriate sound vowel!

"The Wolf and the Seven Little Kids"

There was once upon a time an old goat which had seven little kids, and loved them with all the love of a mother for her children. One day she wanted to go into the forest and fetch some food. So she called all seven to her and said, dear children, I have to go into the forest, be on your guard against the wolf, if he comes in, he will devour you all – skin, hair, and everything. The wretch often disguises himself, but you will know him at once by his rough voice and his black feet. The kids said, dear mother, we will take good care of ourselves, you may go away without any anxiety.

Then the old one bleated, and went on her way with an easy mind. It was not long before someone knocked at the house-door and called, open the door, dear children, your mother is here, and has brought something back with her for each of you. But the little kids knew that it was the wolf, by the rough voice. We will not open the door, cried they, you are not our mother. She has a soft, pleasant voice, but your voice is rough, you are the wolf. Then the wolf went away to a shopkeeper and bought himself a great lump of chalk, ate this and made his voice soft with it. Then he came back, knocked at the door of the house, and called, open the door, dear children, your mother is here and has brought something back with her for each of you. But the wolf had laid his black paws against the window, and the children saw them and cried, we will not open the door, our mother has not black feet like you, you are the wolf.

Scoring System of the instrument:

Pronunciation	Scale	Description
	1	stakes in pronunciation usually can be understood by a native speaker.
	2	cent can be understood although little errors.
	3	stakes never disturb understanding and clear accent.
	4	stakes pronunciation are low.
	5	can be accepted by a native speaker.

$$S = \frac{n}{N} \times 100$$

Notes:

S: Score

n: student's obtained scale

N: highest score possible

(penilaian dilakukan dengan mengacu pada scoring rubric Brown)

VOWELS			
short vowels	Words	long vowels	words
i	little ('litl), kids (kɪdz), into ('ɪntə), skin (skɪn).	i:	fit (fi:t), easy (i:zi), bleated ('bli:tɪd).
e	/en ('sevn), said (sed), pleasant ('pleznt).	ɛ:	-
æ	d (ænd), black (blæk), back (bæk).	a:	ard (ga:rd), are (a:r),
ʌ	once (wʌns), loved (lʌvd), comes (kʌmz).	ʊ:	u (ju:), food (fu:d), who (hu:)
ɔ	you (jʊ), wolf (wʊlf)	ɔ:	all (ɔ:l), called (kɔ:ld), brought (brɔ:t), door (dɔ:r)
ɒ	on (ɒn), not (nɒt)		
ə	s (wəz), of (əv)		

**INSTRUMENT OF THE RESEARCH
(PRE-TEST)**

Subject : English
 Subject Matter: Narrative Text
 Class : X (tenth)
 Duration : 3 minutes/ student
 Instruction:

Read these paragraph with appropriate sound vowel!

“The Little Red Riding Hood”

Once upon a time in the middle of a thick forest stood a small cottage, the home of a pretty little girl known to everyone as Little Red Riding Hood. One day, her Mummy waved her goodbye at the garden gate, saying: “*Grandma is ill. Take her this basket of cakes, but be very careful. Keep to the path through the wood and don't ever stop. That way, you will come to no harm.*” Little Red Riding Hood kissed her mother and ran off. “*Don't worry,*” she said, “*I'll run all the way to Grandma's without stopping.*” Full of good intentions, the little girl made her way through the wood, but she was soon to forget her mother's wise words.

“*What lovely strawberries! And so red.*” Laying her basket on the ground, Little Red Riding Hood bent over the strawberry plants. “*They're nice and ripe, and so big! Yummy! Delicious! Just another one. And one more. This is the last. Well, this one Mmmm.*” The red fruit peeped invitingly through the leaves in the grassy glade, and Little Red Riding Hood ran back and forth popping strawberries into her mouth. Suddenly she remembered her mother, her promise, Grandma and the basket and hurried back towards the path. The basket was still in the grass and, humming to herself, Little Red Riding Hood walked on. The wood became thicker and thicker. Suddenly a yellow butterfly fluttered down through the trees. Little Red Riding Hood started to chase the butterfly. “*I'll catch you! I'll catch you!*” she called.

Scoring System of the instrument:

Pronunciation	Scale	Description
	1	Mistakes in pronunciation usually can be understood by a native speaker.
	2	Accent can be understood although little errors.
	3	Mistakes never disturb understanding and clear accent.
	4	Mistakes pronunciation are low.
	5	It can be accepted by a native speaker.

$$S = \frac{n}{N} \times 100$$

Notes:

S: Score

n: student's obtained scale

N: highest score possible

(penilaian dilakukan dengan mengacu pada scoring rubric Brown)

VOWELS			
Short Vowels	Words	Long Vowels	Words
I	In (in), middle ('mɪdl), thick (θɪk), little ('lɪtl)	i:	Keep (ki:p), trees (tri:z), leaves (li:vz), peeped (pi:pt)
ɛ	ɛ (red), everyone ('evriwʌn), forget (fə'get), well (wel), bent (bent)	ɜ:	Girl (gɜ:l), words (wɜ:dz), herself (hɜ:'self)
Æ	Grandma ('grænma:), that (ðæt), run (ræn), and (ænd)	a:	Grass (gra:s), started (sta:tɪd), plans (pla:nts), last (la:st)
ʌ	Once (wʌns), mummy ('mʌmi), come (kʌm), worry ('wʌri), lovely ('lʌvli), humming ('hʌmin)	ʊ:	Fruit (fru:t), you (ju:), through (θru:), soon (su:n),
ɔ	Stood (stʊd), hood (hʊd), goodbye (gʊd'bai), full (fʊl)	ɔ:	Small (smɔ:l), all (ɔ:l), strawberry ('strɔ:bəriz), forth (fɔ:θ), called (kɔ:ld),
ɒ	Forest ('fɔ:rist), what (wɒt), promises ('prɒmɪs)		
ə	d (ənd), the (ðə), a (ə), towards (tə'wɔ:dz), another (ə'nʌðə)		

A. Pertemuan Pertama

“The Ant and The Bird”

On a hot summer day, a little ant went down to the river for some water. As the little ant walked to the tip of the leaf to get a drink of water a sudden guss of wind blew him into the river.

“Help! Help! Someone please help!”

Nearby, a resting bird in a tree heard the ant screaming for help and went to see what's going on

“Oh no little ant! I am going to throw you a leaf, get on top of it, okey?”

Thanks a leaf, the ant was saved and he was able to make it back onto the land again.

“Phew! I am saved!” “Thank you so much I will never forget what you did for me!”

When the little ant looked up, to look at the bird, he saw a hunter aiming his bow and arrow at his new bird friend.

“It’s a hunter!”. “Friend! Watch out!”. “There’s a hunter!”. “Quick! Fly away friend!” “fly away”.

Even after the ant's cries, the bird still no clue as to what's going on. The little ant didn't know what to do except bite the hunter's foot. The hunter threw down his bow and arrows and hopped in pain.

“Ouch! Ouch!

The screaming startled the bird. He saw the hunter and quickly flew away.

“Thank you ant, you saved my life”

“And you saved mine! Thank you so much”

B. Pertemuan Kedua

- Transcrip of video

“The Treasure in the Vineyard”

There once lived a grape grower with a vast vineyard. This grape grower had two lazy sons.

“Boys, come and help!” Then you can learn how to care for the grapes.”

“Aw Dad, you are better at is so you do it. We are going to hang out with our friends”.

Although the father was eager to teach the boys, they were never interested in learning. One day the farmer came down with serious illness. So he called his sons to leave his last words.

“I hid a treasure in a vineyard for the two of you. When I am gone, make sure you search for it together.”

After he passed away, the two sons went out to search for treasure. But it wasn't easy finding the treasure that was buried in the vineyard.

“How in the world are we going to find a treasure here?”

They continued to dig day and night. However, there was still no treasure. Time passed and autumn arrived.

“Wow! Come here and look at this plump grapes.” “Have you ever seen such big and juicy-looking grapes before?”

“No, never. And they are as sweet as honey too!”

The two sons jump with excitement and exclaimed.

“This is the treasure Father was talking about.”

“You are right! He was trying to show us how to enjoy the fruits of our hard labor.

C. Pertemuan Ketiga

- Transcript for video

“The Milkmaid and Her Pail”

Once, there was a little milkmaid, she loved daydreaming about everything.

“Look at those birds, they seems cheerful”. “Ah, the babbling brook is dancing. I love dancing.” “I could dance all day long”.

“Oh my, I should go to the market while my milk is still fresh”

The milkmaid carried her milk in a pail on her head.

“When I get money for the milk, I will buy an egg, then I will borrow a hen to sit on the egg” “After a few days, a cute little chick would come out.” “when that little chick grows up. There's my hen!”. “When my hen lays

egg, I can get many with them.” “Waw, what shall I do with all that money?”. “That’s right! I am going to buy princess dress.” “I will look so beautiful when I wear that dress”

“Everyone at the party will fall in love with me. And all of them want to dance with me”

“You look beautiful! Would you like to dance with me?”

“I will not say yes that easily. No, not today”

Then the milkmaid shook her head

“Oh no my milk!”

The milk was split and she cried all the way back to the farm.

➤ Phonetic Transcription of Videos

1. The Ant and the Bird

vn ə hɒt 'sʌmə dei, ə 'ltl ænt went daʊn tə ðə 'rɪvə fə səm 'wɔ:tə. əz
ðə 'ltl ænt wɔ:kt tə ðə tɪp əv ðə li:f tə get ə drɪŋk əv'wɔ:tər ə 'sʌdn 'gʌsɪz
əv wɪnd blu: im mɪtə ðə 'rɪvə. “help! help! 'sʌmwʌn pli:z help!” .
'niəbaɪ, ə 'restɪŋ bɜ:d ɪn ə tri: hɜ:d ði ænt 'skri:minj fə help ənd went tə si:
wɒts 'gəʊɪŋ vn “əʊ nəʊ 'ltl ænt! ai əm 'gəʊɪŋ tə θrəʊ jʊ ə li:f, get vn tɒp
əv it, 'əʊki?” θæŋks ə li:f, ði ænt wəz seɪvd ənd hi wəz 'eɪbl tə meik it bæk
k 'ɒntu ðə lænd ə 'gen. “fju!:! ai əm seɪvd!”

“θæŋk jʊ səʊ mʌf ai wil 'nevə fə'get wɒt jʊ dɪd fə mi:!” wen ðə 'ltl ænt 1
ukt ʌp, tə lʊk ət ðə bɜ:d, hi sɔ: ə 'hʌntər 'eɪmɪŋ iz bau ənd 'ærəʊ ət iz nju:
bɜ:d frɛnd. “its ə 'hʌntə!”. “frɛnd! wɒf aut!”. ðəz ə 'hʌntə!”.
“kwik! flai ə 'wei frend!”

“flai ə 'wei”. 'i:vən 'a:ftə ði ænts kraɪz, ðə bɜ:d stil nəʊ klu: əz tə wɒts 'gə
oɪŋ vn. ðə 'ltl ænt didnt nəʊ wɒt tə do ik 'sɛpt bait ðə 'hʌntəz
fɒt. ðə 'hʌntə θru: daʊn iz bau ənd 'ærəʊz ənd hɒpt in peɪn.
“aut! aut!”

ðə 'skri:minj 'sta:tld ðə bɜ:d. hi sɔ: ðə 'hʌntər ənd 'kwikli flu: ə 'wei.
“θæŋk jʊ ænt, jʊ seɪvd mai laɪf” “ənd jʊ seɪvd main! θæŋk jʊ səʊ mʌf”

VOWELS			
short vowels	Words	long vowels	words
I	little ('ltl), Tip (tip), River ('rɪvə), it (it).	i:	Leaf (li:f), Screaming ('skri:minj), even ('i:vən)
e	help (help), get (get), friend(frend).	ɜ:	Bird (bɜ:d), heard (hɜ:d)
Æ	Ant (ænt), Thank	a:	After ('a:ftə)

	(θæŋk), Arrow ('ærəʊ), back (bæk)		
ʌ	Much (mʌtʃ), hunter ('hʌntər), Up (ʌp), Summer ('sʌmə)	ʊ:	New (nju:), blew (blu:), flew (flu:)
ʊ	Foot (fʊt), do (dʊ), you (ju), onto ('ɒntʊ)	ɔ:	Walked (wɔ:kt), Saw (sɔ:),
ɒ	on (ɒn), watch (wɒtʃ), hot (hɒt), top (tɒp)		
ə	Away (ə'wei), the (ðə), to (tə), of (əv)		

2. The Treasure in the Vineyard

ðeə wʌns lɪvd ə greɪp 'grəʊə wið ə va:st 'vinjəd. ðɪs greɪp 'grəʊə həd t u: 'lerzi sʌnz. "bɔɪz, kʌm ənd help!". ðen jʊ kən lɜ:n hau tə keə fə ðə grei ps." "ɔ: dæd, jʊ ə 'betər ət s səʊ jʊ du it. wi ə 'gəʊɪŋ tə hæŋ aut wið 'auə frɛndz". ɔ:l'ðəu ðə 'fa:ðə wəz 'i:gə tə ti:f ðə bɔɪz. ðei wə 'nevər 'intristɪd ɪn 'lɜ:nɪŋ. wʌn dei ðə 'fa:mə keim daʊn wið 'sɪəriəs' ɪlnɪs. səʊ hi kɔ:ld ɪz s ʌnz tə li:v ɪz la:st wɜ:dz. "ar hid ə 'treʒər ɪn ə 'vinjəd fə ðə tu: ev ju:. wen aɪ əm gɒn, meik sʊə jʊ sɜ:ʃ fər it tə 'geðə." 'a:ftə hi pa:st ə'wei, ðə tu: sʌn z went aut tə sɜ:ʃ fə 'treʒə. bət it wɒznt 'i:zi 'faɪndɪŋ ðə 'treʒə ðət wəz 'bɜ:rid ɪn ðə 'vinjəd. "hau ɪn ðə wɜ:ld ə wi 'gəʊɪŋ tə faɪnd ə 'treʒə hɪə?" ðei k ən'tinju():d tə dɪg dei ənd nɑ:t. hau'evə, ðə wəz stil nəʊ 'treʒə. taim pa:st ənd 'ɔ:təm ə'ravd. "wau ! kʌm hɪər ənd lʊk ət ðɪs plʌmp greips."

"həv jʊ 'evə si:n sʌtʃ big ənd 'dʒu:si

'lʊkiŋ greips bɪ'fɔ:?" "nəʊ, 'nevə. ənd ðei ər əz swi:t əz 'hʌni tu:!"

ðə tu: sʌnz dʒʌmp wið ik'saitmənt ənd iks'kleimd. "ðɪs ɪz ðə 'treʒə 'fa:ðə wəz 'tɔ:kiŋ ə'baut."

"jʊ ə rait ! hi wəz 'traɪŋ tə ʃəʊ əs hau tə ɪn'dʒɔɪ ðə fru:ts ev 'auə ha:d 'lei bə.

VOWELS			
short vowels	Words	long vowels	words
ɪ	Interested ('intristɪd) lived (lɪvd), with (wið), this (ðɪs)	i:	Eager ('i:gə), easy ('i:zi), live (li:v)
ɛ	Then (ðen), better ('betər), never ('nevər),	ɜ:	Words (wɜ:dz), learn (lɜ:n), search (sɜ:ʃ)
Æ	Dad (dæd), hang (hæŋ),	a:	Farmer ('fa:mə), last (la:st), past (pa:st), hard (ha:d), after ('a:ftə)
ʌ	Once (wʌns), sons	ʊ:	Two (tu:),

	(sʌnz), come (kʌm)		continued (kən'tinju(ɔ)d), juicy ('dʒu:si)
ʊ	Do (<u>dʊ</u>), you (<u>jʊ</u>), look (lʊk)	ɔ:	O (ɔ:), although (ɔ:l'ðəʊ), called (kɔ:ld)
ɒ	Gone (gɒn)		
ə	The (ðə), labor ('leɪbə), to (tə)		
ʊə	Sure (ʃʊə), our ('aʊə), grower ('grəʊə)	aʊ	About (ə'baut), how (hau), wow (waʊ)

3. The Milkmaid and Her Pail

wʌns, ðə wəz ə 'ltl 'milkmeɪd, sɪ lʌvd 'deɪ dri:mɪŋ ə 'baʊt 'evriθɪŋ.
 "luk ət ðəʊz bɜ:dz, ðeɪ si:mz 'fɪəfʊl".
 "a:, ðə 'bæblɪŋ brʊks 'da:nσɪŋ. aɪ lʌv 'da:nσɪŋ."
 " aɪ kəd da:ns ɔ:l deɪ lɒŋ".
 "əʊ mai, aɪ fəd ɡəʊ tə ðə 'ma:kɪt waił mai milk s stɪl frɛʃ"
 ðə 'milkmeɪd 'kærɪd hə milk in ə peɪl vən hə hed. "wen aɪ get 'mʌni fə ðə
 milk, aɪ wɪl bai ən eg, ðen aɪ wɪl 'bɒrəʊ ə hən tə sit vən ði eg"
 "'a:ftər ə fju: deɪz, a kju:t 'ltl ʃɪk wəd kʌmaʊt."
 "wen ðət 'ltl ʃɪk grəʊz ʌp. ðəz mai hən!".
 "wen mai hən leɪz eg, aɪ kən get 'məni wið ðəm".
 "Wau, wɒt fəl aɪ dʊ wið ɔ:l ðət 'mʌni?'.
 "ðæts rait! aɪ əm 'gəʊɪŋ tə bai prin'ses dres."
 "aɪ wɪl lʊk səʊ 'bju:təfʊl wen aɪ weə ðət dres"
 "'evriwʌn ət ðə 'pa:ti wil fɔ:l in lʌv wið mi:. ənd ɔ:l əv ðəm wɒnt tə da:ns
 wið mi:" "jʊ lʊk 'bju:təfʊl ! wəd jʊ laɪk tə da:ns wið mi:?" "aɪ wɪl nɒt se
 i jes ðət i:zili. nəʊ, nɒt tə'deɪ" ðen ðə 'milkmeɪd fək hə hed "əʊ nəʊ mai
 milk!" ðə milk wəz split ənd sɪ kraɪd ɔ:l ðə wei bæk tə ðə fa:m.

VOWELS			
short vowels	Words	long vowels	Words
I	Little ('ltl), daydreaming ('deɪ dri:mɪŋ), milk (milk)	i:	Dreaming (dri:mɪŋ), easily ('i:zili)
ɛ	Egg (eg), when (wen), everyone ('evriwʌn)	ɔ:	Birds (bɜ:dz)
Æ	That's (ðæts), babbling ('bæblɪŋ), back (bæk)	a:	Dance (da:ns), after ('a:ftər),
A	Loved (lʌvd), money ('mʌni),	u:	Few (fju:)
ʊ	Brook (brok), you (<u>jʊ</u>),	ɔ:	All (ɔ:l), fall (fɔ:l),

	<u>look</u> (lʊk), shook (ʃʊk)		
v	Not (nɒt), want (wɒnt), on (ɒn)		
ə	About (ə'baʊt), the (ðə)		

Result of Pre-test and Post-test

Control Class

No	Students' Code	Pre-test			Post-test		
		Rater 1	Rater 2	Σ	Rater 1	Rater 2	Σ
1	C1	60	50	55	80	80	80
2	C2	40	50	45	80	70	75
3	C3	40	50	45	80	70	75
4	C4	60	60	60	60	70	65
5	C5	60	70	65	80	60	70
6	C6	80	60	70	80	60	70
7	C7	60	70	65	60	50	55
8	C8	60	60	60	60	50	55
9	C9	40	50	45	60	70	65
10	C10	60	40	50	80	60	70
11	C11	60	50	55	60	60	60
12	C12	80	60	70	60	70	65
13	C13	40	20	30	60	40	50
14	C14	40	40	40	40	50	45
15	C15	60	40	50	60	50	55
16	C16	40	40	40	80	60	70
17	C17	60	70	65	60	50	55
18	C18	60	70	65	60	60	60
19	C19	60	40	50	60	60	60
20	C20	40	40	40	60	70	65
21	C21	40	30	35	60	60	60
22	C22	80	60	70	80	70	75
23	C23	40	50	45	60	50	55
24	C24	60	50	55	60	70	65
25	C25	60	50	55	60	50	55
26	C26	60	50	55	60	70	65
27	C27	60	40	50	60	50	55
28	C28	60	40	50	80	70	75
29	C29	40	20	30	80	60	70
30	C30	60	60	60	60	60	60
31	C31	60	60	60	80	60	70
32	C32	60	60	60	60	70	65
33	C33	40	40	40	80	60	70

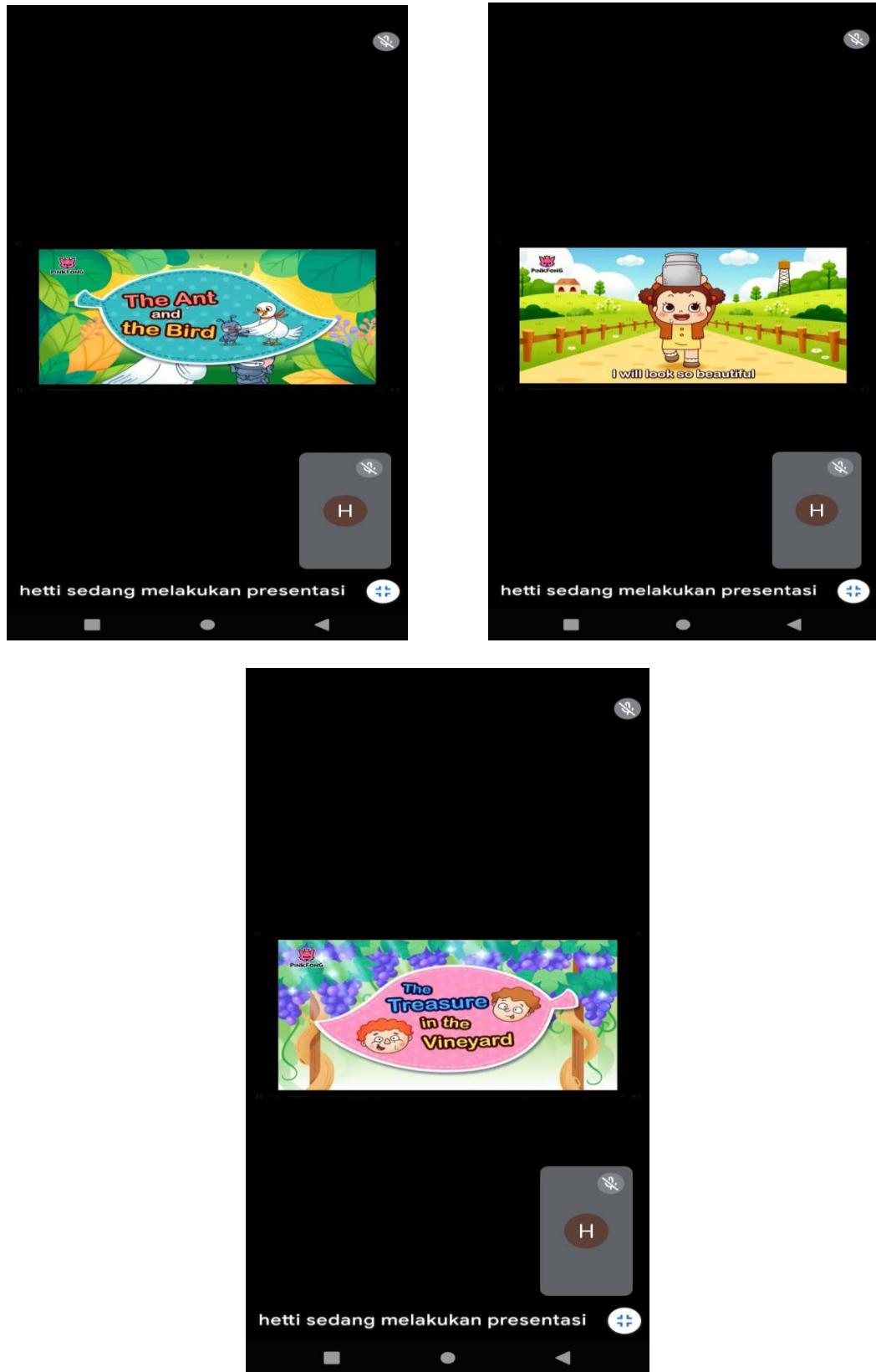
34	C34	60	40	50	60	60	60
	TOTAL	1880	1680	1780	2260	2070	2165
	AVERAGE	55.29	49.41	52.35	66.47	60.88	63.68

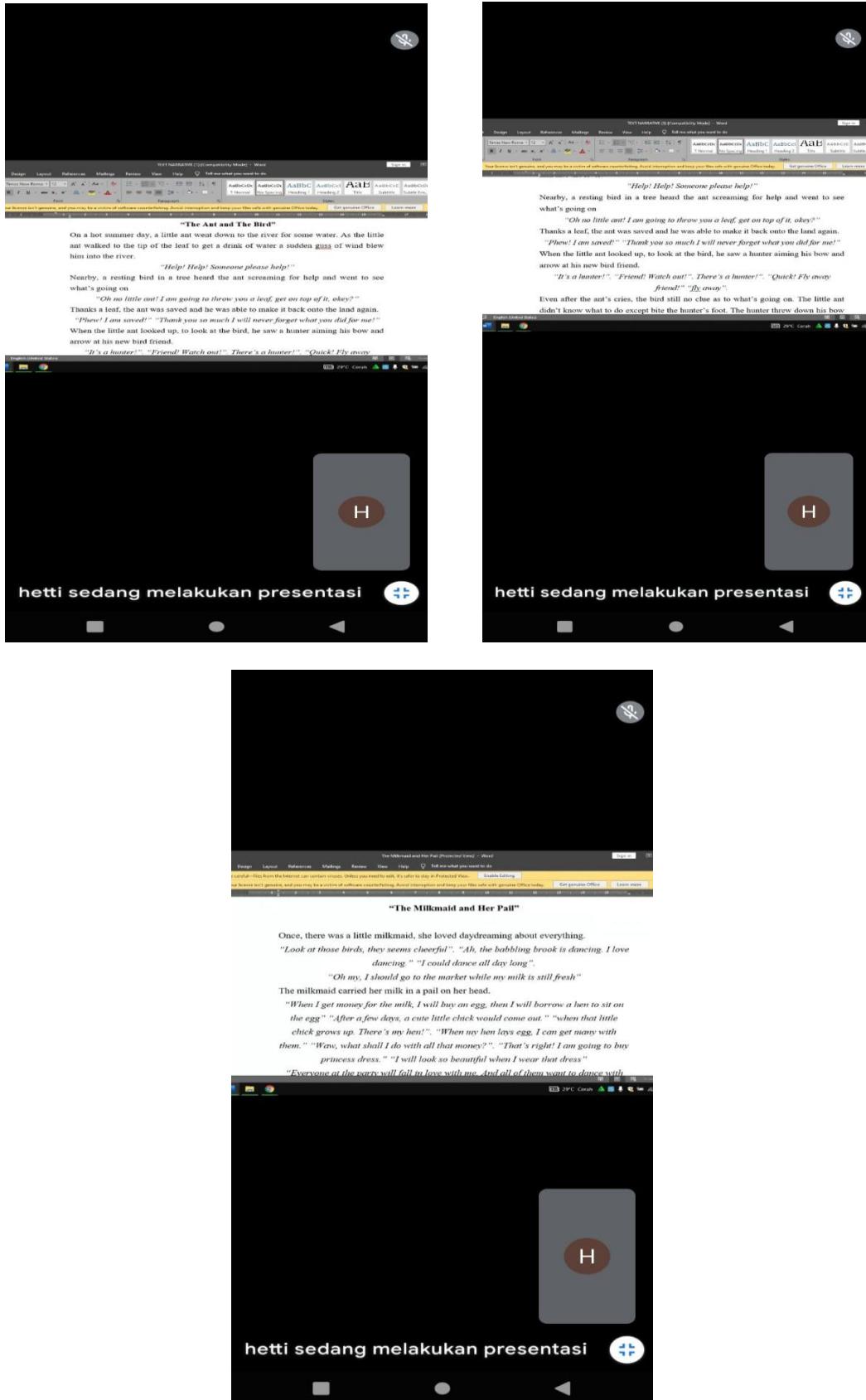
Experimental Class

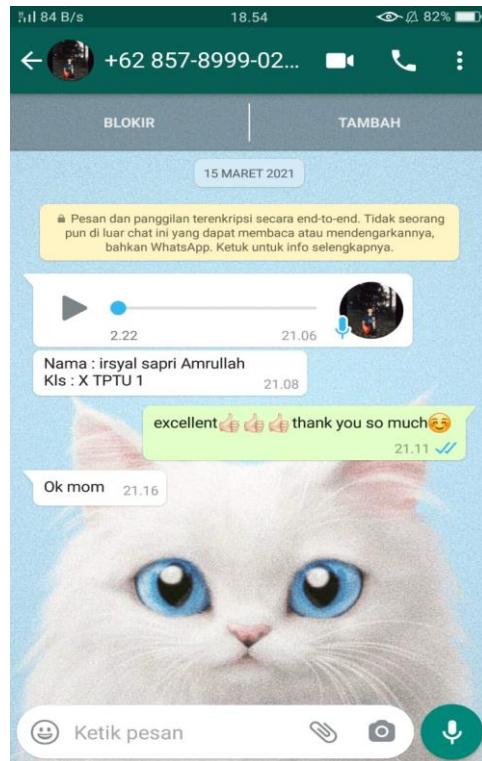
N o	Students' Code	Pre-test			Post-test		
		Rater 1	Rater 2	Σ	Rater 1	Rater 2	Σ
1	E1	60	50	55	80	90	85
2	E2	40	40	40	80	70	75
3	E3	60	70	65	100	90	95
4	E4	40	40	40	80	100	90
5	E5	60	60	60	80	90	85
6	E6	60	70	65	80	60	70
7	E7	80	60	70	80	100	90
8	E8	80	70	75	60	60	60
9	E9	60	60	60	80	80	80
10	E10	60	40	50	80	70	75
11	E11	60	50	55	80	100	90
12	E12	80	70	75	80	70	75
13	E13	80	60	70	80	80	80
14	E14	60	40	50	80	90	85
15	E15	60	70	65	80	60	70
16	E16	80	70	75	100	90	95
17	E17	60	70	65	80	80	80
18	E18	80	70	75	80	70	75
19	E19	60	50	55	80	60	70
20	E20	40	40	40	80	100	90
21	E21	60	40	50	80	70	75
22	E22	40	50	45	80	80	80
23	E23	40	40	40	80	60	70
24	E24	80	60	70	80	100	90
25	E25	40	50	45	80	70	75
26	E26	40	40	40	80	80	80
27	E27	60	60	60	80	60	70
28	E28	60	40	50	80	100	90
29	E29	60	70	65	80	90	85
30	E30	60	50	55	80	60	70

31	E31	60	40	50	80	80	80
32	E32	60	40	50	80	80	80
33	E33	80	60	70	80	100	90
34	E34	80	70	75	80	70	75
35	E35	80	90	85	80	80	80
TOTAL		2160	1950	2055	2820	2790	2805
AVERAGE		61.71	55.71	58.71	80.57	79.71	80.14

DOCUMENTATION OF RESEARCH









KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.lain@metrouniv.ac.id

Nomor : B-0560/ln.28/D.1/TL.00/03/2021
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
Kepala SMK N 2 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0559/ln.28/D.1/TL.01/03/2021,
tanggal 01 Maret 2021 atas nama saudara:

Nama : ANNABILA AGUSTIARA
NPM : 1601070004
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survei di SMK N 2 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING DIGITAL STORY TOWARD STUDENTS' PRONUNCIATION SKILL AT THE SECOND SEMESTER OF TPTU PROGRAM TENTH GRADE OF SMK N 2 METRO".

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

Wassalamu'alaikum Wr. Wb.



**PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 2 METRO**

Jl. Yos Sudarso Po. Box 214 Tlp/Fax 0725-41824 Ganjar Asri Metro
Website : www.smknegeri2metro.sch.id, E-Mail : smkn2_metro@yahoo.com
NSS: 401126103002 NPSN: 10807613



SURAT KETERANGAN

Nomor: 800/107V.01/421.5/2021

Yang bertanda tangan di bawah ini :

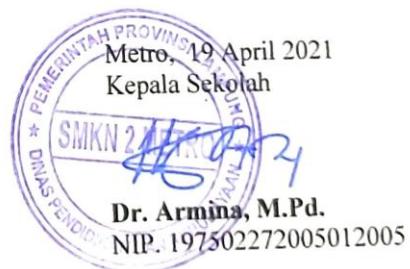
Nama : Dr. Armina, M.Pd.
NIP : 197502272005012005
Pangkat/Gol.Ruang : Pembina Tk.I IV/b
Jabatan : Kepala Sekolah

Menerangkan dengan sebenarnya bahwa

Nama : ANNABILA AGUSTIARA
NPM : 1601070004
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro
Judul Skripsi : "THE INFLUENCE OF USING DIGITAL STORY TOWARD STUDENTS' PRONUNCIATION SKILL AT THE SECOND SEMESTER OF TPTU PROGRAM TENTH GRADE OF SMK N 2 METRO"

Telah melaksanakan Penelitian Lapangan (*Field Study*) Sebagai salah satu syarat menempuh Ujian Skripsi. Penelitian dilaksanakan pada tanggal 08 Maret sampai 16 April 2021.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

S U R A T T U G A S

Nomor: B-0559/ln.28/D.1/TL.01/03/2021

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

Nama : ANNABILA AGUSTIARA
NPM : 1601070004
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survei di SMK N 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING DIGITAL STORY TOWARD STUDENTS' PRONUNCIATION SKILL AT THE SECOND SEMESTER OF TPTU PROGRAM TENTH GRADE OF SMK N 2 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat
Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat
mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 01 Maret 2021





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-638/ln.28/S.U.1/OT.01/06/2021

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

Nama : ANNABILA AGUSTIARA
NPM : 1601070004
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ tadrис bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung
Tahun Akademik 2020 / 2021 dengan nomor anggota 1601070004

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari
segala administrasi di Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 01 Juli 2021
Kepala Perpustakaan





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

Jl. Ki. Hajra Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Annabila Agustiara
NPM : 1601070004
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.





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

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Nomor : B-0361/ln.28.1/J/TL.00/02/2021
Lampiran : -
Perihal : SURAT BIMBINGAN SKRIPSI

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
EKA YUNIASIH (Pembimbing 2)
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: ANNABILA AGUSTIARA
NPM	: 1601070004
Semester	: 10 (Sepuluh)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE INFLUENCE OF USING DIGITAL STORY TOWARDS STUDENTS' PRONUNCIATION SKILL AT THE SECOND SEMESTER OF TPTU PROGRAM TENTH GRADE OF SMK N 2 METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





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

Nama : Annabila Agustiara
NPM : 1601070004

Jurusan : TBI
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 21 Juni 2021	✓		Revisi problem formulation, grammar, research hypothesis	
2.	Jumat 25 Juni 2021	✓		Revisi penulisan	
3.	Selasa 29 Juni 2021	✓			

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing I

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



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IAIN METRO

Nama : Annabila Agustiara
NPM : 1601070004

Jurusan : TBI
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 3 Juni 2021			-Understand every single word. -Describe the tabel. -Check triangle/ -Write conclusion the conclusion regarding the problem formulation. -Netto. Related with the research. -Check HF, grammar. -Understanding -Complete all.	
2.	Kamis 24/06/21			-	
3.	Senin 28/06/21			-SK. Acc. Continue to 1st Advisor.	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871022015031004

Dosen Pembimbing II

Eka Yuniasih, M.Pd.
NIDN. 0210078702

CURRICULUM VITAE



The writer was born on August 1st, 1998 in Metro. Her name is Annabila Agustiara. She is the daughter of Mr. Sehanan and Rosmala. She enrolled in her study at TK Pertiwi, Metro in 2004 and graduated in 2005. She graduated from SD N 3 Metro Barat in 2005 until 2010. She continued her study at SMP N 2 Metro in 2010 until 2013. After graduating from junior high school, she studied in SMA N 4 Metro from 2013 until 2016. Then in 2016, the writer continued her education at IAIN Metro by majoring in the English education program.