THE EFFECT OF APPLYING AUDIO LINGUAL METHOD TO DEVELOP STUDENTS’ ENGLISH WORD PRONUNCIATION

(A Quasi-experimental Study at the Eighth Grade of SMP PGRI 1 Ciputat in the Academic Year 2019/2020)

A Skripsi Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of S.Pd (S-1) in English Education

By:
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1115014000021

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2019
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SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2019
ENDORSEMENT SHEET

The examination Committee Faculty of Educational Sciences certifies that the skripsi (Scientific Paper) entitled The Effect of Applying Audio Lingual Method to Develop Students’ English Word Pronunciation (A Quasi-experimental Study at the Eighth Grade of SMP PGRI 1 Ciputat in the Academic Year 2019/2020), written by Windy Ismawati, students’ registration number 11150140000021 was examined by the Committee on 10th January 2020. The skripsi has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” (S-1) in English Education.

Jakarta, 10th January 2020

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(A Quasi-experimental Study at the Eighth Grade of SMP PGRI I Ciputat in the Academic Year 2019/2020)

Dosen Pembimbing : Didin Nuruddin Hidayat, Ph.D.
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dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis.

Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqsah.

Jakarta, 13 Desember 2019
Mahasiswa Ybs.

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ABSTRACT


Advisor I : Didin N. Hidayat, M.A. TESOL., Ph.D
Advisor II : Dr. Atiq Susilo, M.A
Keywords : Audio Lingual Method, Pronunciation, Students’ English word

Pronunciation is one of the components that learners should have in speaking. As we know that in speaking we have to master some components such as vocabulary, accuracy, fluency, and pronunciation to make clear information, so the listener gets the idea of what we want to convey. This study was designed to know the development of students’ English word pronunciation by applying Audio Lingual Method. There were 23 students in experimental class and 23 students in control class to get the data of pre-test and post-test about the benefits of applying “Audio Lingual Method” to develop students’ English word pronunciation. The study found that the English word pronunciation of the students with the given Audio Lingual Method is higher than that of the students with conventional learning. The result shows that the mean percentage gain value of the experimental class is 49.93 which is included in the less effective category and 39.2 which is included in the ineffective category is the mean percentage gain value of the control class. The result shows sig 0.027/2= 0.01<0.05 or H₀ is rejected. The study outcome showed that the Audio Lingual Method can develop students' English word pronunciation for eighth grade of SMP PGRI 1 Ciputat academic year 2019/2020.
ABSTRAK


Dosen Pembimbing I : Didin N Hidayat, M.A. TESOL., Ph.D
Dosen Pembimbing II : Dr. Atiq Susilo, M.A
Kata Kunci : Metode Audio Lingual, Pelafalan, Kata Bahasa Inggris siswa

Pelafalan adalah salah satu komponen yang harus dimiliki peserta didik dalam berbicara. Seperti kita ketahui bahwa dalam berbicara kita harus menguasai beberapa komponen seperti kosakata, ketepatan, kelancaran, dan pelafalan untuk membuat informasi menjadi jelas, sehingga pendengar mendapatkan gagasan yang ingin kita sampaikan. Penelitian ini dirancang untuk mengetahui peningkatan pelafalan kata bahasa Inggris siswa dengan menerapkan Metode Audio Lingual. Ada 23 siswa di kelas eksperimen dan 23 siswa di kelas kontrol untuk mendapatkan data pre-test dan post-test tentang manfaat menerapkan "Metode Audio Lingual" untuk mengembangkan pelafalan kata bahasa Inggris siswa. Studi ini menemukan bahwa pelafalan kata bahasa Inggris dari siswa yang diberikan Metode Audio Lingual lebih tinggi dibandingkan dengan siswa yang belajar secara konvensional. Hasil penelitian menunjukkan bahwa persentase kenaikan nilai rata-rata kelas eksperimen adalah 49,93 yang termasuk dalam kategori kurang efektif dan 39,2 yang termasuk dalam kategori tidak efektif adalah persentase kenaikan nilai rata-rata dari kelas kontrol. Hasilnya menunjukkan sig 0,027 / 2 = 0,01 <0,05 atau H₀ ditolak. Hasil penelitian menunjukkan bahwa Metode Audio Lingual dapat mengembangkan pelafalan kata bahasa Inggris siswa untuk kelas delapan SMP PGRI 1 Ciputat tahun akademik 2019/2020.
ACKNOWLEDGEMENTS

In the name of Allah, the Most Gracious, the Most Merciful

All praised be to Allah, Lord of the world, for the blessing given in finishing the “Skripsi” entitled Applying Audio Lingual Method to Develop Students’ English Word Pronunciation (\textit{A Quasi-experimental Study at the Eighth Grade of SMP PGRI 1 Ciputat in the Academic Year 2019/2020}). Peace and blessing be upon to the lovely prophet Muhammad SAW, his family, his companion and his followers.

This “Skripsi” is presented to The Faculty of Educational Sciences as partial fulfillment of the requirements for the degree of S.Pd. in the Department of English Education.

In this opportunity, the writer would like to convey to her parents Muhammad Juwanto and Nila Wati and also to her family the greatest honor and deepest gratitude.

The writer would also like to express her appreciation to Didin N Hidayat, M.A TESOL, Ph.D and Dr. Atiq Susilo, M.A for his time, compassion, advice, encouragement and wisdom in correcting and helping her to finish this ”Skripsi”

Her gratitude goes also to those who helped her to complete this ”Skripsi,” among others:

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Eventually, the writer confesses that her writing is still far from good, and she hopes the readers of this paper will make some suggestions and critiques for a better future.

Jakarta, December 2019

Windy Ismawati
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CHAPTER I
INTRODUCTION

A. Background of the Study

Language is an expression that contains intentions to convey something to others. Something that is meant by the speaker can be understood by the listener or the other person through the language expressed. Humans need to learn language to convey their intention or opinion to others in a community.\(^1\) One of the most commonly used languages in the world and being an international language is English. Learning English is very important because when we learn English, as we travel from country to country, we will be able to easily adapt and speak to anyone. In fact, extending our affiliation to the world certainly is our key asset. English is also the main business language and it has become almost a requirement for people to speak English if they want to join a global workforce, data from around the world shows that cross-border business contact is most often conducted in English. In the global marketplace, it is critical, therefore, cannot understand, learning English can really change your life.\(^2\)

Nowadays English has been widely taught in schools. There are four skills in learning English that must be mastered by learners, such as listening, speaking, reading and writing. In addition, the teacher should teach certain components such as vocabulary, grammar, and pronunciation to support these four skills. Vocabulary is one of the important things to be taught in learning a foreign language because it will be impossible to speak up without a variety of words. The learners also should know what a word sounds like (its pronunciation) and grammatical rules.\(^3\)

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Pronunciation is one of the components that learners should have in speaking. As we know that in speaking we have to master some components such as vocabulary, accuracy, fluency, and pronunciation to make clear information, so the listener gets the idea of what we want to convey. If we pronounce the word incorrectly, it will make other people feel confused or difficult to understand the meaning of our words. Moreover, if students make mistakes in other areas besides pronunciation, they are more likely to understand the meaning of their English than students who have good grammar but their pronunciation is difficult to understand.\textsuperscript{4}

Accurate pronunciation is the most important part to support communicative skill and the perfect model for prospective English teachers as a foreign/second language. Teachers are encouraged to use a pronunciation learning strategy that will help students’ pronunciation outside the classroom, it is to overcome the problem of inadequate qualifications when teaching pronunciation especially in English as Foreign Language (EFL) setting.\textsuperscript{5}

There are some difficulties in learning pronunciation for learners, first, related to hearing, people have different hearing sensitivity and it may cause errors. Second, related to the problem of making foreign sounds with our speech organs. Third, related to the problem of knowing and remembering; sound distribution is the sound which is right to say in a word or sentence, and in the context of what sounds are spoken. Fourth, related to smoothness, which is the ability to rule the whole sound circuit (a group of sounds) easily and quickly. Fifth, related to the relationship between pronunciation and conventional spelling.

The similar situation were also found at SMP PGRI 1 Ciputat. During the field practice it was found that when I asked the students to read aloud a text, while reading almost all of the students pronounced it poorly. For example, when they pronounced the sound of consonant “\(\theta\)” like ‘this’, ‘third’, and ‘thing’. Next,


\textsuperscript{5}Tugce Akyol, A study on identifying pronunciation learning strategies of Turkish EFL learners, Procedia - Social and Behavioral Sciences, 70, 2013, Page 1456 – 1462.
they have difficulty differentiating F from V like ‘there is a fan’, ‘there is a van’. From here I can identify problems in SMP PGRI 1 Ciputat that they might have difficulty pronouncing a few pronunciations, that individually, apart from that their stress and intonation is still weak. This identification is strengthened by the teacher’s statement from the results of the unstructured interview on February 4, 2019. From the results of the interview the students did have a problem in pronunciation. So the findings are strengthened by the teacher’s statement and indeed that is the real result.

It is important to a teacher as students’ role model to guide their students to comprehend good and correct English pronunciation to reduce pronunciation errors that might occur during the learning process as previously mentioned. In teaching pronunciation, teachers should have a method. The Audio Lingual Method is the method that fits it problem, it emphasizes imitation. Students were instructor template imitators. This is done by their students forming new habits in the target language and changing their native language's old habits. Being in line with Demirezen, the most errors in pronouncing target language is mother-tongue affects the sound of the target language.\(^6\)

The researcher intends to conduct quasi-experimental research entitled: **The Effect of Applying Audio Lingual Method to Develop Students’ English Word Pronunciation** (A Quasi-Experimental Study at the Eight Grade of SMP PGRI 1 Ciputat Academic Year 2019/2020).

**B. Identification of the Problem**

From the observation, some problems can be identified as follows:

1. The students have problem in individual word.
2. The students have difficulties in stress and intonation
3. The students are not used to producing English word sounds.

---

C. Limitation of the Problem

Using the Audio Lingual Method focused on identifying the problem, this study is limited to finding out the progress of students’ English word pronunciation. In the literature review, the definition of the Audio Lingual Method and the pronunciation clarification would be further clarified.

D. Formulation of the Problem

Based on the limitation of the problem, the writer poses a research question: “Is the pronunciation ability in English of students who are taught with Audio Lingual Method higher than students who are taught with conventional method in eighth grade of SMP PGRI 1 Ciputat?”

E. The Objectives of the Study

The purpose of this study is to obtain concrete evidence of the use of Audio Lingual Method to improve the English word pronunciation of students.

F. The Significance of the Study

1. For the students

   It will make learning how to say the English word correctly and easier for students. Also, by using the Audio Lingual Method, students are expected to be able to improve their abilities in pronouncing English word. Beside of that, the Audio Lingual Method can focus students’ attention to learn how to pronounce English word properly.

2. For the teachers

   The teacher will make the situation and conditions of students in learning English word pronunciation active and enjoyable so that the learning process can be maximized. Teachers can also create interesting learning using the Audio Lingual Method related to everyday life so that is easier for students to understand.
3. For the writer

The writer gets a lot of information about what she must do after being able to identify the needs of objects in systematically achieving competence. Moreover, the writer can improve her knowledge and experience in teaching pronunciation by using the Audio Lingual Method, and also can apply and socialize in campus life.
CHAPTER II
THEORETICAL FRAMEWORK

A. Definition of Pronunciation

When we speak, people will better understand the purpose of our conversation when we pronounce our words smoothly and precisely. This is so that there is no misunderstanding in capturing the meaning of our words. According to Yates in Gilakjani, pronunciation is the production of sounds that are used for making meaning.\(^1\) Furthermore, pronunciation is the way a certain sound or sounds are produced.\(^2\) Moreover, when we want to speak in foreign languages or English, we should pay attention to our words. It means that an English teacher has to learn how to speak words in teaching, where the sounds are produced so that students can get used to producing or pronounce English words properly and correctly.

Teaching pronunciation is important because it may help students to speak more confidently, easier to understand by the listeners, and also the use of communicative and effective language.

B. Aspects of Pronunciation

There are various aspects of pronunciation in English such as sounds, stress, intonation, and rhythm.

1. Sounds

Sound is among the smallest repetitive, distinctively a certain component of spoken language created by motion or motion and arrangement in an act of ear-directed communication of a variety of speech organs.

---


The sounds of English speech can be classified as:

a. Consonants

It involves a narrowing in the mouth which in turn causes some obstruction of the air stream. There are 24 consonants in English, namely:

<table>
<thead>
<tr>
<th>p – pig</th>
<th>η - sing</th>
<th>g – go</th>
<th>s – sea</th>
<th>dʒ - jail</th>
</tr>
</thead>
<tbody>
<tr>
<td>m – man</td>
<td>d – day</td>
<td>r – right</td>
<td>z – zoo</td>
<td>ð - thin</td>
</tr>
<tr>
<td>b – book</td>
<td>h – how</td>
<td>f – fine</td>
<td>j - she</td>
<td>ʤ - this</td>
</tr>
<tr>
<td>n – now</td>
<td>k – key</td>
<td>w – wait</td>
<td>ʒ - azure</td>
<td>j – you</td>
</tr>
<tr>
<td>t – tea</td>
<td>l – like</td>
<td>v – very</td>
<td>ʧ - chair</td>
<td></td>
</tr>
</tbody>
</table>

Depending on the vocal cord location, consonants can be categorized into:

1) Voiceless: p, t, k, f, s, ʃ, ʒ, θ, h.
2) Voiced: the rest of the consonants.

According to the place of articulation, the consonants can be divided into: 3

1) Bilabial : the two lips are the primary articulators, e.g.: b, p, m, w.
2) Labio-dental : the lower lip articulates with the upper teeth, e.g.: f, v.
3) Dental : the tongue tip and rims articulate with the upper teeth, e.g.: θ, ð.
4) Alveolar : the blade, or tip and blade, of the tongue articulate with the alveolar ridge, e.g.: t, d, l, n, s, z.
5) Post-alveolar : the tip (and rims) of the tongue articulate with the rear part of the alveolar ridge, e.g.: r.

---

6) Palato-alveolar: the blade, or the tip and blade, of the tongue articulate with the alveolar ridge and there is at the same time a raising of the front of the tongue towards the hard palate, e.g.: ğ, öz, tğ, dğ.

7) Palatal: the front of the tongue articulates with the hard palate, e.g.: j.

8) Velar: the back of the tongue articulates with the soft palate, e.g.: k, g, ğ.

9) Glottal: an obstruction, or a narrowing causing friction but not vibration, between the vocal cords, e.g.: h.

According to the manner of articulation the consonants can be divided into:

1) Complete Closure:
   a) Plosive: a complete closure at some point in the vocal tract, behind which the air pressure builds up and can be released explosively. e.g.: p, b, t, d, k, g.
   b) Affricative: a complete closure at some point in the mouth, behind which the air pressure builds up; the separation of the organs is slow compared with that of a plosive, so that friction is a characteristic second element of the sound. e.g.: tğ, dğ.
   c) Nasal: a complete closure at some point in the mouth but the soft palate being lowered the air escapes through the nose. e.g.: m, n, ğ.
2) Intermittent Closure:

Roll: a series of rapid intermittent closures or taps made by a flexible organ on a firmer surface.

e.g.: r (the tongue tip taps against the alveolar ridge)

3) Partial Closure

Lateral: a partial closure is made at some point in the mouth, the air-stream being allowed to escape on one or both sides of the contact.

e.g.: l.

4) Narrowing:

Fricative: two organs approximate to such an extent that the airstream passes through them with friction.

e.g.: f, v, ŋ, s, z, ð, h.

5) Glides:

Semi-vowels: they are usually included in the consonantal category on functional grounds, but from the point of view of phonetic description they are more properly treated as vowel glides.

e.g.: w, j.

<table>
<thead>
<tr>
<th>Classification of NAE Consonant Phonemes</th>
</tr>
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<tbody>
<tr>
<td>Manner of Articulation</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Stop</td>
</tr>
<tr>
<td>voiceless voiced</td>
</tr>
<tr>
<td>voiced</td>
</tr>
<tr>
<td>Fricative</td>
</tr>
<tr>
<td>voiceless voiced</td>
</tr>
<tr>
<td>voiced</td>
</tr>
<tr>
<td>Pipe</td>
</tr>
<tr>
<td>Nasal</td>
</tr>
<tr>
<td>Liquid</td>
</tr>
<tr>
<td>Glide</td>
</tr>
</tbody>
</table>
b. Vowels

It is air passes rather freely through the mouth because there is very little narrowing. English vowel letters have been divided into two categories based on their pronunciation as either long or short vowels.

<table>
<thead>
<tr>
<th>Long vowels</th>
<th>Short vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>mate</td>
<td>mat</td>
</tr>
<tr>
<td>Pete</td>
<td>pet</td>
</tr>
<tr>
<td>hide</td>
<td>hid</td>
</tr>
<tr>
<td>note</td>
<td>not</td>
</tr>
<tr>
<td>cute</td>
<td>cut</td>
</tr>
<tr>
<td>sane</td>
<td>sanity</td>
</tr>
<tr>
<td>divine</td>
<td>divinity</td>
</tr>
</tbody>
</table>

2. Stress

Stress is one of English speakers’ most common speech techniques for expressing meaning. Information that is considered important for English speakers is emphasized by using stress. English sounds with English stress are equally crucial. The dictionary has defined the stress patterns that have more than one syllable in each English word.

Based on the contrast of words which are stressed and which are unstressed, also on syllables that are stressed and which are unstressed is a system of pressure in English. You are on the right path to communicate effective meaning to very basic English speeches if you know how to produce contrast, and when to produce it. In general, syllables are stressed longer and louder than unstressed syllables, also they have some change in tone or voice movement that goes up or down.

In English, there are three common stress levels:

a. syllable stress in words = > compare between stressed syllables and unstressed syllables in words, e.g.

b. keyword stress = > stress in longer chunks of speech, clauses or sentences, for example, in an increasingly globalized world/
c. focus word stress = > the syllable in the stressed word that has the most pronounced pitch change in a chunk of speech e.g./in an increasingly globalized world/

Please note:

a. speech chunks and pauses are labeled with a slash / or // for a longer pause
b. stressed syllables are marked in bold in key words
c. focus words (the most important keywords) have a stressed syllable underlined
d. arrows mark the pitch movement direction of the voice (e.g., dropping intonation; increasing intonation)

Listeners will be seriously disturbed when communicating with us when we use the same stress or the wrong stressful words. The listener's challenge is when it's hard to recognize even a basic language and may not know what details we want to show. Listeners must try so hard to try to recognize at the same time by paying attention to key words and focus if the speakers stress all or most syllables in words, this also risks exhausting the listener. If we put less stress on keywords it will greatly damage our effectiveness in giving reports or presentations about new material, such as research results.

3. Intonation

Intonation is indeed the way a speaker's voice rises or falls as they speak. The meaning of grammar is used by English speakers to communicate various types of meanings (various kinds of questions and statements), the information status (central or secondary, complete or partial), behavior (we have questions or suspicions, whether we are certain or not), emotions (if we are optimistic, glad, excited, disappointed or distracted, and so on), the partnerships (so ‘accessible’ we are to the listener, pleasant or ‘locked’).
Unlike stress intonation operates on a contrast system, the contrast is between the voice up (↑) or down (↓) movement. Intonation may affect a person's sense while using same words. Look at the following examples. The same words are used, but a different interpretation is offered by different intonations.

<table>
<thead>
<tr>
<th>Example</th>
<th>Communicative purpose and function</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was interesting</td>
<td>When we are assured of the knowledge we have received.</td>
</tr>
<tr>
<td>It was interesting (?)</td>
<td>That may mean although the grammar indicates a statement, this is a question. It might also indicate that you are uncertain or have not yet finished.</td>
</tr>
<tr>
<td>It was interesting ...</td>
<td>We have got to say something. Statement that is incomplete.</td>
</tr>
</tbody>
</table>
It was interesting ...

If we have some questions.
When we want to echo what's been said as well.
Source, qualifying.

It was interesting

It is something you want to highlight. You can feel excited, pleased or shocked, depending on the context. Or you might want to make a strong comparison to what someone else has said.
Exclamation.⁴

4. Rhythm

Rhythm is about using a variety of sentences with stressed and unstressed words. Sentences include effective beats (words stressed) and sluggish beats (words without stress). Practicing sentence and word stress as well as the rhythm of time-stress is important for English learners. English rhythm sensitivity leads to new habits of articulation, so students need to improve it.

The stressed syllables accompany each other almost at approximately equal intervals of time in connected speech and the unstressed syllables (whether many or few) occupy almost the same duration between the stressed syllables. The more unstressed syllables there are, the faster they are pronounced. For example:

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⁴ University of Technology Sydney, Stress and Intonation, www.ssu.uts.edu.au/helps, (accessed on 5th of December 2018, at 08.00 p.m).
I think he wants to go. · O · O · O
I think that he wants us to go. · O · O · O
I think it was an excellent affair. · O · O · O

Each of these three sentences contains the same number of stressed syllables, but a different number of unstressed syllables. However, they are pronounced almost in the same period, although in the first sentence the stressed syllables are separated by one unstressed syllable, while in the last the stresses are separated by three.

C. Difficulties in Learning Pronunciation

There are three specific problems in teaching and learning a lot of pronunciation. Firstly, the learners can listen: many learners have a lot of hearing difficulty pronunciation features we want them to duplicate. First language speakers often have trouble with different sounds, particularly if their language does not have the same two sounds as Spanish speakers with /b/ and /v/. If they cannot distinguish between two different English phonemes then it is almost impossible for them to produce them.

Secondly, how learners should say: babies are born with either the capacity to make the full range of sounds available to humans. We lose the habit of making a few words and concentrating on one or two words as we grow. Learning another language often provides us with the physical unfamiliarity issue (i.e. it is physically difficult to make the sound using specific parts of the mouth, uvula, or nasal cavity). We should be able to present and tell us exactly how sounds are created to tackle this problem (for instance where is the tongue in relation to the teeth? What is the shape of the lip when a certain vowel is formed?).

Thirdly, intonation problem: intonation is the most concerning issue for many teachers to pronounce. Identifying various up-and-down sounds and hearing
'words' is very difficult for some of us (many of our students). In such cases, it would also be wrong to try to teach them.5

D. Audio Lingual Method

According to Larsen-Freeman, the emphasis of the Audio Lingual Method is on oral skills. This aims to improve the quality of talking learners. Language items are introduced without reference to the mother tongue to students in spoken form so that they can develop language skills effectively. The purpose of the Audio Lingual method is to allow students to respond quickly and accurately in the spoken language by teaching vocabulary and grammatical patterns through dialogues. Dialogs are taught by repetition and drills such as repetition, backward build-up, chain, substitution, transformation and question-and-answer are performed based on dialog patterns.

1. Repetition Drill

This drill is repeatedly used to teach lines of dialog by asking students to reproduce the pattern of the teacher as correctly and as quickly as possible.

For example: The teacher exemplifies a dialogue to students, then the students repeat after the teacher.

SALLY : Good morning, Bill.
BILL : Good morning, Sally.
SALLY : How are you?
BILL : Fine, thanks. And you?
SALLY : Fine. Where are you going?
BILL : I’m going to the post office.
SALLY : I am, too. Shall we go together?
BILL : Sure. Let’s go.

The students should repeat the dialogue several times. In effect, the class is experiencing a repetition drill where the students have to

listen carefully and attempt to mimic the teacher’s model as accurately as possible.

2. Backward Build-up(Expansion) Drill

This drill can be used when a long discussion section is in place that causes students issues. Many sections are separated by the teacher. The students repeat the part of the sentence, typically the last phrase of the line. The students then extend what they part by the part replicate, following the guidance of the teacher until they can restate the entire line. The teacher starts with the section at the end of the sentence (and works backward from there) to keep the intonation of the line as normal as possible. It also takes more student focus to the end of a sentence, which new information is normally available.

For instance : The teacher starts with the end of the sentence and has the class repeat just the last two words. Since they can do this, the teacher adds a few more words, and the class repeats this expanded phrase. Little by little the teacher builds up the phrases until the entire sentence is being repeated.

TEACHER : Repeat after me: post office.
CLASS : Post office.
TEACHER : To the post office.
CLASS : To the post office.
TEACHER : Going to the post office.
CLASS : Going to the post office.
TEACHER : I’m going to the post office.
CLASS : I’m going to the post office.

3. Chain Drill

A chain drill originally comes from the chain of conversation that arises when students around the room one by one, asking and answering the questions of each other. The teacher begins the chain by welcoming a
particular student or asking a question. The student replies then turns to
the student next door. The first student accepts or asks the question of the
second student, and the chain continues. Although it is minimal, some
regulated contact is made possible by a chain drill. A chain drill lab the
teacher a chance to test each student's speech.

Such as: The teacher addresses the student nearest to her with,
Good morning, Adama.’ He, in turn, responds, ‘Good morning, teacher.’
She says, ‘How are you?’ Adama answers, ‘Fine, thanks. And you?’
The teacher replies, ‘Fine.’ He understands through the teacher’s
gestures that he turn to the student sitting beside him and greet her. That
student, in turn, says her lines in reply to him. When she has finished,
she greets the student on the other side of her. This chain continues until
all of the students have a chance to ask and answer the questions. The
last student directs the greeting to the teacher.

4. Substitution Drill

A line is said by the teacher, generally from the conversation. The
teacher then says a word or a phrase (called the cue). The students repeat
the teacher's line they gave, replacing the cue in its right place in the
sequence. The primary aim of this exercise is to provide the students with
the exercise of identifying and occupying the slots of a paragraph.

As an example: The teacher begins by reciting a line from the
dialogue, ‘I am going to the post office.’ Following this she shows the
students a picture of a bank and says the phrase, ‘the bank.’ She pauses,
then says, ‘I am going to the bank.’

5. Transformation Drill

The teacher gives some sort of sentence pattern to students, like a
positive sentence. Students are asked to turn positive statements into
negative statements. Therefore, students are asked to convert sentences
such as transforming statements into questions, active sentences into passivity, or speaking directly into the given voice.

One example is in this class, the teacher uses a substitution drill that requires the students to change a statement into a yes/no question.

The teacher offers an example, ‘I say, “She is going to the post office.”’ You make a question by saying, “Is she going to the post office?”’

The teacher models two more examples of this transformation, then asks, ‘Does everyone understand? OK, let’s begin: “They are going to the bank.”’ The class replies in turn, ‘Are they going to the bank?’ They transform approximately fifteen of these patterns

6. Question-and-answer Drill

It is an exercise offers answering questions to students training. Even though they have never been in the classroom, the teacher will ask the students questions. Students are required to respond quickly to questions. This allows students to practice the question pattern.

Suppose that the teacher holds up one of the pictures she used earlier, the picture of a football field, and asks the class, ‘Are you going to the football field?’ She answers her own question, ‘Yes, I’m going to the football field.’ She poses the next question while holding up a picture of a park, ‘Are you going to the park?’ And again answers herself, ‘Yes, I’m going to the park.’ She holds up a third picture, the one of a library. She poses a question to the class, ‘Are you going to the library?’ They respond together, ‘Yes, I am going to the library.’

‘Very good,’ the teacher says. Through her actions and examples, the students have learned that they are to answer the questions following the pattern she has modeled.  

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As we can see that in its application, the Audio Lingual Method focuses on accurate pronunciation. The teacher exemplifies a word in English then students follow after the teacher. This activity is carried out repeatedly so students are used to producing English words. In other words, being in line with Dendrinos, this method is intended to mold the behaviors of the learners’ mother tongue.⁷

There are some advantages of Audio Lingual Method. First, repetition: because it is repeated many times the students will get used to pronouncing the English word well. According to Prator and Celce-Murcia in Brown, structured patterns were taught using repeated drills as any of the Audio Lingual Method features.⁸ Second, habit formation: the drilling will resolve the habit of creating the native language, and the student's drilling will create the target language they have spoken many times. The Audio Lingual Method can have a positive effect on the proper development of habit⁹. Third, sound familiarization: there is a teacher as a model in pronouncing correct English so students learn from the correct source. In Audio Lingual Method, it emphasizes and acquires the correct pronunciation and structure.¹⁰

E. Previous Study

There are some research studies to teach pronunciation on strategy, technique, and method. The first is “Teaching English Pronunciation by Using Audio Lingual Method: A Study at SMPN 2 Campalagian in Polman Regency”. The research explores the effectiveness of teaching English pronunciation in the second grade of SMPN 2 Campalagian using the Audio Lingual Method. In the present study the researcher using the Audio Lingual Method as a method to increase students’ ability in communication which is the main objective in English

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teaching to speak up with good pronunciation. The researcher said that different pronunciation will make different meaning, in this case, students have difficulty to speak clearly with the correct pronunciation.

A quasi-experimental design was used by the researcher. The design involved two classes, namely control class, and experimental class. Both classes are given pre-test and post-test to know students’ accomplishment after received the treatment (teaching English pronunciation by using the Audio Lingual Method). The researcher gave pre-test to students when collecting the data before doing the treatment to know their knowledge and ability that they got before, in this case, the researcher gave the English pronunciation test to students. After that, the researcher did the treatment, the experimental class used the Audio Lingual method and the conventional technique was used in the control class. Last, the researcher gave the students a post-test. In this case, with the pre-test, the researcher gave the students the same test and the students said it with pronunciation ability the students had.

The distinction between this study and my study is that the researcher's post-test is the same as the pre-test, while I gave various pre-test and post-test to the students. I gave students different pre-test and post-test so that I can measure how much students understand in pronouncing words in English not just memorizing. The researcher clarified that there was a large difference in the experimental class and control class between the post-test students. The development indicated that there was alteration significance from a mean score of experimental class in pre-test and post-test, and the statistical analysis that t-test value was 10.29, higher than t-table value 1.997, reinforced this improvement. The researcher concludes that the use of Audio Lingual Method is effective in teaching pronunciation at the second grade of SMPN 2 Campalagian Polewali Mandar Regency.11

The next study was “Using Audio Lingual Method to Improve Students Pronunciation Ability of Darul Mahdiah Private School”. The study examines

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how the Audio Lingual Method through Repetition Drill Technique improves Thai students’ pronunciation ability. The students were drilled with two teaching meetings for each in pronouncing correct pronunciation of words over two periods. The researcher used Class Action Research (CAR) and it is comprised of the cycle I and cycle II to complete. Each cycle is planned, conducted, observed and reflected.

In addition, the preliminary study was conducted by conducting a short interview with the English teacher and pre-test prior to performing the cycles. The outcome of the interview was that the teacher usually understood the pronunciation problems of the students but did not attempt to observe in depth the problems. The researcher undertook the pre-test after the interview, as she would like to know in detail the pronunciation issues of the students. The researcher gave pre-test to know in detail the pronunciation problems of the students when collecting the data. After that, the cycles were done by fulfilling four procedures, planning, acting, observing and reflecting.

Throughout preparing, the lesson and the observation list to be used in teaching were to be designed. This has been used for the Thai curriculum. This study conducted in three meetings that included an introduction to the first meeting, reinforcement in the second, and post-testing as assessment in the third. The researcher gave post-test to know students’ improvement in pronunciation. The difference between this research and my research is that the design of the study used in this study is Classroom Action Research (CAR), while I used quasi-experimental.

I used quasi-experimental because I wanted to give treatment and to see the effect that occurs from the two classes from the control and experiment class. On the other hand, we both used the Audio Lingual Method as the method for teaching pronunciation to students. The success of the study was achieved in cycle 2 with 87.5% of the total number of the students achieved score ≥ 60 which only 64.29% of those achieving the score in cycle 1. The researcher stated that students’ pronunciation ability improved through repeat exercises, as they used to pronounce words intelligibly as the teacher modeled. Based on the study results,
the researcher suggested that teachers use the Audio Lingual Method to teach pronunciation to students.\textsuperscript{12}

From the two studies above, in making this study the writer decided to conduct the research as a guide.

**F. Thinking Framework**

As mentioned earlier, the theoretical framework started with the belief that pronunciation is one of English learning's important aspects. Students need to be effective in pronouncing English words because to develop their English skills, it is important to learn pronunciation.

Besides, students have a problem with hearing and producing English words. Most of them do not know how to produce correct English words because they are not familiar with English words. Therefore, a quasi-experimental study was carried out by the writer. Because the participants in this study are eight SMP PGRI 1 Ciputat graders, the writer used an Audio Lingual Method medium. This aimed to accomplish the goal of teaching and learning process. The writer believes from the above description that using the Audio Lingual Method can lead to the achievement of students in pronunciation learning.

**G. Research Hypothesis**

Based on the study's theory and objective, it can be concluded that the pronunciation ability in English of students who are taught with Audio Lingual Method higher than students who are taught with conventional method.

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\textsuperscript{12} Kuni Hikmah Hidayati, \textit{op. cit.}, Page 25-34.
CHAPTER III
RESEARCH METHODOLOGY

A. Method of the Study

For her study, the author will use a quantitative research method as well as a quasi-experimental design for her research. To develop the relationship between cause and effect, the writer chose a quasi-experimental design, and conditions were specifically manipulated.¹

It has characteristics in quasi-experimental research as described by Nunan “quasi-experiment research has both pre-test and post-test and has experiment class and controlled class, but no random assignment of subject”.² It implies that the writer took the sample from the current class or intact class to decide which group will be the experiment class and which group will be controlled by giving each participant a random assignment in two groups. Therefore, there were two classes taught by the writer in different treatment to improve pronunciation. The class receiving treatment was called the experiment class and the class receiving a different treatment or being treated as usual was called the controlled class. The author used the Audio Lingual Method in the experiment class as a media and the researcher did not use the Audio Lingual Method in the control class.

B. Place and Time of the Study

The author carried out research in SMP PGRI 1 Ciputat, located on Jl. Pendidikan No. 30, RT 01/RW 06, Kec. Ciputat, Kota Tangerang Selatan, Banten 15411. The study was conducted in the first semester of the academic year 2019/2020 for three weeks in August.

C. Population and Sample of the Study

Population is an area of generalization consisting of objects or subjects that are decided by researchers to examine those attributes and characteristics and then draw conclusions. The population of this research is SMP PGRI 1 Ciputat's eighth grade students in the 2019/2020 academic year.

The writer took as the population the eighth grade of SMP PGRI 1 Ciputat in this research. This school's eighth grade is made up of eight classes, namely VIII-1 through VIII-8.

The population was about 320 students in that school. One class was considered by the writer to be an experimental class and one class to be controlled. The writer selects VIII-3 as the class of experiment & VIII-4 as the regulated category in this term. The analysis of selecting these classes was based on purposive sampling to be experimental and the controlled groups. Purposive sampling is done by taking a topic that is not based on strata, random or local, but based on the presence of certain objectives. Their English teacher knew the English ability of their students in this term, and their English teacher assessed the same skill of those two classes. Furthermore, Mr. Even Afriyansah, S.Pd, the English teacher of SMP PGRI 1 Ciputat advised that the writer take certain classes as the experiment class and controlled class based certain decisions or conclusions in both classes.

D. Procedure of Intervention

The author should teach pronunciation by means of the Audio Lingual Method in five meetings. Below are the short examples of how to practice pronunciation by using the Audio Lingual Method of teaching and learning.

1. First meeting, the author describes what she was going to do and intensify to the students that they would enhance the pronunciation by using the Audio Lingual Method for the next two sessions. Then, the

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author gave the students pre-test to know students’ competence in understanding the pronunciation based on the pre-test’s result.

2. Second meeting, the writer gave three different sounds to the students.

3. Third meeting, the writer gave the students stress and intonation.

4. Fourth meeting, the writer reviewed pronunciation that has been given.

5. Fifth meeting, a post-test test would be conducted by the writer. The post-test was intended to know how well the students had been given pronunciation mastery.

E. Technique of Data Collection

In both classes the writer used the test for data collection, the pre-test and post-test are given. For two classes the pre-test is given before the writer starts the teaching and learning process. Meanwhile, the post-test will be given to know the progress in the students’ mastery pronunciation. Practical pronunciation form is the pre-test and post-test and it consists of 20 items. The teacher gave 60 minutes to finish pre-test and post-test in both classes.

F. Technique of Data Analysis

The writer has completed the test, pre-test, and post-test. The data were correlated with the pre-test and post-test score mean. The data were then analyzed and processed using the statistical calculation of the 5 percent meaning degree T-test formula after receiving the data from the score, and scores were obtained. In the t-test used in this research to test the average difference count, there was a significant difference or not between the experimental group and the controlled group. Whereas the score gained for each of the experimental and control groups is the difference between pre-test and post-test scores. Gain scores are used to measure the rating increase or decrease and to assess the efficacy of the media used. Nevertheless, the hypothesis required to examine the prerequisite experiments first before the results, namely the test of normality of distribution and homogeneity.
1. Normality test population

A normality test is used to assess whether or not sample information are taken from a population that is usually distributed. Normality testing was conducted to assess whether or not the two-class (experimental and controlled) distribution was normal. In this study, normality test data was using Liliefors (by significant $\alpha$ 0.05), the formulation is;

$$\text{Lo} = \text{F(Zi)} - \text{S(Zi)}$$

Specification:
- $\text{Lo}$: the highest absolute value
- $\text{F(Zi)}$: opportunities figure raw
- $\text{S(Zi)}$: proportions figure raw

Normality testing criteria:
- If $\text{Ltable} > \text{Lobserve}$, so the data distribution are normal.
- If $\text{Ltable} < \text{Lobserve}$, so the data distribution are not normal.

2. Homogeneity test

Homogeneity testing is done to assess whether or not all classes have the same (homogeneous or not) type. According to Riduwan\(^6\) test in this research using Bartlet test with significance level $\alpha = 0.01$, with $db1 = (N1 - 1)$ and $db2 = (N2 - 1)$.

$$F = \frac{\text{The biggest varians}}{\text{The smallest varians}}$$

Terms homogeneous:
- If $F_o \leq F_t$, then $H_0$ is accepted (homogeneous) and $H_a$ rejected.
- If $F_o \geq F_t$, then $H_0$ is rejected (not homogeneous) and $H_a$ accepted.

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\(^6\) Riduwan, Belajar Mudah penelitian untuk Guru, Karyawan, dan Peneliti Pemula, (Bandung: ALFABETA,2011), Page 120.
3. T-test

The t-test is one of the statistical tests used to test the null hypothesis truth or fallacy, which states that there is no significant difference between two samples randomly taken from the same population. The following formula is: \[ t = \frac{M_1 - M_2}{SE_{M_1 - M_2}} \]

- \( t \): The value of “t observe”
- \( M_1 \): Mean of the Difference of Experiment Class
- \( M_2 \): Mean of the Difference of Control Class
- \( SE_{M_1} \): Standard of Error of Experiment Class
- \( SE_{M_2} \): Standard of Error of Control Class

In order to get the calculation of T-test, there are several steps to be taken, there are as follows:

a. Determining mean of variable \( X \):

\[ M_1 = \frac{\sum X}{n} \]

b. Determining mean of variable \( Y \):

\[ M_2 = \frac{\sum Y}{n} \]

c. Determining standard of deviation score of variable \( X \):

\[ SD_1 = \sqrt{\frac{\sum X^2}{n}} \]

d. Determining standard of deviation score of variable \( Y \):

\[ SD_2 = \sqrt{\frac{\sum Y^2}{n}} \]

e. Determining standard error of mean of variable \( X \):

\[ SE_{M_1} = \frac{SD_1}{\sqrt{N_1-1}} \]

---

f. Determining standard error of mean of variable Y:

\[ SE_{M2} = \frac{SD_2}{\sqrt{N_2-1}} \]

g. Determining standard error of difference of mean of variable X and Y:

\[ SE_{M1-M2} = \sqrt{SE_{M1^2} + SE_{M2^2}} \]

h. Determining t:

\[ t = \frac{M_1 - M_2}{SE_{M1-M2}} \]

i. Determining table in significant level 5%, with degree of freedom:

\[ df = (N_1 - N_2) - 1 \]

Specification:

M1 : The mean of gain score of experimental class.
M2 : The mean of gain score of controlled class.
\( \sum \) : The total score of experimental class’ gain score.
\( \sum \) : The total score of controlled class’ gain score.
\( \sum X^2 \) : The total of experimental class’ gain score minus M1.
\( \sum Y^2 \) : The total of controlled class’ gain score minus M1.
SD1 : The standard deviation of gain score of experimental class.
SD2 : The standard deviation of gain score of controlled class.
SEm1 : The standard error mean of experimental class.
SEm2 : The standard error mean of controlled class.
N1 : The total number of students in experimental class.
N2 : The total number of students in controlled class.

G. The Effect of Size

To measure whether the effect size of the technique was strong, the writer adopted Cohen’s theory with the formulation as follows:8

\[ d = \frac{mean \ of \ group \ A - mean \ of \ group \ B}{pooled \ Standard \ Deviation} \]

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Pooled Standard Deviation = \frac{\text{Standard deviation of group 1} + \text{Standard deviation of group 2}}{2}

After gaining the results, it could be interpreted based on the criteria:

0-0.20 is a weak effect
0.21-0.50 is a modest effect
0.51-1.00 is a moderate effect
and > 1.00 is a strong effect.

H. The Statistical Hypotheses

Formulate a hypothesis
Statistical hypothesis\(^9\)

\(H_0 = \mu_1 \leq \mu_2\)
\(H_1 = \mu_1 > \mu_2\)

Specification:

\(H_0\) : There is no improvement of using Audio Lingual Method (ALM) on students’ English word pronunciation.

\(H_1\) : There is an improvement of using Audio Lingual Method (ALM) on students’ English word pronunciation.

\(\mu_1\) : The effect of Audio Lingual Method (ALM) on students’ English word pronunciation.

\(\mu_2\) : The effect of Conventional Learning Method on students’ English word pronunciation.

\(^9\) Kadir, op. cit., Page 137.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research Finding

From a three-week study in grades VIII-3 and VIII-4 in SMP PGRI 1 Ciputat the writer obtained the following data:

1. Data Description

   a. Data Description of Experimental Class

   Table 4.1
   Pre-Test and Post-Test Score of Experimental Class

<table>
<thead>
<tr>
<th>No.</th>
<th>Participant</th>
<th>Score of Pre-Test</th>
<th>Score of Post-Test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student one</td>
<td>46</td>
<td>86</td>
<td>40</td>
</tr>
<tr>
<td>2.</td>
<td>Student two</td>
<td>45</td>
<td>64</td>
<td>19</td>
</tr>
<tr>
<td>3.</td>
<td>Student three</td>
<td>57</td>
<td>91</td>
<td>34</td>
</tr>
<tr>
<td>4.</td>
<td>Student four</td>
<td>27</td>
<td>70</td>
<td>43</td>
</tr>
<tr>
<td>5.</td>
<td>Student five</td>
<td>44</td>
<td>79</td>
<td>35</td>
</tr>
<tr>
<td>6.</td>
<td>Student six</td>
<td>33</td>
<td>75</td>
<td>42</td>
</tr>
<tr>
<td>7.</td>
<td>Student seven</td>
<td>30</td>
<td>57</td>
<td>27</td>
</tr>
<tr>
<td>8.</td>
<td>Student eight</td>
<td>43</td>
<td>76</td>
<td>33</td>
</tr>
<tr>
<td>9.</td>
<td>Student nine</td>
<td>46</td>
<td>72</td>
<td>26</td>
</tr>
<tr>
<td>10.</td>
<td>Student ten</td>
<td>41</td>
<td>76</td>
<td>35</td>
</tr>
<tr>
<td>11.</td>
<td>Student eleven</td>
<td>32</td>
<td>77</td>
<td>45</td>
</tr>
<tr>
<td>12.</td>
<td>Student twelve</td>
<td>24</td>
<td>64</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Student</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
</tr>
<tr>
<td>---</td>
<td>---------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>13.</td>
<td>thirteen</td>
<td>48</td>
<td>80</td>
<td>32</td>
</tr>
<tr>
<td>14.</td>
<td>fourteen</td>
<td>65</td>
<td>86</td>
<td>21</td>
</tr>
<tr>
<td>15.</td>
<td>fifteen</td>
<td>41</td>
<td>64</td>
<td>23</td>
</tr>
<tr>
<td>16.</td>
<td>sixteen</td>
<td>44</td>
<td>79</td>
<td>35</td>
</tr>
<tr>
<td>17.</td>
<td>seventeen</td>
<td>52</td>
<td>72</td>
<td>20</td>
</tr>
<tr>
<td>18.</td>
<td>eighteen</td>
<td>31</td>
<td>42</td>
<td>11</td>
</tr>
<tr>
<td>19.</td>
<td>nineteen</td>
<td>42</td>
<td>51</td>
<td>9</td>
</tr>
<tr>
<td>20.</td>
<td>twenty</td>
<td>45</td>
<td>71</td>
<td>26</td>
</tr>
<tr>
<td>21.</td>
<td>twenty one</td>
<td>36</td>
<td>49</td>
<td>13</td>
</tr>
<tr>
<td>22.</td>
<td>twenty two</td>
<td>36</td>
<td>54</td>
<td>18</td>
</tr>
<tr>
<td>23.</td>
<td>twenty three</td>
<td>50</td>
<td>81</td>
<td>31</td>
</tr>
<tr>
<td>Total Score</td>
<td>958</td>
<td>1616</td>
<td>658</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>41.65</td>
<td>70.26</td>
<td>28.61</td>
<td></td>
</tr>
</tbody>
</table>

The Table 4.1 indicates that the highest score in the experimental class pre-test was 65 and the lowest score was 24 with a pre-test average score of 41.65. Whereas, the highest post-experimental class score was 91 and the lowest score was 42, with the average post-experiment score being 70.26. In addition, the table revealed that there was a discrepancy between the experimental class's
pre-test mean and post-test score that represented the mean score obtained, it was 28.61.

b. Data Description of Control Class

Table 4.2

<table>
<thead>
<tr>
<th>No.</th>
<th>Participant</th>
<th>Score of Pre-Test</th>
<th>Score of Post-Test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student one</td>
<td>41</td>
<td>69</td>
<td>28</td>
</tr>
<tr>
<td>2.</td>
<td>Student two</td>
<td>39</td>
<td>58</td>
<td>19</td>
</tr>
<tr>
<td>3.</td>
<td>Student three</td>
<td>53</td>
<td>74</td>
<td>21</td>
</tr>
<tr>
<td>4.</td>
<td>Student four</td>
<td>25</td>
<td>55</td>
<td>30</td>
</tr>
<tr>
<td>5.</td>
<td>Student five</td>
<td>43</td>
<td>66</td>
<td>23</td>
</tr>
<tr>
<td>6.</td>
<td>Student six</td>
<td>30</td>
<td>63</td>
<td>33</td>
</tr>
<tr>
<td>7.</td>
<td>Student seven</td>
<td>29</td>
<td>56</td>
<td>27</td>
</tr>
<tr>
<td>8.</td>
<td>Student eight</td>
<td>40</td>
<td>73</td>
<td>33</td>
</tr>
<tr>
<td>9.</td>
<td>Student nine</td>
<td>45</td>
<td>56</td>
<td>11</td>
</tr>
<tr>
<td>10.</td>
<td>Student ten</td>
<td>40</td>
<td>75</td>
<td>35</td>
</tr>
<tr>
<td>11.</td>
<td>Student eleven</td>
<td>31</td>
<td>59</td>
<td>28</td>
</tr>
<tr>
<td>12.</td>
<td>Student twelve</td>
<td>22</td>
<td>32</td>
<td>10</td>
</tr>
<tr>
<td>13.</td>
<td>Student thirteen</td>
<td>47</td>
<td>70</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>14.</td>
<td>fourteen</td>
<td>60</td>
<td>85</td>
<td>25</td>
</tr>
<tr>
<td>15.</td>
<td>fifteen</td>
<td>40</td>
<td>63</td>
<td>23</td>
</tr>
<tr>
<td>16.</td>
<td>sixteen</td>
<td>43</td>
<td>71</td>
<td>28</td>
</tr>
<tr>
<td>17.</td>
<td>seventeen</td>
<td>50</td>
<td>70</td>
<td>20</td>
</tr>
<tr>
<td>18.</td>
<td>eighteen</td>
<td>30</td>
<td>47</td>
<td>17</td>
</tr>
<tr>
<td>19.</td>
<td>nineteen</td>
<td>40</td>
<td>64</td>
<td>24</td>
</tr>
<tr>
<td>20.</td>
<td>twenty</td>
<td>41</td>
<td>59</td>
<td>18</td>
</tr>
<tr>
<td>21.</td>
<td>twenty one</td>
<td>35</td>
<td>48</td>
<td>13</td>
</tr>
<tr>
<td>22.</td>
<td>twenty two</td>
<td>34</td>
<td>46</td>
<td>12</td>
</tr>
<tr>
<td>23.</td>
<td>twenty three</td>
<td>48</td>
<td>79</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Total Score</td>
<td>906</td>
<td>1438</td>
<td>532</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>39.39</td>
<td>62.52</td>
<td>23.13</td>
</tr>
</tbody>
</table>

The 4.2 table shows that the highest score in the control class pre-test was 60 and the lowest score was 22 with a pre-test average score of 39.39. On the other hand, the highest score in the control class post-test was 85 and the lowest score was 32, with a mean post-test score of 62.52. In addition, the table showed that there was a difference between the control class's pre-test mean and post-test score, which was 23.13 in the mean of the score gained.
The researcher may understand from the explanation of table 4.1 and 4.2 that the experimental group receives the post-test score higher than the control class.

2. Data Analysis

a. Test of Normality

Table 4.3
Normality Test of Pre-Test

Tests of Normality

<table>
<thead>
<tr>
<th></th>
<th>Kolmogorov-Smirnov²</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>PRE EXPERIMENT</td>
<td>.125</td>
<td>23</td>
</tr>
<tr>
<td>PRE CONTROL</td>
<td>.135</td>
<td>23</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.
  a. Lilliefors Significance Correction

The Table 4.3 point out that the significance of the experimental class was (0.782 ≥ 0.05) and the significance of the controlled class was (0.914 ≥ 0.05) the result shows that the significance of the two classes was above 0.05. This means that the pre-test data in this research is normally distributed.

Table 4.4
Normality Test of Post-Test

Tests of Normality

<table>
<thead>
<tr>
<th></th>
<th>Kolmogorov-Smirnov²</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>POST EXPERIMENT</td>
<td>.144</td>
<td>23</td>
</tr>
<tr>
<td>POST CONTROL</td>
<td>.094</td>
<td>23</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance
  a. Lilliefors Significance Correction

Table 4.4 proves that the significance of the experimental class was (0.333 ≥ 0.05) and the significance of the controlled class was(0.840 ≥ 0.05), the result shows that the significance of two classes was higher than 0.05. This means that the post-test data in this research is normally distributed.
b. Test of Homogeneity

Table 4.5
Homogeneity Test of Pre-Test

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Levene Statistic</strong></td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>0.080</td>
</tr>
</tbody>
</table>

Table 4.5 presents that the result of pre-test both experimental class of controlled class was \(0.766 \geq 0.05\). It means that the variance homogeneity data are homogeneous as the result shows that the significance of the two classes was above 0.05.

Table 4.6
Homogeneity Test of Post Test

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Levene Statistic</strong></td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>0.106</td>
</tr>
</tbody>
</table>

Table 4.6 conveys that the result of post-test both experimental class of controlled class was \(0.747 \geq 0.05\). It means that the variance homogeneity data are homogeneous as the result shows that the value of the two classes was above 0.05.
c. T-Test

Table 4.7

T-Test

<table>
<thead>
<tr>
<th>Kelompok</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>N_GainPercent</td>
<td>23</td>
<td>49.9297</td>
<td>17.93405</td>
<td>3.73325</td>
</tr>
<tr>
<td>CONTROL</td>
<td>23</td>
<td>39.1960</td>
<td>13.64786</td>
<td>2.84677</td>
</tr>
</tbody>
</table>

Table 4.8

N-Gain's Effectiveness Interpretation Category

<table>
<thead>
<tr>
<th>Kategori Tafsiran Efektivitas N-Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentase (%)</td>
</tr>
<tr>
<td>&lt; 40</td>
</tr>
<tr>
<td>Tidak Efektif</td>
</tr>
<tr>
<td>40 – 55</td>
</tr>
<tr>
<td>Kurang Efektif</td>
</tr>
<tr>
<td>56 – 75</td>
</tr>
<tr>
<td>Cukup Efektif</td>
</tr>
<tr>
<td>&gt; 76</td>
</tr>
<tr>
<td>Efektif</td>
</tr>
</tbody>
</table>

In table 4.7 the result shows that the experimental class mean percentage gain value is 49.93 which is included in the less effective category and the control class mean percentage gain value is 39.2 which is included in the ineffective category.¹

Table 4.9

Hypotheses Testing Results

<table>
<thead>
<tr>
<th>Independent Samples Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test for Equality of Means</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>N_GainPercent EXPERIMENT</td>
</tr>
<tr>
<td>EXPERIMENT</td>
</tr>
<tr>
<td>t</td>
</tr>
<tr>
<td>df</td>
</tr>
<tr>
<td>Sig (2tailed)</td>
</tr>
<tr>
<td>Sig (2tailed)</td>
</tr>
</tbody>
</table>

In table 4.9 the result shows sig 0.027/2= 0.01<0.05, or H₀ is rejected. Then the students’ English word pronunciation with given Audio Lingual Method is higher than students who are given conventional learning.

d. The Effect of Size

To determine whether the technique's effect size was strong, the writer adopted the theory of Cohen with the formulation as follows:\(^2\)

\[
d = \frac{\text{mean of group } A - \text{mean of group } B}{\text{pooled Standard Deviation}}
\]

Pooled Standard Deviation =
\[
\frac{\text{Standard deviation of group 1} + \text{Standard deviation of group 2}}{2}
\]

In which:
Mean of group A (experimental class) = \(\frac{\sum \text{post test}}{n}\)
\[
= \frac{1616}{23}
= 70.26
\]
Mean of group B (control class) = \(\frac{\sum \text{post test}}{n}\)
\[
= \frac{1438}{23}
= 62.52
\]
Standard deviation of group 1 (experimental class) = 17.90
Standard deviation of group 2 (control class) = 13.65
Pooled Standard Deviation = \(\frac{17.90 + 13.65}{2}\)
\[
= 15.78
\]
\[
d = \frac{(70.26 - 62.52)}{15.78}
= \frac{7.74}{15.78}
\]
\[
d = 0.50
\]

Based on these criteria, the result could be interpreted below: 0-0.20 is a weak effect, 0.21-0.50 is a modest effect, 0.51-1.00 is a moderate effect, and > 1.00 is a strong effect. From the \(d\) score it can be seen was 0.50. It means the use of Audio Lingual Method (ALM)

\(^2\) Daniel Muijs. loc. cit.
has the modest effect of enhancing the pronunciation of English words for students.

**e. The Statistical Hypotheses**

To find the answer to the above question, it was possible to use the hypotheses. Therefore, the hypotheses could be tested:\(^3\)

\[ H_0 = \mu_1 \leq \mu_2 \]

\[ H_1 = \mu_1 > \mu_2 \]

**Specification:**

- **H\(_0\):** There is no enhancement of using Audio Lingual Method on students’ English word pronunciation.
- **H\(_1\):** There is an enhancement of using Audio Lingual Method on students’ English word pronunciation.
- **\(\mu_1\):** The effect of Audio Lingual Method on students’ English word pronunciation.
- **\(\mu_2\):** The effect of Conventional Learning Method on students’ English word pronunciation.

**B. Discussion**

The study findings have shown that the Audio Lingual Method can develop students’ English word pronunciation in eighth grade of SMP PGRI 1 Ciputat. The English word pronunciation of the students with the given Audio Lingual Method is higher than that of the students with conventional learning. First, repetition: the students get used to pronouncing the English word well because it is repeated many times. Structured patterns have been taught using repetitive exercises as one of the characteristics of the Audio Lingual Method according to Prator and Celce-Murcia in Brown.\(^4\) Second, habit formation: the drilling will solve the habit of creating the native language and the drilling of the student will create the target language they have spoken many times. The Audio

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\(^3\) Kadir. *loc. cit.*

\(^4\) Maedeh Alemi, Ehteramsadat Tavakoli. *loc. cit.*
Lingual Method can have a positive effect on the proper habit development. Third sound familiarization: there is a teacher as a model to pronounce correct English so that students learn from the right source. It emphasizes and acquires the correct pronunciation and structure in Audio Lingual Method.

Ideally there are four aspects in pronunciation assessment but I focused on sounds identification particularly verbs ending in ‘-ed’. While I am a teacher as a model and judge of students' pronunciation is a non-native speaker with interference from the mother tongue, I realize of the aspects of subjectivity.

Table 4.7 and Table 4.8 reveals that the mean percentage gain value of the experimental class is 49.93 which is included in the less effective category and 39.2 which is included in the ineffective category is the mean percentage gain value of the control class. The result shows sig 0.027/2= 0.01<0.05 or H₀ is rejected on the basis of the data in table 4.9. It is also confirmed that the result of the effect size test is 0.50. The analysis showed that the size effect of the outcome was a modest effect by estimating using Cohen's theory.

The data were taken from 23 students in a pre-test and post-test group based on the data mentioned above. Table 4.1 presented the highest score in the experimental class pre-test was 65 and the lowest score was 24 with a pre-test average score of 41.65. On the other hand, the highest post-experimental class score was 91 and the lowest score was 42, with the average post-experiment score being 70.26. In addition, the table revealed that there was a discrepancy between the experimental class's pre-test mean and post-test score that represented the mean score obtained, it was 28.61.

Meanwhile, Table 4.2 table shows that the highest score in the control class pre-test was 60 and the lowest score was 22 with a pre-test average score of 39.39. On the other hand, the highest score in the control class post-test was 85 and the lowest score was 32, with a mean post-test score of 62.52. In addition, the table showed that there was a difference between the control class's pre-test mean and post-test score, which was 23.13 in the mean of the score gained.
This method can therefore improve the pronunciation of English words for students. This finding is also consistent with Uswatun Hasanah and Dahniar's previous research study who explained in their result about the effectiveness using the Audio Lingual Method in teaching English pronunciation at the second grade of SMPN 2 Campalagian. They described after did the treatment, the result of the data indicated that there was no a significant difference between students’ pretest in the experimental class and the control class and there was a significant difference between students’ post-test in experimental class and control class.\footnote{Uswatun Hasanah, Dahniar, \textit{loc. cit.}}

Furthermore, the results of this study certainly support the research related to the previously thought and show that the audio lingual method can develop English word pronunciation for students. It is also showed that the improved pronunciation of the students was due to the two reasons; first, the pronunciation ability of the students improved through repetition drilling as they used to pronounce words intelligibly as modeled by the teacher.\footnote{Kuni Hikmah Hidayati, \textit{loc. cit.}}

In conclusion, the study outcome showed that the Audio Lingual Method can develop students' English word pronunciation for eighth grade of SMP PGRI 1 Ciputat academic year 2019/2020.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The aim of this research is to obtain empirical evidence on the pronunciation ability in English of students who are taught with Audio Lingual Method higher than students who are taught with conventional method in eighth grade of SMP PGRI 1 Ciputat. To prove the theories and previous related studies listed in the previous chapter, it is important to do this research. The result of statistical calculation shows that based on data in table 4.9 the result shows sig 0.027/2= 0.01<0.05, or $H_0$ is rejected. Additionally, the mean score of the experimental class was higher than the controlled class.

Based on the results, it is concluded that the Audio Lingual Method can develop students' English word pronunciation for eighth grade of SMP PGRI 1 Ciputat academic year 2019/2020.

B. Suggestion

The writer could give some suggestion from the above conclusion for the English teacher who wants to teach pronunciation and for further research:

1. The teacher should be well trained, which means that the teacher must plan the content to be taught to the students before entering the classroom.

2. The English teacher should be more innovative in applying teaching and learning practices, especially in learning pronunciation.

3. The English teacher should be more mindful of their students' situation if the teacher's technique or media bored the students in the classroom, the teacher must figure out the correct technique or media.

The teacher may choose Audio Lingual Method as alternative ways to teach English pronunciation, as using Audio Lingual Method can easily motivate students to master pronunciation. The media have shown that the writer used
Audio Lingual Method to teach pronunciation to improve the pronunciation of English words of students.
REFERENCES


APPENDICES
APPENDIX 1
LESSON PLAN

(EXPERIMENTAL CLASS)

RENCANA PELAKSANAAN PEMBELAJARAN

( R P P )

Satuan Pendidikan : SMP PGRI 1 CIPUTAT
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / 2
Bab 9 : When I was a child
Alokasi Waktu : 12 X 40 menit

A. KOMPETENSI INTI (KI)

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.</td>
<td>3.11.1 Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau.</td>
</tr>
<tr>
<td>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</td>
<td>3.11.2 Mengidentifikasi ungkapan yang digunakan untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau.</td>
</tr>
<tr>
<td>3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau, sesuai dengan konteks penggunaannya.</td>
<td>3.11.3 Membedakan kata kerja yang berakhiran ed / t / d.</td>
</tr>
<tr>
<td>4.13 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang</td>
<td>4.13.1 Mengidentifikasi ungkapan yang digunakan untuk menyatakan dan menanyakan tentang kata kerja</td>
</tr>
</tbody>
</table>
tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dengan memperhatikan fungsisosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

| 4.13.2 Menirukan ungkapan untuk menyatakan dan menanyakan tentang kata kerja yang berakhir ed / t / d. |
| 4.13.3 Mengelola ungkapan untuk menyatakan dan menanyakan tentang kata kerja yang berakhir ed / t / d. |

C. TUJUAN PEMBELAJARAN
Siswa diharapkan dapat :
1. Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.
2. Mengidentifikasi ungkapan yang digunakan untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.
3. Membedakan kata kerja yang berakhir ed / t / d.
4. Menirukan ungkapan untuk menyatakan dan menanyakan tentang kata kerja yang berakhir ed / t / d.

D. MATERI PEMBELAJARAN
• Fungsi sosial
  - Melaporkan, menceritakan, menjelaskan.
• Unsur kebahasaan
  - Kata kerja dalam Simple Past Tense
  - Kalimat dengan pola Simple past tense
• Struktur teks
  Dialogue

E. MEDIA ALAT DAN SUMBER BELAJAR
1) Media / Alat
• papan tulis, handout materi
2) Sumber Belajar


F. LANGKAH – LANGKAH PEMBELAJARAN
PERTEMUAN KE-1

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan| • Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.  
  • Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.  
  • Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.  
  • Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP. | 5 menit |
| Inti       | • Pre-test                                                                         | 65 menit      |
| Penutup    | • Guru mengecek daftar kehadiran siswa.                                           | 10 menit      |
PERTEMUAN KE-2

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | • Guru memfokuskan perhatian anak pada saat itu dengan games “Pesan Berantai”. Para siswa dibagi menjadi 2 kelompok, mereka semua berbaris membentuk 2 barisan, kemudian guru memberikan pesan dengan cara berbisik ke salah satu anak pada tiap kelompok. Seperti, “The girl asked her mother to buy a new gown for her” dan sebagainya. Selanjutnya, anggota kelompok yang sudah mendapatkan pesan, membisikkan secepat mungkin ke teman berikutnya hingga temannya yang terakhir pada barisan mereka dan harus menyebutkan ulang pesan yang disampaikan guru. Kelompok tercepat dan benar menyebutkan ulang pesan tersebut ialah pemenangnya.  
• Guru menyampaikan maksud dari games “Pesan Berantai” adalah agar siswa tahu bentuk kalimat dengan pola Simple Past Tense yang akan menjadi bagian dari pembelajaran mereka saat itu. | 5 menit |
| Inti | **Mengamati**  
• Mendengarkan dan memahami instruksi tentang kata kerja yang berakhiran ed / t / d.  
**Menanya**  
• Menanyakan, bagian yang masih belum | 65 menit |
dipahami.

**Mengeksplorasi**
- Membaca nyaring kata kerja yang berakhiran ed/t/d.

**Mengasosiasi**
- Menghafal kata kerja secara individu, bersama, berganti, berulang-ulang. Sampai mereka terbiasa, hafal, dan dapat mengingat secara otomatis.

<table>
<thead>
<tr>
<th>Penutup</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| • Guru mengulang kembali materi yang telah disampaikan dengan singkat, padat, dan jelas.  
• Guru mengecek daftar kehadiran siswa. | 10 menit |

**PERTEMUAN KE-3**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
• Guru menyampaikan maksud dari games “Kosakata Acak” adalah agar siswa tahu | 5 menit |
bentuk kalimat dengan pola Simple Past Tense yang akan mereka pelajari saat itu.

**Inti**

**Mengamati**
- Mendengarkan dan memahami instruksi tentang dialog yang berisi kata kerja yang berakhiran ed / t / d.

**Menanya**
- Menanyakan, bagian yang masih belum dipahami.

**Mengeksplorasi**
- Membaca nyaring dialog yang berisi kata kerja yang berakhiran ed/ t/ d.

**Mengasosiasi**
- Melafalkan dialog antar kelompok.
- Menghafal kata kerja secara individu, bersama, berganti, berulang-ulang. Sampai mereka terbiasa, hafal, dan dapat mengingat secara otomatis.

**Penutup**
- Guru mengulang kembali materi yang telah disampaikan dengan singkat, padat, dan jelas.
- Guru mengecek daftar kehadiran siswa.

---

**PERTEMUAN KE-4**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>Guru memfokuskan perhatian anak pada saat itu dengan games “Rantai Kata”. Para siswa dibagi menjadi 2 kelompok, guru menuliskan satu kata di papan tulis seperti</td>
<td>5 menit</td>
</tr>
</tbody>
</table>
“worked”. Selanjutnya siswa harus membuat kata baru yang huruf awalnya “d”. Kelompok tercepat yang dapat membuat banyak kata baru dengan benar adalah pemenangnya.

<table>
<thead>
<tr>
<th>Inti</th>
<th><strong>Mengamati</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mendengarkan dan memahami instruksi tentang dialog yang berisi kata kerja yang berakhiran ed / t / d.</td>
</tr>
<tr>
<td></td>
<td><strong>Menanya</strong></td>
</tr>
<tr>
<td></td>
<td>Menanyakan, bagian yang masih belum dipahami.</td>
</tr>
<tr>
<td></td>
<td><strong>Mengeksplorasi</strong></td>
</tr>
<tr>
<td></td>
<td>Membaca nyaring dialog yang berisi kata kerja yang berakhiran ed/ t/ d.</td>
</tr>
<tr>
<td></td>
<td><strong>Mengasosiasi</strong></td>
</tr>
<tr>
<td></td>
<td>Melafalkan dialog antar kelompok.</td>
</tr>
<tr>
<td></td>
<td>Menghafal kata kerja secara individu, bersama, berganti, berulang-ulang. Sampai mereka terbiasa, hafal, dan dapat mengingat secara otomatis.</td>
</tr>
</tbody>
</table>

| Penutup | Guru mengulang kembali materi yang telah disampaikan dengan singkat, padat, dan jelas. |
|         | Guru mengecek daftar kehadiran siswa. |

|       | 65 menit |
|       | 10 menit |
PERTEMUAN KE-5

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | • Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.  
• Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.  
• Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP. | 5 menit        |
| Inti      | • Post-test                                                                                                                                                                                                         | 65 menit      |
| Penutup   | • Guru mengecek daftar kehadiran siswa.                                                                                                                                                                               | 10 menit      |

G. PENILAIAN HASIL PEMBELAJARAN

1. Jenis/Teknik Penilaian:
   a. Penilaian diri sendiri
   b. Test Lisan (Performance Test)

2. Bentuk Instrumen:
   a. Test
   Contoh Instrumen:
   - Sounds
   - Dialogue

3. Rubrik Penilaian:
   a. Rubrik Penilaian Sikap
<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang Dinilai</th>
<th>Kriteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Santun</td>
<td>Sangat sering menunjukkan sikap santun</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sering menunjukkan sikap santun</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beberapa kali menunjukkan sikap santun</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pernah menunjukkan sikap santun</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tidak pernah menunjukkan sikap santun</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Jujur</td>
<td>Sangat sering menunjukkan sikap jujur</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sering menunjukkan sikap jujur</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beberapa kali menunjukkan sikap jujur</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pernah menunjukkan sikap jujur</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tidak pernah menunjukkan sikap jujur</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Percaya Diri</td>
<td>Sangat sering menunjukkan sikap jujur</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sering menunjukkan sikap jujur</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beberapa kali menunjukkan sikap jujur</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pernah menunjukkan sikap jujur</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tidak pernah menunjukkan sikap jujur</td>
<td>1</td>
</tr>
</tbody>
</table>

b. Rubrik Penilaian Pengetahuan

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang Dinilai</th>
<th>Kriteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tujuan Komunikatif</td>
<td>Sangat memahami</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Memahami</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cukup memahami</td>
<td>3</td>
</tr>
</tbody>
</table>
Kurang memahami
Tidak memahami

<table>
<thead>
<tr>
<th>No</th>
<th>Keruntutan Teks</th>
<th>Struktur teks yang digunakan sangat runtut</th>
<th>Struktur teks yang digunakan runtut</th>
<th>Struktur teks yang digunakan cukup runtut</th>
<th>Struktur teks yang digunakan kurang runtut</th>
<th>Struktur teks yang digunakan tidak runtut</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Pilihan Kosata**

<table>
<thead>
<tr>
<th>No</th>
<th>Pilihan Kosata</th>
<th>Sangat variatif dan tepat</th>
<th>Variatif dan tepat</th>
<th>Cukup variatif dan tepat</th>
<th>Kurang variatif dan tepat</th>
<th>Tidak variatif dan tepat</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

### Rubrik Penilaian Ketrampilan

**Untuk Kemampuan Berbicara (Lisan)**

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang Dinilai (Pronunciation)</th>
<th>Kriteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pengucapan</td>
<td>Hampir sempurna</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ada beberapa kesalahan namun tidak mengganggu makna</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ada beberapa kesalahan dan mengganggu makna</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Banyak kesalahan dan mengganggu makna</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Terlalu banyak kesalahan dan mengganggu makna</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Intonasi</td>
<td>Hampir sempurna</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ada beberapa kesalahan namun</td>
<td>4</td>
</tr>
<tr>
<td>Kesalahan</td>
<td>Keterangan</td>
<td>Angka</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>tidak mengganggu makna</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ada beberapa kesalahan dan mengganggu makna</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Banyak kesalahan dan mengganggu makna</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terlalu banyak kesalahan dan mengganggu makna</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mengetahui

Guru Bahasa Inggris,

(Windy Ismawati)  
NIM 1115014000021

Ciputat, Agustus 2019

Mahasiswa
APPENDIX 2
LESSON PLAN

(CONTROL CLASS)

RENCANA PELAKSANAAN PEMBELAJARAN
(R P P)

Satuan Pendidikan : SMP PGRI 1 CIPUTAT
Mata Pelajaran  : Bahasa Inggris
Kelas / Semester : VIII / 2
Bab 9           : When I was a child
Alokasi Waktu  : 12 X 40 menit

A. KOMPETENSI INTI (KI)

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.</td>
<td>3.11.1 Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau.</td>
</tr>
<tr>
<td>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</td>
<td>3.11.2 Mengidentifikasi ungkapan yang digunakan untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau.</td>
</tr>
<tr>
<td>3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau, sesuai dengan konteks penggunaannya.</td>
<td>3.11.3 Membedakan kata kerja yang berakhiran ed / t / d.</td>
</tr>
<tr>
<td>4.13 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang</td>
<td>4.13.1 Mengidentifikasi ungkapan yang digunakan untuk menyatakan dan menanyakan tentang kata kerja</td>
</tr>
<tr>
<td>tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dengan memperhatikan fungsisosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</td>
<td>yang berakhiran ed / t / d.</td>
</tr>
</tbody>
</table>

4.13.2 Menirukan ungkapan untuk menyatakan dan menanyakan tentang kata kerja yang berakhiran ed / t / d.

4.13.3 Mengelola ungkapan untuk menyatakan dan menanyakan tentang kata kerja yang berakhiran ed / t / d.

C. TUJUAN PEMBELAJARAN
Siswa diharapkan dapat:

5. Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.

6. Mengidentifikasi ungkapan yang digunakan untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.

7. Membedakan kata kerja yang berakhiran ed / t / d.

8. Menirukan ungkapan untuk menyatakan dan menanyakan tentang kata kerja yang berakhiran ed / t / d.

D. MATERI PEMBELAJARAN

- **Fungsi sosial**
  - Melaporkan, menceritakan, menjelaskan.

- **Unsur kebahasaan**
  - Kata kerja dalam Simple Past Tense
  - Kalimat dengan pola Simple past tense

- **Struktur teks**
  Dialogue
E. MEDIA ALAT DAN SUMBER BELAJAR
1) Media / Alat
   - papan tulis, handout materi
2) Sumber Belajar

F. LANGKAH – LANGKAH PEMBELAJARAN
PERTEMUAN KE-1

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan| • Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.  
  • Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.  
  • Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.  
  • Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP. | 5 menit        |
| Inti       | • Pre-test                                                                         | 65 menit      |
| Penutup    | • Guru mengecek daftar kehadiran siswa.                                             | 10 menit      |
PERTEMUAN KE-2

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>• Guru memfokuskan perhatian anak pada saat itu dengan games “Pesan Berantai”. Para siswa dibagi menjadi 2 kelompok, mereka semua berbaris membentuk 2 barisan, kemudian guru memberikan pesan dengan cara berbisik ke salah satu anak pada tiap kelompok. Seperti, “The girl asked her mother to buy a new gown for her” dan sebagainya. Selanjutnya, anggota kelompok yang sudah mendapatkan pesan, membisikkan secepat mungkin ke teman berikutnya hingga temannya yang terakhir pada barisan mereka dan harus menyebutkan ulang pesan yang disampaikan guru. Kelompok tercepat dan benar menyebutkan ulang pesan tersebut ialah pemenangnya. • Guru menyampaikan maksud dari games “Pesan Berantai” adalah agar siswa tahu bentuk kalimat dengan pola Simple Past Tense yang akan menjadi bagian dari pembelajaran mereka saat itu.</td>
<td>5 menit</td>
</tr>
</tbody>
</table>
| Inti           | **Mengamati**

• Mendengarkan dan memahami instruksi tentang kata kerja yang berakhiran ed / t / d.

**Menanya**

• Menanyakan, bagian yang masih belum dipahami.                                                                                     | 65 menit      |
**PERTEMUAN KE-3**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>• Guru memfokuskan perhatian anak pada saat itu dengan games “Kosakata Acak”. Para siswa dibagi menjadi beberapa kelompok yang tiap kelompoknya terdiri dari 5 orang anak, kemudian guru menuliskan beberapa kosakata secara acak di papan tulis seperti (prayed – did – have – to – give – husband God – She – but – she – son – to – her – a not). Kelompok tercepat yang dapat menyusun kosakata acak tersebut dengan benar adalah pemenangnya. &lt;br&gt;• Guru menyampaikan maksud dari games “Kosakata Acak” adalah agar siswa tahu bentuk kalimat dengan pola Simple Past Tense yang akan mereka pelajari saat itu.</td>
<td>5 menit</td>
</tr>
<tr>
<td>Inti</td>
<td><strong>Mengamati</strong>&lt;br&gt;• Mendengarkan dan memahami instruksi tentang kata kerja yang berakhiran <em>ed / t / d.</em>&lt;br&gt;<strong>Menanya</strong>&lt;br&gt;• Menanyakan, bagian yang masih belum dipahami.</td>
<td>65 menit</td>
</tr>
</tbody>
</table>

**Penutup**
- Guru mengulang kembali materi yang telah disampaikan dengan singkat, padat, dan jelas.
- Guru mengecek daftar kehadiran siswa.
### Mengeksplorasi
- Mengidentifikasi kata kerja kedua yang berakhiran ed / t / d.

### Penutup
- Guru mengulang kembali materi yang telah disampaikan dengan singkat, padat, dan jelas.
- Guru mengecek daftar kehadiran siswa.

### PERTEMUAN KE-4

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan    | **Mengamati**
- Mendengarkan dan memahami instruksi tentang dialog yang berisi kata kerja yang berakhiran ed / t / d.                                                                                                             | 5 menit       |
|                | **Menanya**
- Menanyakan, bagian yang masih belum dipahami.                                                                                                                                                                   |               |
|                | **Mengeksplorasi**
- Mengkategorikan kata kerja yang berakhiran ed / t / d.                                                                                                                                                           |               |
| Inti           | **Mengamati**
- Mendengarkan dan memahami instruksi tentang dialog yang berisi kata kerja yang berakhiran ed / t / d.                                                                                                             | 65 menit      |
PERTEMUAN KE-5

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>• Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</td>
<td>5 menit</td>
</tr>
<tr>
<td></td>
<td>• Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td>• Post-test</td>
<td>65 menit</td>
</tr>
<tr>
<td>Penutup</td>
<td>• Guru mengecek daftar kehadiran siswa.</td>
<td>10 menit</td>
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G. PENILAIAN HASIL PEMBELAJARAN

1. Jenis/Teknik Penilaian:
   a. Penilaian diri sendiri
   b. Test Lisan (Performance Test)

2. Bentuk Instrumen:
   a. Test
Contoh Instrumen:
- Sounds
- Dialogue

3. Rubrik Penilaian:

a. Rubrik Penilaian Sikap

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang Dinilai</th>
<th>Kriteria</th>
<th>Score</th>
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</thead>
<tbody>
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<td>1</td>
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<td></td>
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<td>Sering menunjukkan sikap santun</td>
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<tr>
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<td></td>
<td>Beberapa kali menunjukkan sikap santun</td>
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<td>Pernah menunjukkan sikap santun</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Tidak pernah menunjukkan sikap santun</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Jujur</td>
<td>Sangat sering menunjukkan sikap jujur</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sering menunjukkan sikap jujur</td>
<td>4</td>
</tr>
<tr>
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<td></td>
<td>Beberapa kali menunjukkan sikap jujur</td>
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<td></td>
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<td>Pernah menunjukkan sikap jujur</td>
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<td></td>
<td>Memahami</td>
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<td></td>
<td>Cukup memahami</td>
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</tr>
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<td>Kurang memahami</td>
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<tr>
<td></td>
<td></td>
<td>Tidak memahami</td>
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</tr>
<tr>
<td>2</td>
<td>Keruntutan Teks</td>
<td>Struktur teks yang digunakan sangat runtut</td>
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<tr>
<td></td>
<td></td>
<td>Struktur teks yang digunakan runtut</td>
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<td></td>
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<td>Struktur teks yang digunakan cukup runtut</td>
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<td>Struktur teks yang digunakan kurang runtut</td>
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<tr>
<td></td>
<td></td>
<td>Struktur teks yang digunakan tidak runtut</td>
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<tr>
<td>3</td>
<td>Pilihan Kosa Kata</td>
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<td>Variatif dan tepat</td>
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<tr>
<td></td>
<td></td>
<td>Cukup variatif dan tepat</td>
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<td></td>
<td>Kurang variatif dan tepat</td>
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c. Rubrik Penilaian Ketrampilan

Untuk Kemampuan Berbicara (Lisan)

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<td></td>
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<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ada beberapa kesalahan dan mengganggu makna</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Banyak kesalahan dan mengganggu</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>makna Terlalu banyak kesalahan dan mengganggu makna</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---</td>
<td>--------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Intonasi (Intonation) H<strong>ampir sempurna</strong> Ada beberapa kesalahan namun tidak mengganggu makna Ada beberapa kesalahan dan mengganggu makna Banyak kesalahan dan mengganggu makna Terlalu banyak kesalahan dan mengganggu makna</td>
<td>1</td>
</tr>
</tbody>
</table>

Mengetahui
Guru Bahasa Inggris, Ciputat, Agustus 2019
Mahasiswa

(Even Afriansyah, S.Pd.) (Windy Ismawati)
NIM 11150140000021
APPENDIX 3
INSTRUMENT OF PRE-TEST AND POST-TEST

“Pre – Test”

Sounds, Stress, and Intonation

(Students do this test in pair and then take turn play Ana and Ani)

Read the dialogue below with correct stress and intonation.

Ana : *Good afternoon*, Ani. How are you *today*?
Ani : I’m good, thanks.
Ana : What did you do last weekend?
Ani : I *visited* my grandma’s house in Magetan.
Ana : Are you sure went to your grandma’s house? How about your homework?
Ani : *Don’t worry*, I *finished* it the day before I went to my grandma’s house.
Ana : What *happened* with you grandma?
Ani : No problem. It’s just because my grandma *waited* for us to come.
Ana : Who did you go with?
Ani : I *went* there with all of my family. They were mother, father, and my brothers.
Ana : *Wow, that would be so fun*. What did you do there?
Ani : I *learned* a lot in grandma’s house. I *helped* grandma to feed the cow, plant the rice, and harvest the corn.
Ana : *Sounds great, How diligent you are*. How many cows does your grandma have?
Ani : She has *three* cows.
Ana : How far is the distance between rice fields and grandma’s house?
Ani : It’s about *one hundred meters*.
Ana : It’s pretty close. *How about the corn*? How much corn did you harvest?
Ani : I *got* ten kilograms.
Ana : Oh. *Did you sell it*?
Ani : *Yes, of course*. My grandma *sold* it to the market.
“Post – Test”

Sounds, Stress, and Intonation

(Students do this test in pair and then take turn play Ima and Ega)

Read the dialogue below with correct stress and intonation.

Ima  : *Good morning*, Ega. How are you *today*?
Ega  : I’m fine, Ima.
Ima  : Anyway, yesterday I *missed* a call from you. What happen?
Ega  : I *wanted* to invite you to go to holiday with us.
Ima  : Oh, *I’m sorry*. I *used* to help my mother to clean our house.
Ega  : It’s okay. Don’t worry about it.
Ima  : How was your *holiday*?
Ega  : Oh, It’s good. I *went* to Bandung with my family.
Ima  : What place *did you visit*?
Ega  : I *visited* Maribaya, China Town, and Paris Van Java Mall.
Ima  : *Sounds good*. What did you do there?
Ega  : I *rode* the Sky Bike in Maribaya.
Ima  : What about in China Town?
Ega  : I just *enjoyed* the scenery there. It’s so *beautiful*.
Ima  : *Oh I see*. What did you do in Paris Van Java Mall?
Ega  : I *looked* for shoes.
Ima  : Did you buy me something?
Ega  : *Of course*. I *bought* “Really Cake” for you.
Ima  : *Really? Thank you so much*.
Ega  : You’re welcome.
Skills Assessment Rubric

For Speaking Ability (Oral)

<table>
<thead>
<tr>
<th>No</th>
<th>Rated Aspect</th>
<th>Criteria</th>
<th>Score</th>
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<td>Sounds</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>There are some mistakes but they do not interfere with meaning</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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</tr>
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<td></td>
<td></td>
<td>Too many mistakes and disturbing meaning</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Stress</td>
<td>Almost perfect</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There are some mistakes but they do not interfere with meaning</td>
<td>4</td>
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</tr>
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<td></td>
<td></td>
<td>Too many mistakes and disturbing meaning</td>
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<tr>
<td>3</td>
<td>Intonation</td>
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<tr>
<td></td>
<td></td>
<td>Many mistakes and disturbing meaning</td>
<td>2</td>
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36 Hanik. *Rubrik Penilaian Pembelajaran Bahasa Inggris*, [https://www.academia.edu/30567453/RUBRIK_PENILAIAN_SPEAKING](https://www.academia.edu/30567453/RUBRIK_PENILAIAN_SPEAKING) (accessed on 5th of December 2018, at 08.00 p.m).
<table>
<thead>
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<td>4</td>
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<td>Almost perfect</td>
<td>5</td>
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<td>There are some mistakes but they do not interfere with meaning</td>
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</tr>
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</tr>
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<td></td>
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<td>2</td>
</tr>
<tr>
<td></td>
<td>Too many mistakes and disturbing meaning</td>
<td>1</td>
</tr>
</tbody>
</table>

Sounds, stress, intonation, and rhythm: max. 20 x 5 = 100 and min. 20 x 1 = 20
(For the purpose of this writing I focused on sounds identification particularly verbs ending in ‘-ed’).
Maximum score : 100
Minimum score : 20
Students’ Score = Total Score
Note :

<table>
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<tr>
<th>Value Interval</th>
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<tr>
<td>85 – 100</td>
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<tr>
<td>70 – 84</td>
<td>Good</td>
</tr>
<tr>
<td>55 – 69</td>
<td>Okay</td>
</tr>
<tr>
<td>25 – 54</td>
<td>Poor</td>
</tr>
</tbody>
</table>
APPENDIX 4
DIALOGUE HANDOUT

Read the dialogue below with correct sounds, stress, and intonation.

Ana : Good afternoon, Ani. How are you today?
Ani : I’m good, thanks.
Ana : What did you do last weekend?
Ani : I visited my grandma’s house in Magetan.
Ana : Are you sure went to your grandma’s house? How about your homework?
Ani : Don’t worry, I finished it the day before I went to my grandma’s house.
Ana : What happened with you grandma?
Ani : No problem. It’s just because my grandma waited for us to come.
Ana : Who did you go with?
Ani : I went there with all of my family. They were mother, father, and my brothers.
Ana : Wow, that would be so fun. What did you do there?
Ani : I learned a lot in grandma’s house. I helped grandma to feed the cow, plant the rice, and harvest the corn.
Ana : Sounds great, How diligent you are. How many cows does your grandma have?
Ani : She has three cows.
Ana : How far is the distance between rice fields and grandma’s house?
Ani : It’s about one hundred meters.
Ana : It’s pretty close. How about the corn? How much corn did you harvest?
Ani : I got ten kilograms.
Ana : Oh. Did you sell it?
Ani : Yes, of course. My grandma sold it to the market.
APPENDIX 5
MATERIAL HANDOUTS

Pronunciation of Final “-ed”

Simple Past Tense

The final –ed ending has three different pronunciations: /t/, /d/, /id/.

1. Final –ed is pronounced /t/ after all voiceless sounds. Voiceless sounds are made by pushing air through your mouth; no sound comes from your throat.

   Example: f, k, p, s, tʃ (ch), ʃ (sh), θ (th)
   Ask – asked (t)    Finish – finished (t)    Watch – watched (t)
   Help – helped (t)  Guess – guessed (t)    Laugh – laughed (t)
   Froth – frothed (t)

2. Final –ed is pronounced /d/ after voiced sounds. Voiced sounds come from your throat. Touch your neck when you make a voiced sound, you can feel your voice box vibrate.

   Example: l, v, n, b, and all vowel sounds
   Smell – smelled (d)    Clean – cleaned (d)
   Saved – saved (d)     Rob – robbed (d)

3. Final –ed is pronounced /id/ after “T” and “D” sounds. The sounds /id/ adds a whole syllable to a word.

   Example: Asked – ask /t/ = one syllable
   Needed – need /id/ = two syllables
   Decide – decided – decide (id)    Invite – invited – invite (id)
<table>
<thead>
<tr>
<th>Liked</th>
<th>Coughed</th>
<th>stopped</th>
<th>pushed</th>
<th>Guessed</th>
<th>finished</th>
<th>reached</th>
<th>talked</th>
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<td>presented</td>
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<td>appreciated</td>
<td>waited</td>
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<td>tried</td>
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### Same or Different?

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<td>5. Traveled</td>
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<td>6. Attended</td>
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<td>7. Graduated</td>
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“Table of -ed”

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<td>ordered</td>
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<td>Travelled</td>
<td>dreamed</td>
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<td>laughed</td>
<td>walked</td>
<td>Danced</td>
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<td>clapped</td>
<td>mixed</td>
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<tr>
<td>called</td>
<td>Studied</td>
<td>played</td>
<td>believed</td>
<td>Cleaned</td>
<td>tried</td>
<td>received</td>
<td>smelled</td>
</tr>
<tr>
<td>added</td>
<td>Collected</td>
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<td>invited</td>
<td>Started</td>
<td>attended</td>
<td>ended</td>
<td>pointed</td>
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# APPENDIX 6

## REFERENCES EXAMINATION PAPER

Name: Windy Ismawati  
Student’s Number: 11150140000021  
Research Title: Applying Audio Lingual Method to Develop Students’ English Word Pronunciation (A Quasi-experimental Study at the Eighth Grade of SMP PGRI 1 Ciputat in the Academic Year 2019/2020)

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**CHAPTER II**


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**CHAPTER III**

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**CHAPTER IV**

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KEMENTERIAN AGAMA
UIN JAKARTA
FITK

SURAT BIMBINGAN SKRIPSI

Nomor : B-0423/FI/KM.01.3/III/2019
Lamp. : -
Hal : Bimbingan Skripsi

Jakarta, 11 Maret 2019

Kepada Yth.,

Didin Nuruddin Hidayat, Ph.D.
Dr. Atiq Susilo, M.A.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu’alaikum Wr. Wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I dan II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Windy Ismawati
NIM : 11150140000021
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Judul Skripsi : Applying Audio Lingual Method to Develop Students’ English Word Pronunciation


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

A.n. Dekan,
Kaprodi Pendidikan Bahasa Inggris

Didin Nuruddin Hidayat, Ph.D.
NIP. 19800730 200912 1 001

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
YAYASAN PEMBINA LEMBAGA PENDIDIKAN (YPLP – PGRI)  
KOTA TANGERANG SELATAN – PROVINSI BANTEN
SMP PGRI 1 CIPUTAT  
Status Terakreditasi A Nomor: (100/BAP-S/M-SK/XI/2016)  
Jl. Pendidikan No. 30 Ciputat – Tangerang Selatan, Telp/Fax 7409827 Pos 15411

SURAT KETERANGAN  
Nomor: 066 / S.Ket / 052 / XI. 2019

Yang bertanda tangan di bawah ini:
Nama: CARTAM, S. Pd. M. Pd.
NIP: 19631230 198703 1 008
Pangkat, Gol./Ruang: Pembina Utama Muda / IV.c
Jabatan: Kepala Sekolah

Dengan ini menerangkan bahwa:
Nama: WINDY ISMAWATI
NIM: 11150140000021
Fakultas: Fakultas Ilmu Tarbiyah & Keguruan
Jurusan: Pendidikan Bahasa Inggris
Lembaga / Perguruan: UIN Syarif Hidayatullah Jakarta

Adalah benar mahasiswi tersebut telah melaksanakan penelitian (riset) di SMP PGRI 1 Ciputat dalam rangka tugas akhir / skripsi yang berjudul “Applying Audio Lingual Method to Develop Students’ English Word Pronunciation”, terhitung mulai tanggal 08 s.d. 29 Agustus 2019.

Demikian surat keterangan ini diberikan, agar dapat dipergunakan sebagaimana mestinya.

Tangerang Selatan, 07 November 2019
Kepala Sekolah

CARTAM, S. Pd. M. Pd.
NIP: 19631230 198703 1 008