THE IMPLEMENTATION OF AUDIOBOOK
TO INCREASE STUDENTS' PRONUNCIATION
AT 7th GRADE OF SMP THORIQUL JANNAH BONDOWOSO

THESIS

Presented to State Institute of Islamic Studies of Jember
as Partial Fulfillment of Requirements
for the Degree of Strata-1 (S1)
Faculty of Tarbiyah and Teacher Training
English Education Department

By:

CITRASARI DEWI
NIM: T20156042

STATE INSTITUTE OF ISLAMIC STUDIES JEMBER
TEACHING TRAINING AND EDUCATION FACULTY
2020

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THE IMPLEMENTATION OF AUDIOBOOK
TO INCREASE STUDENTS' PRONUNCIATION
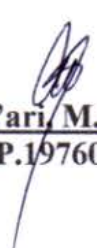# AT 7th GRADE OF SMP THORIQUL JANNAH BONDOWOSO

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MOTTO

$$\textarabic{۝تَرۡتِیلاً ٱلۡقُرۡءَانَ وَرَتِّلِ عَلَیۡهِ زِدۡ أَوۡ}$$

[2]"Or a little more; and recite the Quran (aloud) in a slow, (pleasant tone and) style. "[1] Al-Qur'an, 73:4

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[1]Al-Hilali, Muhammad Taqi-ud-id and Khan, Muhammad Muhsin.*The Noble Quran nah been translated into modern English language*. Dr-us-Salam Piplications, (Surah Al-Muzammil 73), 4

DEDICATION

This Thesis honorably dedicated to :

1. My Father Samino and my mother Tarni

2. My Brothers and their wifes, Adi Gunawan and Endri Setiawan.

3. My partner who always stand by in good and bad times Rosyi Aqil Abror.

4. My beloved friends Affection Class and Arbany boarding house.

5. Beloved almamater, IAIN Jember

ACKNOWLEDGMENT

In the name of Allah, the Beneficent the Merciful.

All praise be to Allah, the Lord of the worlds, who has bestowed upon the researcher in completing this undergraduate thesis. Peace and blessing from Allah be upon to Allah Messenger, Prophet Muhammad, his family, his companions, and all of his followers.

It is a great honor for the writer to make acknowledgement of indebtedness to convey the researcher sincere gratitude to the help in finishing this undergraduate thesis.

Alhamdulillah, the researcher has finished this undergraduate thesis. Absolutely it is not an effort by himself alone, there are many ″hands″ which help the researcher. In this occasion, the researcher presents great honor to:

1. Mr. Prof. Dr. H. Babun Soeharto, SE., MM.,as Rector of IAIN Jember.
2. Mrs. Dr. Hj. Mukni'ah, M.Pd.I., as Dean of Faculty of Tarbiyah and Teachers Training of IAIN Jember.
3. Mr. Asari, M.Pd.I., as Head of English Education Department of IAIN Jember.
4. Mrs. Ninuk Indrayani, M.Pd.,as the Advisorwho has patiently given valuable advice and guidance to finalize this research.
5. All lecturers who have taught in English Education Department IAIN Jember, thank you for giving a lot of knowledge, advices, and the experiences during teaching and learning process.

Finally, the researcher realize that this research still has some weakness and mistakes. Thus, the researcher would be grateful to accept any suggestion and correction from anyone for better writing.

Jember, 24 January 2020

The Researcher

ABSTRACT

Citrasari Dewi, 2019*: The Implementation of Audiobook to Increase Students Pronunciation at Seventh Grade of SMP Thoriqul Jannah Bondowoso.*

Audiobook is a recording book story which is read by professional author or read by the native speaker to make the audio story more interesting, so than the students can listen to the right pronounciation. Audiobook is a good medium in teaching listening and reading aloud. The students in SMP Thoriqul Jannah got difficulties in speaking, reading and listening. It made students unconfident in the real action to read aloud because they were afraid to make mistake in pronouncing some words. When the teacher asked the students to perform in front of the class, the students felt unconfident. The researcher knew about this problem when the researcher asked the student to read aloud in front of class in the preliminary study. Based on this problem, the researcher chose audiobook to increase the students' pronounciation in reading aloud.

The objective of the research was to describe how to implement Audiobook to improve the students' pronunciation at SMP Thoriqul Jannah Bondowoso. The research question from this research "How is Audiobook able to increase students' pronunciation at SMP Thoriqul Jannah Bondowoso?"

This research used Classroom Action Research (CAR) research design. The research model used is the adaptation of the Kemmis and Mc Taggart models which consisted of four components, namely planning, implementing, observing, and reflecting. The researcher used test, interview, and documentation to collect the data. The criteria of success from this research is if 70% of the students have achieved the minimum requirement of the target score that is 70.

The result of the research showed from the test. There are two results from the research, they are the result in cycle 1 and cycle 2. The result of cycle 1 releaved the fact that there were 53% of the students achieved the criteria of success and 47% students did not achieve the criteria of success. Cycle 1 consisted of two meetings, in the first meeting the researcher focused on the implementation of audiobook and the second meeting the researcher focused on the assessment of the students' pronunciation by reading aloud. In cycle 1 the students did not achieve the criteria of success because it was difficult to ensure that all the students in a classroom can hear equally well and each student had different skill in catching the audio, some of them felt it so fast, another thought it was too slow.

Then in the cycle 2 the researcher and the English teacher implemented the revisions from the cycle 1. The revisions implemented audiobook in the laboratory with used headphone and the researcher used the audio that was easier. Same with the cycle 1, cycle 2 also consisted of two meetings. The result of cycle 2 revealed the fact that there were 73% of the students achieved the criteria of success and 26% students did not achieve the criteria of success. Based on the result of the research , it can be concluded that the use of audiobook increased the seventh grade students' pronounciation achievement at SMP Thoriqul Jannah Bondowoso.

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CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

Language is a system for the expression of meaning[1]. We need language to be able to communicate with people around us. Without language we can not interact with each others. By using language, we are be able to express our idea and our feeling, because we need to express our idea and feeling through language either in written or spoken form to share some important information to others.

However, there are so many languages that can be used to share information in order that we can use English to communicate with other people from various countries, since English is an international language. In addition, English has been used by almost all countries in the world either as native (primary), second or foreign language[2]. So English was a language thatused to communicate and to share some information to other people with different countries in the world. In English learning, there were four skills that should be mastered in English namely listening, speaking, reading, and writing. Besides these four skills should be mastered three components namely vocabulary, grammar, and pronunciation.

In this case, pupils experience difficulties in how to increase pronunciation, which is pronunciation take effect to listening skill, speaking and reading. Almost all of English teachers get students to study grammar and

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[1]Ag.BambangSetiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu,2000), 10.

[2] Jeremy Harmer ,*The Practice of English Language Teaching* (New York: Longman, 2002), 17.

1

vocabulary, practice functional dialogues, take part in productive skill activities and try to become competent in listening and reading[3]. From Harmer explanation, we can know that the teacher make little attemp to teach speaking than listening and reading aloud, which one the student are not active in speaking activities and difficult to listen what people say. Meanwhile, the students have to learn about one of the components that can improve their listening, speaking, and reading in order to have good ability in listening, speaking, and reading aloud, one of the components is pronunciation. When teacher wants to teach speaking, the teacher have to teach pronunciation because it helps students to improve their ability. Not only in speaking, but the students also need to learn pronunciation in listening and reading aloud too.

Pronunciation is a major aspect of language skill. Not only English, but also all languanges in the world have the stress on pronunciation. Unfortunately, Indonesian people who have the enthusiasm and the opportunity to learn languanges, especially English, often ignore pronunciation. Theyemphasismore on grammar and speaking. Pronunciation in English is also very important because the differences in pronunciation or sound will change the meaning from the real meaning. Pronunciation is how we to pronounce or make the correct sound when mentioning a word. The science of pronunciation is very important to learn so that we do not miss-understand when we have English conversation.

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[3] Jeremy Harmer, *The Practice of English Language Teaching (*England: Pearson Education Limited, 2007) Fourth Edition, 248

As we know that many students are difficult to speak in a good pronunciation and some students are still shy to speak English, because English is difficult and sometime some English word havethe same pronounciation. Furthermore, it makes the students afraid to make mistakes when their try to say a word in English. With many problem that we know how the function of pronunciation it self the researcher chose listening audiobook and narrative text to increase students' pronunciation.

The reality today is students are low in pronunciation somake students are not confident when they speakand read and also less in listening. According to the observation conducted on 20 August 2018 that many students still have difficulties to speak and read with a good pronunciation. Because the students in SMP Thoriqul Jannah was difficult to speaking, reading and listening. The students feel confused about how to understand what people say, and sometimes students were confused how to speak and read aloud with a good pronunciation. This matter made students unconfident in the real action to read aloud because they were afraid to make mistake in pronouncing some words. When the teacher asked the students to perform in the classroom the students felt unconfident and shy. The researcher knew about this problem when the researcher asked to the student to read aloud in front of class. The researcher collaborated with the English teacher in this research.The researcher as the implementation of the audiobook and the teacher as the observer from this research. The researcher and the teacher collaborated in the pre-test to know the students' reading ability. So, based on

this problem, the researcher chose pronunciationhelped the students to increase their reading skill by used audiobook.

At the present time, the benefits of reading has been more and more often discussed by various circle of society in variety of opportunity. By reading the students are able to get a lot of information based on what they have already read. Where pronunciation is the part that must be mastered in reading.Beside that, islam religion also considers that reading is important because muslims have to read in order they know the rules of islam. Even in Islam Al-Quran must be read correctly. As Muslims we must guard the Al-Quran. It is proven by QS. Al Hijr : 9.

$$ إِنَّا نَحۡنُ نَزَّلۡنَا ٱلذِّكۡرَ وَإِنَّا لَهُۥ لَحَٰفِظُونَ ۝ $$

Verily We: It is We Who havr sent down the Dzikr (i.e the Quran.) and surely, We Will guard it (from corruption).[4] Al-Qur'an, 15:9

Based on the verse, Allah SWT explained that the Al-Quran is protected from additions, substractions, replacement and deviations. That way we know that in reading Al Quran also must be considered. Muslims must read Al-Quran with tartil. Where in tartil we as Muslims must read using the correct recitation and makhrajul letters. So pronounciation is important in reading skill.

The researcher chose audiobook is a good concept, because this concept made students easier to increase their pronunciation. The researcher

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[4] Al-Hilali, Muhammad Taqi-ud-id and Khan, Muhammad Muhsin.*The Noble Quran nah been translated into modern English language*. Dr-us-Salam Piplications, (Surah Al-Hijr 15), 9

focus on usingAudiobook media in this research. In this research the student more active on listening and reading in the process of Audiobook is by listening the audio recorder and reading the narrative text. Where is from used Audiobook the studentstry hard to listen the word one by one from the audio recorder and read the words spoken in the text that was given. So, from this media student can directly know the word and how to pronounce the word.

B. RESEARCH QUESTION

From the background of study as previously presented, researcher formulate the research question as follow : How is Audiobook able to increase students' pronunciation at SMP Thoriqul Jannah Bondowoso?

C. RESEARCH OBJECTIVE

The objective from the research is to describe how audiobook is able to increase students pronounciation at SMP Thoriqul Jannah Bondowoso.

D. SCOPE OF THE RESEARCH

The subject of the research is the seventh grade students of SMP Thoriqul Jannah of Bondowoso. The object of the research is the influence of listening audiobook media towards students' pronunciation.

E. RESEARCH SIGNIFICANCE

The purpose of this research are to give some use in English field. The uses of the research:

1. To give some information to the teacher and students about theory of Audiobook.

2. To give some information to the teacher and students about the influence of listening Audiobook to increase pronunciation.

F. OPERASIONAL DEFINITION OF KEY TERM

This part explained more deeply the term that described in the proposal. Bellow are the terms that possible to describe :

1. Audiobook : Audiobook were device which can be used to make the learning more effective. Audiobooks is a recording media following by text that can be used to teach pronunciation to the students. By using Audiobook, the students can listen the story from the audio and also can read the text that was has been given to the students.

2. Pronunciation : Pronunciation was a major aspect of language skill is how we to pronouns some word or make the correct sound when mention word. Pronunciation refers to the production of sounds that we used to make meaning. Pronunciation in here is how you to pronounce or make the correct sound when read text in a reading aloud.

G. RESEARCH OUTLINE

In this research the result were presented 5 chapter, but in this proposal just contain 3 chapter. Chapter 1 it is about the introduction which consist of research background, research problem,scope of the research, research objective, research benefit, definition of key terms, and research outline.

The second chapter is about review of related literature that consist the previous studies and explain about the theorical and conceptual framework. In the theoritical describe about audio visual aids (AVAs), kinds of audio visual aids (AVAs),the benefits using audio visual aids (AVAs),describe about Audiobooks, advantages Audiobooks, disadvantages Audiobooks, procedure Audiobooks, pronunciation, aspects of pronunciation, and the implementation of audiobooks.

The third chapter is about research method that consist of research design, research subject, research procedures that consist of (plan, action, observation, and reflection), criteria of success and the last bibliography.

The fourth chapter is about finding and discussion of the research. This Chapter presents research finding and discussion based on the results of the analysis of Classrom Action Research in Cycle I and Cycle 2. The findings and the discussion were about improving students' pronunciation by using Audiobook on the seventh grade students of SMP Thoriqul Jannah Bondowoso.

The fifth chapter is present the conclusions and suggestions of the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

In this section the researcher listed the various results of the previus studies related to the research that was carried out. Such as :

1. A thesis written by Syarifah Rahmi Mulia entitled "The Role of Audio Visual to Develop Students Pronunciation.[5] The differences between Syarifah's research and this research were; Syarifah's research used pretest, post-test, and questioner to collect the data. While this research use; Observation, interview, and documentation. Syarifah's research used quantitative approach and this research used classroom action research. The similarity between her research and this research was both of researcher used audio to improve students pronunciation.

2. A Thesis written by Dian Iswandari entitled "Using Audio Visual Aids to Improve Students Involvement in Teaching and Learning Process at The Third Grade Students of SDN KRAPYAK 1 Sleman Yogyakarta ".[6] The differences between her research and this research were: Her research focused on improving students' involvement in teaching and learning process and this reaserch focus bon improving students' pronunciation. Her research at elementary school and this research at junior high school. Her research used audio visual aids and this research usedaudiobook. The

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[5] *Syarifah Rahmi Muliana, "The Role of Audio Visual to Develop Students Pronunciation".*
(Thesis, University Darussalam Banda Aceh,2018)

[6] Dian Iswandari, *"Using Audio Visual Aids to Improve Students Involvement in Teaching and Learning Process at The Third Grade Students of SDN KRAPYAK 1 Sleman Yogyakarta".*
(Thesis, University of Yogyakarta, 2013)

similarity both of researchs were usedsame method classroom action research.

3. A journal written by Imam Shodiqin, Rahayu Apriliaswati and Eusabinus Bunau entitled "Improving Students Pronunciation by Listening to the Audio Visual and Its Transcription of the Narrative Text".[7] The differences between the two researchs were their research at SMP S Khatulistiwa Jungkat dan in this research at SMP Thoriqul Jannah Bondowoso. The similarities were both of researchs on the method used Classroom Action Research (CAR) and used audio and text to improve students' pronunciation.

Tabel 2.1 Previous Study

No	Researcher's Name	Tittle	Differences	Similarities
1	2	3	4	5
1	Syarifah Rahmi Mulia	The Role of Audio Visual to Develop Students Pronunciation	• To collected the data in Syarifah's research use; pre-test, post-test, and questioner. While in this research use; Observation, interview, and documentation. • The syarifah's research used quantitative approach and in this research	The similarity between her research and this research is used audio to improve students'pronunciation.

[7] Imam shodiqin and Friends, "*Improving Students Pronunciation by Listening to the Audio Visual and Its Transcription of the Narrative Text*". Journal education, (2013)

1	2	3	4	5
			used classroom action research.	
2	Dian Iswandari	Using Audio Visual Aids to Improve Students Involvement in Teaching and Learning Process The Third Grade Students of SDN KRAPYAK 1 Sleman Yogyakar	• Dian's research focused on improve students involvement in teaching and learning process and in this reaserch focused on improving students' pronunciation. Her research at elementary school and this research at junior high school. Her research used Audio Visual and this research using Audiobook	The similarity both of research is used same method classroom action research.
3	Imam Shodiqin, Rahayu Apriliaswati and Eusabinus Bunau	Improving Students Pronunciation by Listening to the Audio Visual and Its Transcription of the Narrative Text	• The differences both of researchs is their research at SMP S Khatulistiwa Jungkat and in this research at SMP Thoriqul Jannah Bondowoso	The similarities both of researchs is on the method used Classroom Action Research (CAR) and used audio and text to improve students pronunciation.

B. **Theoritical Framework**

1. **Audio Visual Aids (AVAs)**

   a. Definition of Audio Visual Aids (AVAs)

In the process of learning English language, hearing aids like cassettes and recorders were commonly in used. Such aids of teaching aids were effective in improving the phonetics, pronunciation and spoken English of the students.[8] A part from the traditional visual aids like charts, pictures and models that are still in use in the classroom; there are other modern visual aids which were in use in the recent years. These aids include the picture slides, motion pictures and the like.[9]

Audio Visual Aids (AVAs) are supporting media to increase the students' English Achievement. AVAs is much required because it can interest the concentration of students so that it can motivate students to learn. Audio visual aids that they made the process of learning has become quite exciting for students with the audio visual aids. It helps students in generating an open mind for learning. At the same time it develops team work among the students as they are required to work in team for speaking with their friends. The main idea of AVAs is that presenting information in several formats offers students the advantages of not only hearing about information from a teacher or a textbook, but also seeing it. The use of AVAs allows information to be presented in two different modalities, with the assumption that more information that can be processed.

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[8]Subathra, "The Audio Visual Aids in English Teaching", http://www.e-bookspdf.org/download/audio-visual-aids-in-teaching.html, (09 May 2019)
[9]Subathra, "The Audio Visual Aids in English Teaching", (09 May 2019)

To summarize, AVAs is a teaching media that can be used to teach pronunciation to the students. By using AVAs, the students can listen to the information and also can watch the visual element that can make them easier in comprehending the information.

b. Kinds of Audio Visual Aids (AVAs)

We learn trought our sense organs. Sense are the ways of knowledge. All the sense organs help us in understanding the the environment. Most of the knowledge, which we acquire from the school, comes throught our ears and eyes.

Audio visual aids are also called instructional material. Audio literally means "hearing" and "visual" means that which is found by seeing. So all such aids, which help to make the knowledge clear to us through our sense are called Audio visual aids. There are four kinds of audio visual aids. They are films, television, video, and CDs.[10]

1) Films

Films represent are effective instructional device to cater to the students attention and create interest and motivation among them towards effective learning. Educational films may be prepared on any content material or any aspect of knowledge, and behavior.

2) Television

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[10] Ahmad. T, *"Audio Visual Aids and Teaching"*, http://dailykashmirimages.com. (25 May 2019).

Television is a versatile mediu, of transmiting education through different programs. It is exciting means of communication. Useful instructional programs are being telecasted regulary for the stuent community on television. A teacher should utilize the TV programs and make them the basic for discussions on relevant occasions.

3) Video

Video is a viable aid towards effective learning and teaching. Teaching with the help of video is called video aided instruction. In video instruction, learners comprehension is generally tested through a questionnaire and video is clearly an instructional medium that generates a much greates amount of interest and enjoyment than the more traditional printed material.

4) CDs

Nowadays, educational video cassettes are easily available in the market. Educational CDs can be prepared on any aspect of the subject matter and curriculum.

c. The benefits of using Audio Visual Aids (AVAs) to Learning[11]

1) Audio visual aids are potent starters and motivators: when the child finds learning made easy, interesting and joyful with the help of sensory aids he feels motivated. He cannot but attend to an interesting procedure going on before him. Direct, concrete,

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[11] S.K. Kochhar, "*Methods and Techniques of Teaching",* (New Delhi: Okhla Industrial Area, 1985), 134

contrived, dramatized experiences add zest, in list and vitality to any training situation. As a result, they enable students to learn faster, remember longer, gain more accurate information and receive and understand delicate concepts and meanings. Thus, learning becomes meaningful, enjoyable and effective.

2) Audio visual aids gives variety to classroom techniques: They generally represent a rest from the traditional activities of the school. When using them, the child is experiencing something different. Variety is always attractive to the child as well as to the adult. Audio visual aids provide a change in the atmosphere of the classroom. They allow some freedom from the formal instruction of the traditional type. While using sensory aids, the pupils may move about, talk, laugh, question, comment upon, and inother ways act in a natural manner as they do outside the classroom. The attitude of the teacher is also very friendly and co-operative. In this way, school work is motivated when pupils work because they want to and not because the teacher wants them to do.

3) Many of the aids provide the child with opportunities to handle and manipulate: an opportunity to touch, feel, handle or operate a model, specimen, picture, map: press a button or turn a crank gives an added appeal because it satisfies, temporarily at least, the natural desire for mastery and ownership.

4) Audio visual aids supply the context for sound and skilful generalizing: books lack the specificity, the warmth, indeed some of the unutterable poignancy of concrete experiences, through direct, purposeful, first-hsnd-experiences and semiconcrete audio-visual experiences, we can supply the context for sound and skilful generalizing.

5) Audio visual aids educate children for life in this modern complex world: there was a time when life was very simple children learnt through direct experiences the rudiments of knowledge. But ours ia a complex world. We live in a pushbutton age, when comfort has a terrific appeal, but there is no easy road to learning. There is no magic osmosis: effectife learning is still the old fashioned formula of nine-tenth perspiration and one tenth inspiration. Naturally, therefore, more must be done to determine how teaching is accomplished easily and speedly. More is the need to-day than before.

2. **Audiobook**

a. **Definition of Audiobook**

Audiobook is a book or story which is read by narrators, using the highest quality of recording technology[12]. Audiobook enhance literacy skills by building pronounciation, vocabulary, expanding comprehension capabilities, encouraging independent, and providing

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[12]KhairulFajri, Audiobook: Teaching Listening comprehension. Research in English and Education (READ) Journal Vol.1 E-ISSN. 2528-746X. Accesed on $23^{rd} October$ 2019

models for fluent listening and reading aloud. It means that audiobook is a good medium in teaching listening and reading aloud. Because of audiobook is usually read by native speaker so the students can listen the right pronounciation and also listen to the variant accent. And also students can get audiobook easily they can get it on the internet, MP3 player forms, CD etc.

Audiobook was a tape recorded book. A book was read with or without added sound effects and recorded onto a cassette tape. Audiobook is not a book. It was a recording book story which is read by professional author to made the audio story more interesting, the author can add sound effect. Audiobook were spoken recordings of book, which can be convenient to hear while you are exercising, dinning, or commuting. So students can ha a lot of practice because audiobooks is flexible.

b. Advantages Audiobook

1) Audiobook can develop reading and listening skill

2) Audiobook can be listened everywhere

3) Develop understanding of correct pronunciation of English, dialects of English words

4) Introduction new vocabulary or difficult proper name or location.

c. Disadvantages Audiobook

In a big classroom with poor acoustics, the audibility of audiobook often gives cause for concern. It is some times difficult to

ensure that all the students in a room can hear equally well. Another problem with recorded material audiobook in the classroom is that everyone has to listenat the same speed, for some may be too fast or to slow. It means that audiobook will more effective when use it in a lab or small classroom. Listening audiobook in laboratorary or in small classroom students can listen better.

d. Procedure of Teaching Pronunciation by using Audiobook

Five procedures of using audiobook as follows:

1) Choose audiobooks of the story that is slightly above students' levels

2) The first playing, ask students to listen to the story and the pronunciation

3) After listen one, listen again at the audiobook and pay attention to the wors they did not know.

4) In the third, ask students to listen the story while following along on the book or the text of the story

5) Now that the students understand what the words are saying, listen again more closely to things they did not notice at the fisrt time, like how to use a word in a sentence or how to read with a good pronunciation.

3. Pronunciation

a. Definition of pronunciation

Pronunciation is closely related to the way speak a language. Pronunciation refers to the production of sounds that we use to make meaning. They are many experts that have views what pronunciation in language teaching. First, pronunciation has two main features namely phonemes and suprasegmental features. He has broke down the main features of pronunciation and explains it by diagram below.
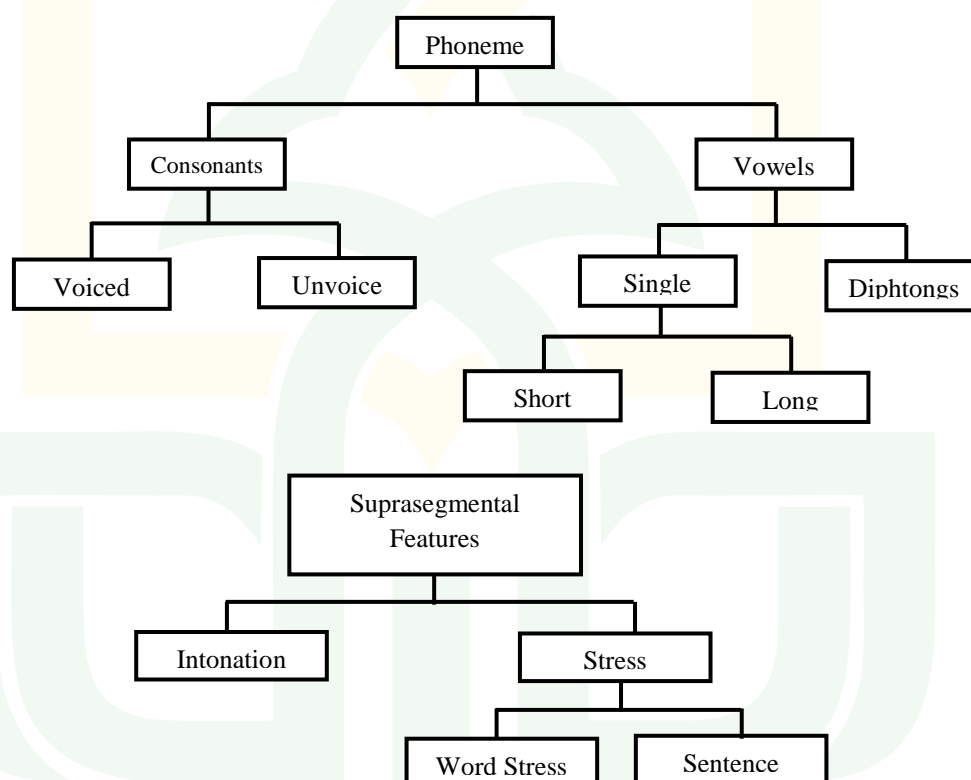
Figure 2.1 Pronunciation Features[13]

In addition, Bowen in Chan says that pronunciation is usually presented by a quick run through the alphabet to illustrate the characteristic sound and sounds associated with each other. In this case, pronunciation consist of organized sounds that are produced by

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[13] Gerald Kelly, *How to Teach Pronunciation*, (Essex: pearson Education, 2000), 1

the air that get through the organ articulation.[14] Pronunciation draws that sounds have their symbols like alphabet as well as the way how to pronounce them. Each sound of pronunciation here exactly has its own characteristic because they sounds from different articulation organ.
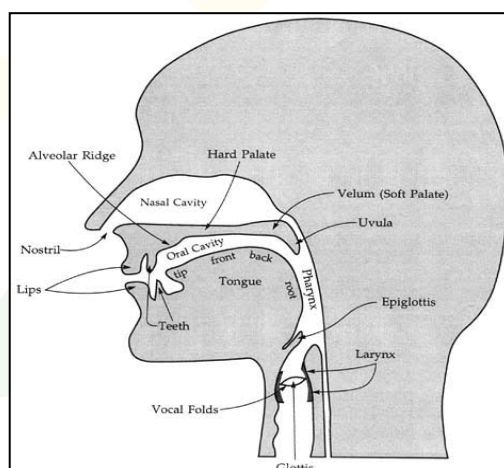
Figure 2.2 Place of Articulation Organs[15]

Pronunciation refers to the way a word or a language is spoken, or the manner in which someone utters a word. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.[16] It is why everyone sometimes pronounce the same word with various pronunciation because of those background aspects mentioned. If one is said to have correct pronunciation, then it refers to both within a particular dialect. To be

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[14]Furkan S. Chan, Phonology 2, (Lampung: DCC Lampung,2006), 1

[15]https://www.google.com/search?q=place+articulation&tbm=isch&ved. Accesed on $19^{th} May$ 2019

[16] Christina Shewell, *Voice Work*, (Cram101, 2014), Online Book, Available on: www.justthefacts101.com, Accesed on: $19^{th} May$ 2019

able to pronounce like native language that we want to learn, exactly we have to learn how to pronounce it to be alike.

Pronunciation in language learning comprises the production and the perception of significant sound of a particular language in order to achieve meaning in context of language use. In addition, spoken language begins with sound. In order to make oneself intelligible and to understand the spoken language, one must have a good working knowledge of the pronunciation of that language. Therefore, in English language teaching, attention should be paid to the teaching pronunciation through out all stage.

Based on the explanation above, it can be concluded that pronunciation is the way or manner of how a word or a language is spoken through organized sounds that are produced by the air that get through the organ of articulation.

b. **Aspect of Pronunciation**

Pronunciation is the way in which a word or a language is spoken. This is refer to generally agreed-upon sequences of sounds used in speaking a given word or language in correct pronunciation, or simply the way particular individual speaks a word or language. A word can be spoken in different ways by various individuals or groups, depending on many factors like as the aspect in pronunciation.

There are five aspect of pronunciation : pitch, intonation, individual sounds, sounds and spelling, and stress.[17]

1) Pitch

Pitch is how high or low the sound.[18] We say that one person has a very high voice where as another has a deep voice. When their voice is very high, we talk about them having a high-pitched voice. The pitch of our voive may change dramatically. We often speak at a higher pitch than normal if we are frightened or excited. When we are tired, bored or fed up, our pitch may be lower than is customary. The pitch we us is, therefore, a device by which we communicate emotion and meaning.[19] Pitch shows the height of our voice indicating meaning and emotion at the particular time.

2) Intonation

The term of intonation refers to the way the voice goes up and down in pitch when we are speaking. It is fundamental part of the way we express our own thoughts and its enables us to understand those to others. With intonation we can know that are speaker feeling and thought at that time. Moreover, intonation helps us to know clearly what the meaning of our opposite speaker say. Kelly say, "As well as helping to determine meaning, intonation gives us clues about the attitude of the speaker, or how

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[17] Jeremy Harmer, *The Practice,* 38
[18] Gerrald Kelly, *How to Teach Pronunciation,* (Edinburg Gate: Longman. 2000), 4
[19] Jeremy Harmer, *The Practice,* 38

he feels about what he saying.[20] In addition, Harmer states that intonation plays crucial role in spoken discourse because it signal when speaker have finished the points they wish to make, tell people when they wish to carry on with a turn and indicates that the speaker has finished their point. Therefore, it can conclude that intonation has important role in conversation, it help us to tell our opposite speaker how is feeling and to know how he or she about what he is saying.

3) Individual Sound

Word and sentence are made up of sounds (or phonemes).[21] In this case, spoken English begins with sounds. Sounds of the language is important because it difference words each other, by changing one sound, we can change word and its meaning. One example is word 'cut' /kʌt/, if change 'c' letter wit 'b' it will be 'but' /bʌt/, than the meaning of the word has change, even the pronunciation is closely alike. So phonemes are different sounds within the language.

We may pronounce particular sounds in different ways. Sounds may be voiced or unvoiced (voiceless). Voiced sounds occur when the vocal cords in the larynx are vibrate. If we producing a voice sounds, we will feel vibration; if we are producing an unvoiced, we will not. For the example the difference

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[20]Gerrald Kelly, *How to Teach,* 86
[21] Jeremy Harmer, *The Practice,* 39.

between /f/ and /v/. In addition, the set of phonemes (sounds) consistof two categories: vowel (single, diphthongs, or triphthongs) and consonant sounds.

4) Sound and Spelling

In some language there seems to be a close correlation between sounds and spelling. However, English spelling is so complicated that it is hard even for native speaker to learn it. Speaker of many other languages in which the sound and the letters are more closely connected have much easier time learning to spell in their L1 than native speaker of English have learning to spell in theirs.[22] In Indonesian, for example, *apel* is pronounced*apel,* and it has the same sounds as the spelling. Nonetheless, in English, apple is not read apple, but the pronunciation is /æpl/. The same sounds may be used for a number of different spelling like the sounds /ʌ/ for w<u>o</u>n, y<u>ou</u>ng, f<u>u</u>nny, fl<u>oo</u>d, and the same spelling may have various sounds like the spelling *ou*in cloud (/klʊd/), pour (/pɔː/), enough (/inʌf/), through (/θru/), though (/∂əʊ/), and journey (/dʒɜːni/). In addition, a lot depends on the sounds that come before and after them like the word the pronounced ∂ə if it is placed before consonant and ∂ɪ if it is placed before vowel.[23] This sounds and spelling may have correlation, so it helps us to learn how to pronounce the words.

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[22]Judy B. Gilbert, *Teaching Pronunciation Using the Prosody Pyramid.* (New York: Cambridge University Press, 2008). 22.

[23] Jeremy Harmer, *The Practice,* 42.

5) Stress

Stress is the term we use to describe the point in a word or phrase where pitch changes, vowels lengthen and volume increases.[24] In addition, stress in a word is a syllable in a word that has a change in pitch or the level of the speakers voice. Stress can fall on the first, middle, or last syllables of words such in the following example.[25]

Ooo	oOo	ooO
SYLlabus	enGAGEment	UsheRRETTE
SUBstitude	BaNANa	KangaROO
TECHhnical	phonetic	understand

The words in the first group (Ooo) are all stressed on the first syllable, the words in the second group (oOo) are stressed on the second syllable, and those in the third group (ooO) are stressed on the third syllable.

English learners tend to ignore stress when they learn vocabulary, and failure to learn the stress pattern of new words often leads to an inability to recognize those word in spoken form. However, learners need to know the stress pattern of a word if they are going to use it as a focus word. Stress is used to make strong in telling the meaning of the word we say, usually it sign wit a force in a syllable or a word. Stress in important at three different level,

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[24] Ibid., 42
[25] Gerrald Kelly, *How to Teach,* 66

there are word level, sentence level, and contrastive stress. Word level in stress is multisyllabic words have one more syllable that are stress. Sentence level is the most important words tend to be stressed. Contastive stress is the most importand words carry greater stress.

c. The Implementation of Audiobook to Increase Students Pronunciation.

Teaching pronunciation is important to help the students to hear and to help the students to make their own speech comprehensible. There are several techniques that can be used to teach pronunciation to the students. The use of learning media that facilities the improvement and development of language skills have long been recognized as Audiobook, a recording technology text being read. Audiobook cassette tape format which contains narrative version of a book was originally used to help the handicapped blind to enjoy and understand books.[26] Audiobooks are the technology that can be used to present information in some different format.

Classroom audiobook equipment today is more efficient, easier, and lighter than in past. To reach this stage, first the researcher must recognize the mechanisms surrounding fluency. In order to handle a simple conversation, an individual must have much broader competency in listening comprehension than in speaking, this is especially the case when conversing in a foreign language with native

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[26]AchliaNizaAyunda, The Effect of Audiobooks Use on EFL Students' Fluency Development, http://e-journal.iain-palangkaraya.ac.id, Accesed on: $11^{st} November$ 2019

speaker of that language. Next steps was to repeat listening until what is read familiar by ears.[27] In this research audiobooks can ease the teacher to present the ideas of the story to the students. So audiobooktoday are very beneficial for the teacher in teaching and learning process to increase students' pronounciation. By using the audiobooks in teaching and learning process, the students will be more interested in learning pronunciation, because they can see and listen to the correct sound produced by the native speaker of English.

The researcher had observed the English teaching and learning process. Based on the observation the researcher found some problems on students' pronunciation. The researcher observed the teacher during teaching pronunciation used audiobook in order to improve students' pronunciataion. In order to know whether the use of audiobooks is effective or not in improving students' pronunciation, the researcher did the pretest to know students' pronunciation ability. Based on the pretest, the students were low in pronouncing the correct word.

The researcher taught several meetings by listening and reading the audiobook. This helped students to learn pronunciation more easily, in this activity students can listen from the audio played and can read from the text according to the audio that was provided. The students can immediately find out the word spoken through hearing and knowing the word from reading the text. To know improvement of

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[27] Ibid, Accesed on: 11st *November* 2019

students' pronunciation, the researcher conducted the performance test. In the performance test, the students perform in front of class to read aloud the text that have been given.

The researcher concludes that audiobooks can be used in teaching pronunciation, because it gave advantages for the English teacher and the students. The teacher will be easier in delivering and presenting the material, information, and ideas to the students. Where the students will be more interested in learning pronunciation, and will understand easily how to produce the sounds.

CHAPTER III

RESEARCH METHOD

A. Reseach Design

Researcher implemented audiobook media in teaching and learning process to increase students' pronunciation. The reasech design of this study was Classroom Action Reseach (CAR). According to Cam and out Kemmis, in McTanggart stated that action research is a form of self reflection enquiry undertaken by participants in sosial situation in order to improve the rationality and justices of their practices their understanding of these practices and situation in which the practices carry.[28] Furthermore, Susanto stated that Classroom Action Research is a research whose problem is raised from classroom context.[29] Classroom context refers to teachers condition, students condition, teaching materials, facilities, and other related factors which interact in such a way and present what these called teaching and learning process with its various problems.

Thus, in this research, the researcher used Classroom Action Reseach. Classroom Action Research is reffred to variously as a term, process, enquiry, approach, flexible spiral process and as cyclic.[30] It is about a form of self-reflective enquire undertaken by participant in social life in order to improve the rationality and justice of their learning, their understanding in their learning.

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[28]David nunan, *Understanding language Classroom*, (United Kingdom: Prentice Hall, 1989), 12
[29]Susanto, (2010)
[30] Patrick. J. M. Castello, Action Research. (Great Britain: Biddles Limited-king's lynn-nonfolk, 2003), 05

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Classroom action research (CAR) is a form that is reflective by carrying out certain actions in order to improve and improve classroom learning practices in a professional manner. The researcher investigates a situation by gathering information about teaching and learning in the classroom and how the school operated and tried out way to improve it through part of procedure namely collect and analyze data, implement changes, and reflect their finding. The purpose of the research was to improve students' pronunciation in teaching and learning process by studying the problems in the classroom. While the learning process action research was form of action research which its aim was to study in a specific situation to improve. The aim was to improve the specific problem the students in the school. The researcher tested a theory of learning by implementation the specific method, media, and examine the effect of the implementation on the students learning process.

B. Research Subject

The subjects in this classroom action research were students at SMP Thoriqul Jannah Bondowoso of seventh grade. The aspects studied were the activities of teachers and students in learning through the application of audio visual aids in the development of pronunciation. The students who were the subject of the study amounted to 15 people with different ability backgrounds ranging from high, medium, and low seen from the intelligence and intellect of each student. From the 15 students consist of 11 men and 4 women.

C. Research Procedures

This research' model used was the adaptation of the Kemmis and Mc Taggart models which consisted of four components, namely planning, implementing, observing, and reflecting.In the procedures of the research the researcher collaborated with the English teacher. The researcher as the implementation the procedures of the media and the teacher as the observer of the researcher. The teacher observed all of the procedures and gave the researcher suggestions.
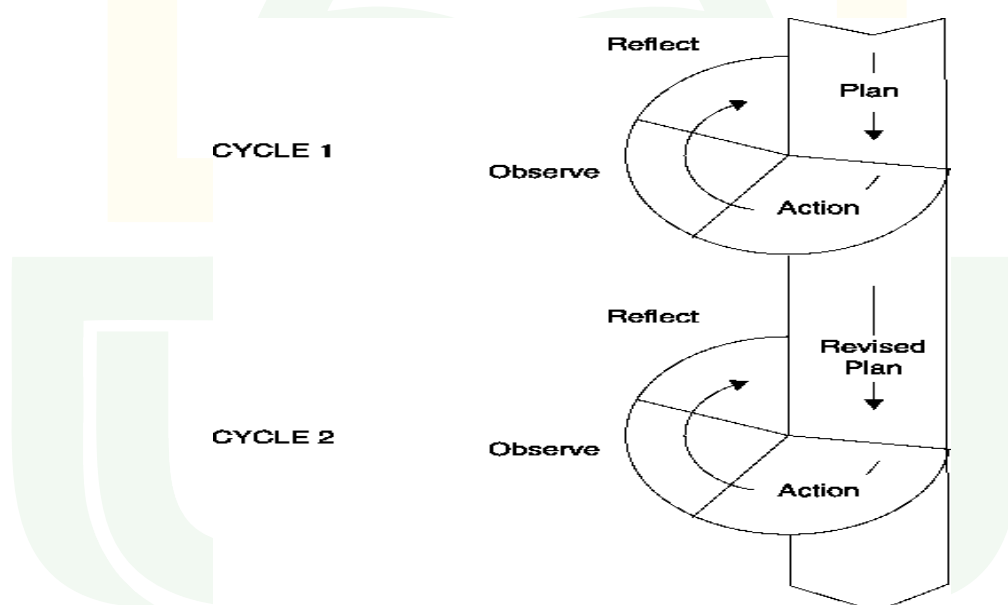
Figure 3.1 Diagram Classroom Action Research Spiral/Cycle
(byKemmis and Mc Taggart 1988)

1. Planning

This stage formulated efforts to resolve or handle the main problems identified. The researcher preapared the strategy. The formulation of the problem is more focused on the use of adio visual aids

that can improve students'abilities in the pronunciation of English words by using audio visual aids media in developing students' pronunciation.

a. From the strategy might be conducted in several cycle, the researcher prepare more than one strategy to implemented.

b. The lesson plan is designed to guide the teaching and learning process. The researcher will prepare the materials, strategy, media, procedures of teaching and assessment.

c. The last is defining criteria of success to measure the implementation of the media will successful or not.

2. Implementing

In conduction the study, the researcher act a practitioner who carry out the lesson plan in the class. This cycles will consist with two meeting. The first will focus to implementation of some of audio visual aids (video), and the second meeting will focus ask the students to reading a loud some text from the media.

3. Observing

Observation is the process of recording and gathering the data about any aspect that was happening in the teaching and learning process during the meeting. The observation is a way to look at the students behavior. Since the activity is the process of recording a researcher asks to observe the activities going on in the class. The researcher do the observation during the implementation of audio visual aids media. The

instruments to collecting the data they are test, interview, and documentation.

a. Test

Test is a number of questions that have the right or wrong the answer. The result of the test are information about characteristics of a person or group of people. Test is one way to assess the level of a person's ability indirectly, namely through a person's response to the question. Can be conclude that test is a method that can be used or a procedure that can be taken in the framework of measurement and assessment that can be assigned assignments, or a series of tasks so that values can be symbolized of achievement.

A test that will using pretest and performance test. The tests is using to test the students' ability. First The researcher used pretest and asked the several students to read a short story in the students' book, the students use two books they are BahasaInggris When English Rings a Bell and BukuPenilaianAutentik English. With this pretest the researcher knew some of the abilities of students at SMP ThoriqulJannah. The second test is to collect the data the researcher will using performance test. The researcher will ask the students to come front of the class and the students will reading aloud the text that have been given to the students.

b. Interview

Interview is an activity to collect data from interviewees. The researcher ask some question to the students and the teacher to collet data that need. The first interview do on 20 August 2018. The researcher ask to the some of students how about English lesson and ask to the teacher how about the ability of the students, especially in pronunciation.

c. Documentation

Documentation is a activity to get some information or data from the materials and some pictures in teaching and learning procces. The researcher collected data from the document that are written and printed that use in teaching and learning procces. The data take from the text that give to the student, lesson plan, teacher test, and book.

4. Reflecting

In this cycle, the researcher analysis the data and then compared the criteria of success and the data. The researcher gave score analysis in analyze the data. The data collected in this research was data that covered the result of the students' scores in pronunciation test. While the data from students' score in pronunciation test in each cycle were computed statistically to answer the research problem.

In order to find the percentage of the students who did each indicator of observation stated in the checklist, the following formula is used:

$$E = \frac{A}{N} \text{ x } 100\%$$

Notes :

E : The percentage of the students' active participation

A : The total number of the students who are categorized as active

students

N : The total number of the students

Based on the scoring system, a test using pretest and performance test.The test to test the students' ability. The researcher used pretest and asked the several students to read a story in the students' book, with this pretest the researcher knew some of the abilities of students at SMP ThoriqulJannahBondowoso. Then the researcher using performance test and evaluated the student ability by pronunciation rubric score.

Table 3.1 Score of Pronunciation[31]

Classification	Score	Criteria
Excellent	9.6 – 10	Pronunciation is very slightly influence by the mother tongue two or three minor grammatical and lexical errors.
Very Good	8.6 – 9.5	Pronunciation is very slightly influenced by the mother tongue. Pronunciation like a native speaker.
Good	7.6 – 8.5	Pronunciation is still moderately influenced by the mother tongue but not serious phonological errors.
Average	6.6 – 7.5	Pronunciation seriously influenced by the mother tongue but not only a few serious phonological errors.
Poor	5.6 – 6.5	Pronunciation seriously

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[31] J.B Heaton, Speaking English Language Test (New York:Longman, 1989), 100.

		influenced by the mother tongue with the errors causing a breakdown in communication.
Very Poor	4.6 - 5.5	Pronunciation problems are serious error.

D. Criteria of Success

The criteria of success of the action were used to determine whether the actions given were successful or not. This classroom action research was considered to be successful if it gained the criteria as follow 70% of the students have achieved the minimum requirement of the targeted score that is 70.
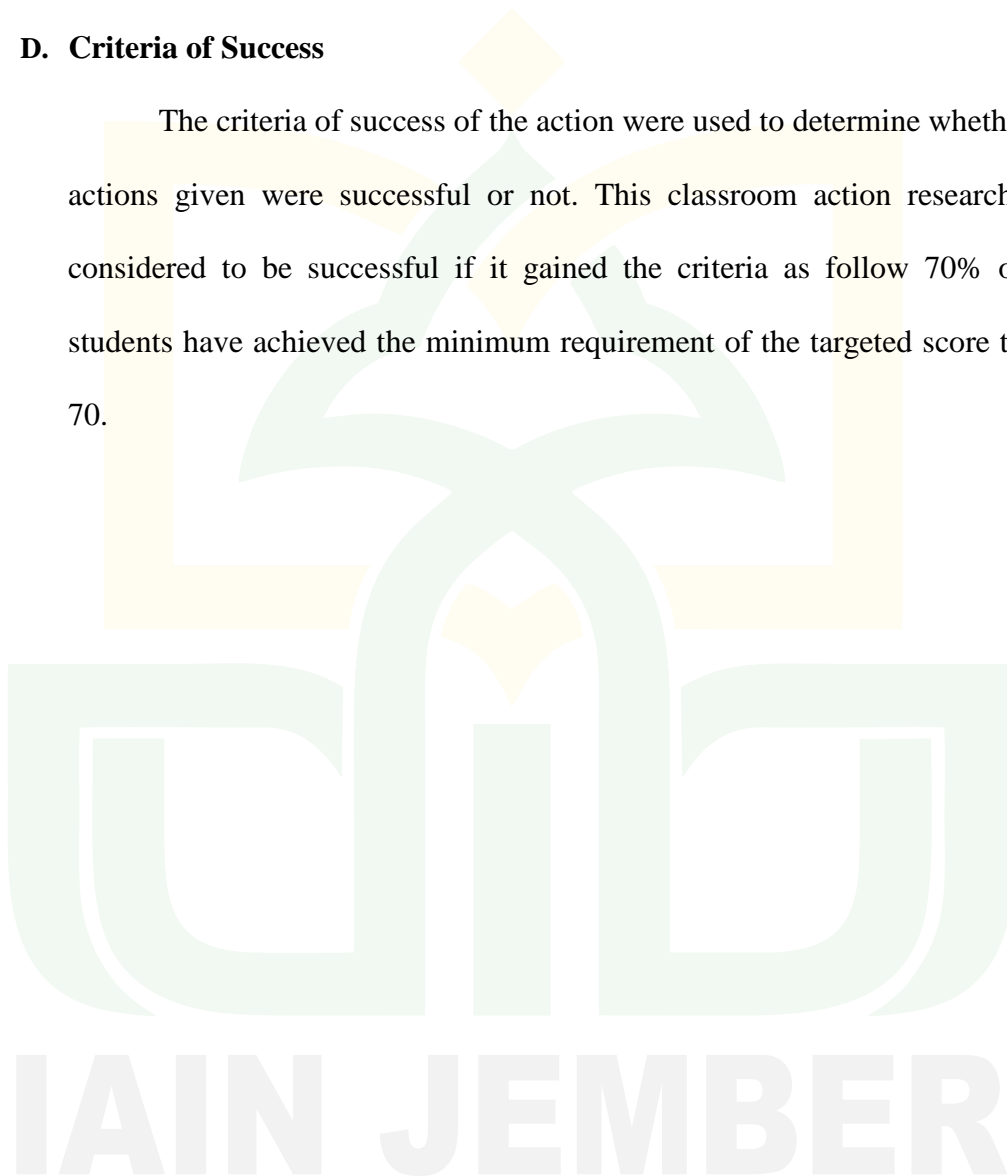
CHAPTER IV

FINDINGS AND DISCUSSIONS

This Chapter presents research findings and discussions based on the results of the analysis of Classrom Action Research in Cycle I and Cycle 2. The findings and the discussion were about improving students' pronunciation by using Audiobook on the seventh grade students of SMP Thoriqul Jannah Bondowoso.

A. FINDINGS

This part covers the results of the Classroom Action Research (CAR) and the discussion based on the observation which was taken during the implementation of the action research. The researcher found problem were the students' pronunciation in reading aloud were low, the researcher conducted a pre-test. It was aimed at gaining the score of the students' achievement in reading performance before treatment of the action.

After knowing about the reading skills and the students pronunciation was still low, the researcher prepared cycle 1. The cycle consistedof four steps, they were planning, implementing, observing, and reflecting. Cycle 1 in the first meeting was done, the students' score was better but it still did not reach the criteria of success.The researcher went to the Cycle 2. The result in cycle 2, students' score was better than before Students also achieved the criteria of classical success.

1. **Preliminary Study**

    The preliminary study was conducted on August 20 2018. It began from observing students reading ability at SMP Thoriqul Jannah Bondowoso. In this preliminary study, the researcher collaboration with English teacher in teaching and learning process used audiobook media. The researcher as the implementation of audiobook to increase students' pronounciation and the teacher as the observed in theprocess implementation and gave suggestion tho the researcher about the implementation of audiobook. The researcher and English teacher conducted pre-test in order to know the student's achievement in reading performance before treatment the action.

    In this section, the researcher and English teacher designed the pre-test by using material from the students'book, it was Bahasa Inggris When English Rings a Bell. The researcher and English teacher asked to the students that they have to read aloud a story in front of class one by one. So, the researcher and English teacher took their score of pronunciation assessment from the students read aloud a story in front of class.

    Furthermore, the result of the pre-test showed that students' pronunciation still have low scores. For instance, students still achieved 50% of the criteria of success. It might be they were still low on how to pronounce some word. They were confused about how to pronounce the words. They were also afraid to make mistakes and the students shy in

reading aloud in front of class. Based on those evidences, they did not read well the story in the book.

2. Cycle I

In the first meeting, the researcher implemented the Audiobook to increase students' pronunciation. In this Cycle, the researcher focused was to increase students' pronunciation by using Audiobook. It consisted of four steps; those were planning, implementing, observing and reflecting.

a. Planning

In Classroom Action Research (CAR) procedure, plan was the first steps that should be taken. Plan consisted of the needed in the teaching and learning process such as the instruction material, media lesson plan, and assessment procedure. The researcher prepared the lesson plan, research instruments, and pronunciation assessment.

Further, related to the material, the researcher gave the material is based on one of the students' part of the semester. The researcher gave the topic about narrative text. Then, the media Audiobooks is related to that topic. The Audiobook used in the story The Bear and Two Friends presented by the researcher to students. The answer of the result of implementation Audiobook what was they perform in second days. Furthermore, those were procedure of Audiobook.

b. Implementing

The implementation in cycle I was conducted in two days first on October 14th 2019 to implementation of some Audiobook and

second on October 16th 2019 to pronunciation achievement test with ask the students to reading aloud in front of class some text that has been studied.

The first meeting was carried out on Monday October 14th, 2019 at 08.40-10.00 a.m. The implementation of the action was done by the researcher while the English teacher became an observer for the students' participant. The researcher taught narrative text by using Audiobook.

The researcher started the teaching process by greeting to the students and checking their presence. After checking the students' presence, the researcher convey the scope of the material and learning objectives of the lesson to make students aware about what were expected from the learning activities.

After stating the learning objectives, the researcher gave a text about The Bear and Two friends to the students. After that the researcher ask to the students to read aloud the text together. The researcher played the audio about the Bear and Two Friends. Then the researcher asked the students to listen the audiobook only once. After that the researcher asked to the students to listen the audiobook and follow with read the text. This activity was carried out in many times. The researcher asked the students to readi aloud the text together one again. And then the researcher asked some students to read aloud the text. For the last the researcher asked to the students the difficult words

in the story The Bear and Two Friends, if there was the researcher and the students discuss it together.

The second meeting was carried out on Monday October 16th, 2019 at 07.20-08.40 a.m. In this meeting the researcher focused in assessment students' pronunciation by read aloud the text that was already given in the first meeting. The researcher started the teaching process by greeting to the students and checking their presence. After checking the students' presence, the researcher convey the scope of the material and learning objectives of the lesson to made students aware about what were expected from the learning activities. After that the researcher asked the students one by one came to the front of the class one by one came to the front of the class.

c. **Observing**

During the action research conducted in the first and second meetings, the researcher observed the students while teaching learning process. The observation was done by used performance test with read aloud a text that have been given to the students. The researcher observed the students action in performance test.

Based on the results of performance test, we concluded that the students often gave attention to the teacher's explanation. Some students tried to read the story in the class while enjoyed and look interested in activities during used the Audiobook media. Although some students said that they were difficult to ensure in a classroom can

hear equally well, cause in the classroom is that everyone had to listen at the same speed, for students some may be too fast and maybe too slow. It was made the students difficult to listening the word and on how to pronounce some words. It means that some of the students still difficult on how to pronounce some new words in the story.

d. Reflecting

Based on the previous observation in the first meeting, the collaborator and researcher discussed about the weaknesses of the Audiobook implementation. We concluded that the meeting one was not successful yet because it did not met the criteria of success of the study. The standart minimum of the the students' participation in this research was 70%. Thus, this research was categorized as successful if 70% of the students have achieved the minimum requirement of the target score that was 70 during the teaching and learning process of improving pronunciation by using Audiobooks. The calculated the percentage of the students' participation, the researcher used the following formula proposed by Ali below .

$$E = \frac{A}{N} \text{ x } 100\%$$

Notes :

E : The percentage of the students' active participation

A : The total number of the students who are categorized as active students

N : The total number of the students

Table 4.1 The Result of Score Pronunciation

Number of Students	Score	Classification					
		Excellent	Very Good	Good	Average	Poor	Very Poor
1	65					√	
2	70				√		
3	78			√			
4	65					√	
5	55						√
6	70				√		
7	70				√		
8	80			√			
9	76			√			
10	76			√			
11	65					√	
12	55						√
13	65					√	
14	76			√			
15	55						√

Based on the table above, the result of observation in the first meeting of Cycle 1 showed that there 9 students who have targeted score that was 70 and the rest 6 students get score below 70. All of the students attended the class both in the first and second meeting of Cycle 1.

Furthermore, the following was the analysis of the percentage calculation of the students' participation in Cycle 1.

Students achieved criteria of succes $= \frac{8}{15}$ x 100%

$= 53\%$

Students not achieved criteria of success $= \frac{7}{15}$ x 100%

$= 47\%$

The result of the students participation in Cycle 1 revealed the fact that there were 53% of the students achieved the criteria of success and 47% students did not achieved the criteria of success. This mean that the percentage result of the students' pronunciation achievement test did not meet the target percentage that was 70% and it needed 17% more to achieve the required target in this research.

Based on the reflection done by the researcher with the English teacher, some weak points that might influence the result of observation and pronunciation achievement test in cycle 1 were found. There were as follows :

Table 4.2 Revision From Cycle 1 to Cycle 2

No	Factor in Cycle 1	Revision in Cycle 2
1	Difficult to ensure that all the students in a classroom can hear equally well.	The researcher using lab and using headphone in process listening the audio.
2	In the classroom is that everyone has to listen at the same speed, for students some too fast or too slow.	The researcher used the audio that has easier tone.

3. **Cycle 2**

In this Cycle 2 the researcher focused to increase students pronunciation by using Audiobook. It consists of four steps; those were planning, implementing, observing and reflecting.

a. **Planning**

According to the problem in Cycle 1, some students were still difficult on how to pronounce some word. They were difficult to

pronounce some words. Next, they were also afraid to make mistakes and shy to reading aloud in front of class. The researcher felt difficult to ensure that all students in a classroom canhear the audio equally well, because loud noises from outside the classroom and make the students unfocused. Another problem was in the classroom not all the students has to listen at the same speed, for students some may be too fast or too slow. It means that they needed other opinions in order to make students focus more and easier in listening the audio

Furthermore, researcher and English teacher made new concepts, but not all of the way changed. The aim was to made students focus and easier in listening the Audiobook. In this cycle, the students did the learning processed in lab and used headphone with easier text. So, the students focus more and easier in listening the audio.

b. **Implementing**

The implementation in cycle 2 was conducted in two days first on October 21th 2019 to implementation of some Audiobook and second on October 23th 2019 to pronunciation achievement test with ask the students to read aloud some text that has been studied.

The first meeting was carried out on Monday October $21^{th},$ 2019 at 08.40-10.00 a.m. The implementation of the action was done by the researcher while the English teacher became an observer

for the students' participant. The researcher taught narrative text by using Audiobook.

The researcher started the teaching process by greeting to the students and checking their presence. After checking the students' presence, the researcher convey the scope of the material and learning objectives of the lesson to make students aware about what were expected from the learning activities.

After stating the learning objectives, the researcher and English teacher asked to the students to move at the Laboratorary. After in a laboratorary, the researcher gave a text about The Rabbit and The Turtle to the students. After that the researcher asked to the students to read aloud the text together. The researcher asked to the students to use their headphone. Then, the researcher palyed the audio about The Rabbit and The Turtle. And then, the researcher asked the students to listen the audiobook only once. After that the researcher asked to the students to listen the audiobook and follow with read the text. This activity was carried out in many times. The researcher asked the students to reading aloud the text together one again. And then the researcher asked some students to reading aloud the text. For the last the researcher asked to the students the difficult words in the story The Rabbit and The Turtle, if there was the researcher and the students discuss it together.

The second meeting was carried out on Monday October 23th, 2019 at 07.20-08.40 a.m. In this meeting the researcher focused in assessment students' pronunciation by read aloud the story The Rabbit and The Turtlethat was already given in the first meeting. The researcher started the teaching process by greeting to the students and checking their presence. After checking the students' presence, the researcher conved the scope of the material and learning objectives of the lesson to make students aware about what were expected from the learning activities. After that the researcher asked the students one by one to come in front of the class.

c. **Observing**

During the action in the Cycle 2, the researcher and English teacher measured the data of the second meeting in the performance test. Based on the results of the observation in the Cycle 2, the researcher and English teacher concluded that there is improvement in pronunciation and appropriate the criteria of success. Students focus more on this section. They already focused and felt easy in listening the audio. The students' score was more than the expectation to fulfill the criteria of success.

d. **Reflecting**

The result of students' pronunciation achievement test in Cycle 2 revealed the fact that all of the students attended the pronunciation test. Further, the result proved that as many as 11 students achieved the

standart minimum score that was ≥ 70 and the rest 4 students could not achieved the standart minimum score. The percentage calculation of the students pronunciation achievement test in Cycle 2 was analyzed bythe researcher used the following formula proposed by Ali below:

$$E = \frac{A}{N} \text{ x } 100\%$$

Notes :

E : The percentage of the students' active participation

A : The total number of the students who are categorized as

   active students

N : The total number of the students

Table 4.3 The Result of Score Pronunciation in Cycle 2

Number of Students	Score	Classification					
		Excellent	Very Good	Good	Average	Poor	Very Poor
1	77			√			
2	75				√		
3	80			√			
4	75				√		
5	55						√
6	75				√		
7	77				√		
8	85			√			
9	77			√			
10	78			√			
11	70				√		
12	60					√	
13	65					√	
14	75				√		
15	55						√

Based on the table above, the result of observation in the first meeting of Cycle 1 showed that there were 9 students who have targeted score that was 70 and the rest were 6 students get score below 70. All of the students attended the class both in the first and second meeting of Cycle 1.

Furthermore, the following was the analysis of the percentage calculation of the students' participation in Cycle 1.

Students achieved criteria of succes $= \frac{11}{15} \times 100\%$

$= 73\%$

Students not achieved criteria of success $= \frac{4}{15} \times 100\%$

$= 26\%$

The result of the students participation in Cycle 2 revealed the fact that there were 73% of the students achieved the criteria of success and 26% students did not achieved the criteria of success. This mean that the percentage result of the students pronunciation achievement test met the target percentage that was 70% . Previously, the percentage result of the students' pronunciation achievement test in Cycle 1 showed that only as many as 8 students (53%) who got score ≥70. By comparing the two result, it can be seen that the percentage of the students' pronunciation achievement test increased from Cycle 1 and Cycle 2 as much as 20%. In conclusion, the percentage result of the students' pronunciation achievement test in Cycle 2 had already

achieved the criteria of success. Therefore, the action in this classroom action research was stopped.

B. Discussions

Based on the results of students pronunciation with performance test, it was found out that the students were gradually improving, it mean that there was an improvement of students' pronuncition competence. It was what the researcher chose a fun way by used audiobook of learning process. In other words, the use of the audiobook could help more and made them participate in learning to increase students' pronunciation. Thus, most of them gained good scores at the end of each cycle. The students' mean score in preliminary studies was 50%.

Based on the observation In Cycle 1 the researcher and the collaborator discussed about the weakness of Audiobook implementation. The result of Cycle 1 revealed the fact that there were 53% of the students achieved the criteria of success and 47% because the students were difficult to ensure that all the students in a classroom can hear equally well and in the classroom the students did not all has to listen at the same speed, sometimes for students the audio too fast or too slow. Then the researcher and the English teacher got solutions to revise in implementation of Cycle 1, the solution were the researcher used laboratory and headphone in process listening the audio and the researcher used the audio that can easier tone.[32]

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[32] Achlia Niza Ayunda, The Effect of Audiobooks, Accesed on: $11^{st} November$ 2019

Then in the Cycle 2 the researcher and the English teacher implemented the revision from the Cycle 1. The result of the students participation in Cycle 2 revealed the fact that there were 73% of the students achieved the criteria of success and 26% students did not achieved the criteria of success because the revision of the implementation usedlaboratorary and headphone in process listening the audio and The researcher used the audio that has easier tone.[33]

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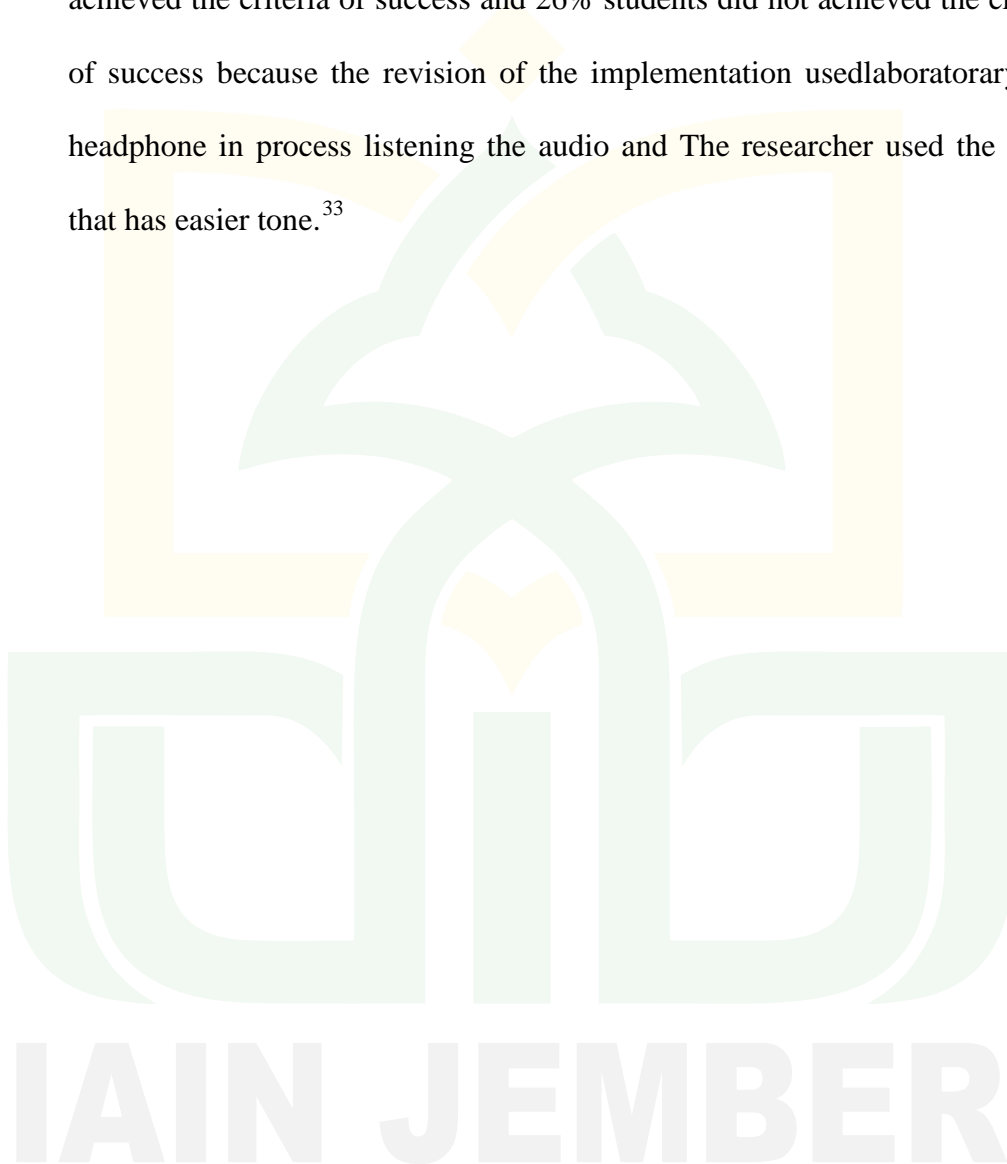
[33]AchliaNizaAyunda, The Effect of Audiobooks, Accesed on: $11^{st} November$ 2019

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research and suggestions. Each point is presented respectively in the following sections.

A. Conclusions

Based on the result of data analysis and discussion of this research, it can be concluded that the use of Audiobook increased the seventh grade students' pronunciation achievement at SMP Thoriqul Jannah Bondowoso. The researcher used Audiobook in teaching reading to increase the students' pronunciation. The pronunciation score can be seen from the result of the reflection and the pronunciation score after the implementation of the Audiobook. From the observation, it was found that the use of Audiobook in process of pronunciation teaching and learning could increase the students' pronunciation. For additional data through the Audiobook, the pronunciation scores of the students increased.

B. Suggestions

As the result of this research showed that the use of Audiobook could increase the students' pronunciation achievement during the process of teaching and learning of pronunciation used Audiobook. Based on the result of the research suggest to :

1. For the English teacher to use Audiobook in teaching pronunciation in reading skill to the students, since it can increase the students' pronunciation achievement.

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AUTENTICITY DECLARATION

The undersigned below :

Name	: Citrasari Dewi
NIM	: T20156042
Study Program	: English Education Department
Faculty	: Tarbiyah
Institute	: IAIN Jember

Honestly declared that thesis which entitled "The Implementation of Audiobooks to Increase Students Pronounciation at Seventh Grade in SMP Thoriqul Jannah Bondowoso " has been written, does not contain the work or parts of the work of other people, except those citied in the quotations and the references, as a scientific paper should.

Jember, 19 Desember 2019
The Writer

Citrasari Dewi
NIM. T20156042

Apendix 2 : Matrix of Research

MATRIX OF RESEARCH

TITTLE	VARIABLE	SUB VARIABLE	INDICATOR	SOURCE OF DATA	RESEARCH METHOD	GENERAL QUESTION
The Implementation of Audiobooks to Increase Students Pronunciation at Seventh Grade in SMP Thoriqul Jannah Bondowoso	1. English Pronunciation	a. Pitch b. Intonation c. Individual Sounds d. Sound and Spelling e. Stress	a. 1) High 2) Low b. 1) Up 2) Down c. 1) Voice 2) Voiceless d. Sound and spelling have correlation e. 1) Stress 2) Unstress	a. English teacher b. Learners	CAR procedure (kemmis and Mc Tanggart, 1998) 1. planning 2. implementing 3. observing 4. reflecting	How to implementation of Audiobooks to increase students pronunciation at seventh grade in SMP Thoriqul Jannah Bondowoso?
	2. Audiobooks	a. Audio b. Teks	a. Recording from the text b. Written by the audio			

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IAIN JEMBER

Nomor : B.2960/In.20/3.a/PP.00.09/08/2019   1 Agustus 2019
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Thoriqul Jannah
Jl. Guci Desa Lanas Kec. Botolinggo Kab. Bondowoso Kode Pos 68284

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Citrasari Dewi
NIM : T20156042
Semester : IX (Sembilan)
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai the implementation of audio visual aids (AVAs) to increase students pronunciation at seventh grade in SMP Thoriqul Jannah Bondowoso selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Ibu.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala SMP Thoriqul Jannah
2. Guru SMP Thoriqul Jannah
3. Peserta didik SMP Thoriqul Jannah

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

YAYASAN PENDIDIKAN THORIQUL JANNAH

" SMP THORIQUL JANNAH"

NPSN :69943878

DESA LANAS KECAMATAN BOTOLINGGO KABUPATEN BONDOWOS0 68284

SURAT KETERANGAN
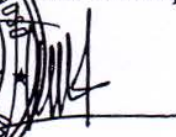NOMOR : 078/SMPTJ/X/2019

Yang bertanda tangan di bawah ini :

Nama	: SUMIATI S.Pd
NIP	: -
Pangkat/Gol	: -
Jabatan	: Kepala Sekolah
Unit Kerja	: SMP Thoriqul Jannah

Menerangkan bahwa :

Nama	: Citrasari Dewi
NIM	: T20156042
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan/Prodi	:Pendidikan Bahasa/Tadris Bahasa Inggris
Semester	: Sembilan (XI)
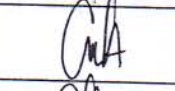
Telah melaksanakan Penelitian/Riset tentang **"The Implementation of Audiobooks to Increase Students Pronunciation at Seventh Grade in SMP Thoriqul Jannah Bondowoso".** Yang dilaksanakan pada tanggal 7 Oktober s.d 25 Oktober 2019.

Demikian surat keterangan ini dibuat agar dipergunakan sebagaimana mestinya.

Bondowoso, 25 Oktober 2019
Kepala SMP Thoriqul Jannah

SUMIATI S.Pd
NIP.

JOURNAL OF RESEARCH

NO	TIME	ACTIVITY	PARAF
1	Monday, 20 August 2018	Observation I (Preliminary Study)	
2	Monday, 12 August 2019	Handed a letter to research	
3	Monday, 7 October 2019	Ask file about the school	
4	Monday, 14 October 2019	Cycle 1 (Implementation Audiobooks)	
5	Wednesday, 16 October 2019	Cycle 1 (Performance Test)	
6	Friday, 18 October 2019	Discussion revision from Cycle 1 to Cycle 2 with English teacher Mrs. Izza	
7	Monday, 21 October 2019	Cycle 2 (Implementation Audiobooks)	
8	Wednesday, 23 October 2019	Cycle 2 (Performance Test)	
9	Thursday, 24 October 2019	Interview with students	
10	Thursday, 24 October 2019	Completed the data	
11	Friday, 25 October 2019	Handed a letter to finished research	

Bondowoso, 25 Oktober 2019

Kepala SMP Thoriqul Jannah

MIATI S.Pd

NIP.

Apendix 6 : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : SMP Thoriqul Jannah Bondowoso

Mata pelajaran   : Bahasa Inggris

Kelas/Semester   : VII/I

Sub Tema   : Narrative Text (The Bear and The Two Friends)

Alokasi Waktu   : 4 x 40 menit (2 pertemuan)

A. KOMPETENSI INTI

1. Memahami pengetahuan (secara fakta, konsep, dan prosedur) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang nampak.

2. Mencoba, mengolah, dan menyaji dalam bentuk konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan bentuk 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 DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
3.3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait Narrative Text (The Bear and The Two Friends)	3.3.1 Mengidentifikasi fungsi sosial, teks lisan tentang memberi dan meminta informasi terkait Narrative Text (The Bear and The Two Friends) 3.3.2. memprediksi struktur text , text lisan dan tulis yang melibatkan tindakan meminta dan memberi informasi tentang Narrative Text (The Bear and The Two Friends) 3.3.3. menerapkan unsur kebahasaan untuk memahami teks lisan dan tulis tentang meminta dan memberi informasi tentang Narrative Text (The Bear and The

	Two Friends)
4.3. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait Narrative Text (The Bear and The Two Friends).	4.3.1Menggunakan pernyataan dan pertanyaan terkait Narrative Text (The Bear and The Two Friends) 4.3.2 Membuat suatu undangan yang menggunakan Narrative Text (The Bear and The Two Friends)

C. TUJUAN PEMBELAJARAN

1. Siswa dapat mengetahui struktur narrative text (The Bear and The Two Friends).
2. Siswa mengetahui pengucapan dalam kosa kata yang bearada di narrative text (The Bear and The Two Friends).
3. Menentukan tujuan dari narrative teks (The Bear and The Two Friends)
4. Siswa dapat mengucapkan kata yang berada dalam narrative teks (The Bear and The Two Friends) .

D. MATERI PEMBELAJARAN

Materi Reguler

Jenis teks	Narrative Text
Fungsi sosial	- Tujuan dari sebuah narrative text dalam cerita The Bear and The Two Friends - Fokus yang dibicarakan dalam teks The Bear and The Two Friends - Manfaat yang dapat dipetik dari teks The Bear and The Two Friends

Struktur teks	Generic structure of the text, the narrative text has organized included:[1]
	   1. Orientation.
	     Introducing the characters of the story, the time and place the story happened. (Who, when and where).
	   2. Complication.

---

[1]Rita Elaine Silver. And Soe Marlar. *Language in Education:Social Implication* (New York: Bloomsbury,2014), 60.

	A series of events in which the main character attempts to solve the problem. 3. Resolution. The ending of the story containing the resolution.
Unsur kebahasaan	There are some features that be recognized in writing a narrative text. Those are as follows: 1. Plot : what is going to happen? 2. Sitting: where will the story take place? When will the story take place? 3. Characterization: Who are the main characters? What do they look like? 4. Structure: How will the story begin? What will be the problem? How is the problem going to be resolved? 5. Theme: What is the theme/message the writer is attempting to communicate? 6. Moral Value
Material	The Bear and The Two Friends Once two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forrest. So they promised each other that they would remain united in any case of danger. Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man. The bear came near the man lying on the ground. It smelt in his ears, and slowly left the place. Because the bears do not touch the dead creatures. Now the friends on the tree came down and asked his friend on the ground. "Friends, what did the bear tell you into your ears?" The other friends replied, "The bear advised me not to believe a false friend."

E. METODE PEMBELAJARAN

1. Applying the strategy (Audiobooks)

F. MEDIA/ALAT DAN BAHAN

Media alat :   Audiobooks (Audo and Text)

                            LCD

                            Laptop

                            Sound sistem

Teks   :   Teks diambil dari Https : //englishadmin.com/2016/02/5-contohnarrativeteks-pendek-beserta-moral-value.html

G. SUMBER BELAJAR

1. Https : //englishadmin.com/2016/02/5-contohnarrativeteks-pendek-beserta-moral-value.html

H. KEGIATAN PEMBELAJARAN

1. Pertemuan Pertama

NO.	KEGIATAN	KEGIATAN GURU	KEGIATAN SISWA	TIME
1.	PEMBUKAAN	1. Salam dan tegur sapa 2. Cek kehadiran, berdo'a, menyiapkan buku pelajaran 3. Menyampaikan cakupan materi tentang kegiatan hari ini 4. Menyampaikan tujuan pembelajaran pertemuan hari ini	1. Siswa menjawab salam 2. Siswa berdoa dan bersiap untuk belajar 3. Siswa memperhatikan guru 4. Siswa memperhatikan guru	10 menit
2.	INTI	1. Guru memberikan sebuah kertas yang berisi cerita tentang The Bear and Two Friends 2. Guru meminta siswa untuk membaca cerita The Bear and Two Friends 3. Guru menjelaskan struktur yang berada dalam cerita The Bear and Two Friends.	1. Semua siswa mendapat kertas. 2. Siswa membaca cerita secara bersama sama. 3. Siswa memperhatikan penjelasan guru	60 menit

		4. Guru memutar audio yang berisi The Bear and Two Friends	4. Siswa mendengarkan audio yang di putar	
		5. Guru meminta siswa untuk mengamati teks dan mendengarkan audio yang di putar secara bersamaan (kegiatan ini dilakukan berulang ulang)	5. Siswa mengamati teks dan mendengarkan audio.	
		6. Guru meminta siswa untuk membaca secara bersama-sama cerita The Bear and Two Friends	6. Siswa membaca secara bersama-sama	
		7. Guru menunjuk beberapa siswa untuk membaca teks cetita The Bear and Two Friends	7. Siswa melakukan perintah dari guru.	
3.	PENUTUP	1. Refleksi tentang apa yang sudah dipelajari dalam pertemuan hari ini.	1. Siswa memperhatikan guru	10 menit
		2. Guru mengajak siswa menarik kesimpulan hasil pembelajaran hari ini	2. Siswa menarik kesimpulan bersama guru	
		3. Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya	3. Siswa memperhatikan guru	

2. Pertemuan kedua

NO.	KEGIATAN	KEGIATAN GURU	KEGIATAN SISWA	TIME
1.	PEMBU	1. Salam dan tegur sapa	1. Siswa menjawab salam	10

	KAAN	2. Cek kehadiran, berdo'a, menyiapkan buku pelajaran	2. Siswa berdoa dan bersiap untuk belajar	menit
		3. Menyampaikan cakupan materi tentang kegiatan hari ini	3. Siswa memperhatikan guru	
		4. Menyampaikan tujuan pembelajaran pertemuan hari ini	4. Siswa memperhatikan guru	
2.	INTI	1. Guru meminta siswa untuk maju satu persatu ke depan kelas membaca cerita The Bear and Two Friends (Performance Test) sebagai penilaian untuk pronunciation siswa. 2. Meru melakukan penilaian terhadap pronunciation siswa dengan rubric penilaian pronunciation.	1. Siswa maju satu persatu ke depan kelas untuk performance test	60 menit
3.	PENUT UP	1. Refleksi tentang apa yang sudah dipelajari dalam pertemuan hari ini. 2. Guru mengajak siswa menarik kesimpulan hasil pembelajaran hari ini 3. Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya	1. Siswa memperhatikan guru 2. Siswa menarik kesimpulan bersama guru 3. Siswa memperhatikan guru	10 menit

I. **PENILAIAN, PEMBELAJARAN REMEDIAL DAN PENGAYAAN**

1. Kinerja (praktik)

   Menyebutkan dengan membacakan teks dengan pronunciation yang benar.

   Ketepatan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan dalam teks lisan

2. Observasi

Penilaian untuk tujuan memberi balikan. Sasaran penilaian

a. Upaya menggunakan bahasa Inggris dengan pronunciation yang baik dalam membaca sebuah cerita.

b. Kesungguhan peserta didik dalam proses pembelajaran di setiap tahapan.

c. Kelancaran dan ketepatan siswa dalam membaca teks dengan pronunciation yang baik

Rubrik Penilaian Pronunciation

1. Rubrik Penilaian

NO	Name	Score	Classification					
			Excellent	Very Good	Good	Average	Poor	Very Poor
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

2. Information Score

Classification	Score	Criteria
Excellent	9.6 – 10	Pronunciation is very slightly influence by the mother tongue two or three minor grammatical and lexical errors.
Very Good	8.6 – 9.5	Pronunciation is very slightly influenced by the

		mother tongue. Pronunciation like a native speaker.
Good	7.6 – 8.5	Pronunciation is still moderately influenced by the mother tongue but not serious phonological errors.
Average	6.6 – 7.5	Pronunciation seriously influenced by the mother tongue but not only a few serious phonological errors.
Poor	5.6 – 6.5	Pronunciation seriously influenced by the mother tongue with the errors causing a breakdown in communication.
Very Poor	4.6 - 5.5	Pronunciation problems are serious error.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : SMP Thoriqul Jannah Bondowoso

Mata pelajaran   : Bahasa Inggris

Kelas/Semester   : VII/I

Sub Tema   : Narrative Text (The Rabbit and The Turtle)

Alokasi Waktu   : 4 x 40 menit (2 pertemuan)

J. KOMPETENSI INTI

3. Memahami pengetahuan (secara fakta, konsep, dan prosedur) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang nampak.

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

K. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
3.3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait Narrative Text (The Rabbits and The Turtle)	3.3.1 Mengidentifikasi fungsi sosial, teks lisan tentang memberi dan meminta informasi terkait Narrative Text (The Rabbit and The Turtle) 3.3.2. memprediksi struktur text , text lisan dan tulis yang melibatkan tindakan meminta dan memberi informasi tentang Narrative Text (The Rabbit and The Turtle) 3.3.3. menerapkan unsur kebahasaan untuk memahami teks lisan dan tulis tentang meminta dan memberi informasi tentang Narrative Text (The Rabbit and The Turtle)

L. TUJUAN PEMBELAJARAN
5. Siswa dapat mengetahui struktur narrative text (The Rabbits and The Turtle).
6. Siswa mengetahui pengucapan dalam kosa kata yang bearada di narrative text (The Rabbits and The Turtle).
7. Menentukan tujuan dari narrative teks (The Rabbits and The Turtle)
8. Siswa dapat mengucapkan kata yang berada dalam narrative teks (The Rabbits and The Turtle) .

M. MATERI PEMBELAJARAN

Materi Reguler

Jenis teks	Narrative Text
Fungsi sosial	- Tujuan dari sebuah narrative text dalam cerita The Rabbits and The Turtle - Fokus yang dibicarakan dalam teks The Rabbits and The Turtle - Manfaat yang dapat dipetik dari teks The Rabbits and The Turtle

Struktur teks	Generic structure of the text, the narrative text has organized included:[2]
	  4. Orientation.
	    Introducing the characters of the story, the time and place the story happened. (Who, when and where).
	  5. Complication.
	    A series of events in which the main character attempts to solve the problem.
	  6. Resolution.
	    The ending of the story containing the resolution.

Unsur kebahasaan	There are some features that be recognized in writing a narrative text. Those are as follows:
	  7. Plot : what is going to happen?
	  8. Sitting: where will the story take place? When will the story take place?
	  9. Characterization: Who are the main characters? What do they look like?
	  10. Structure: How will the story begin? What will be the problem? How is the problem going to be resolved?
	  11. Theme: What is the theme/message the writer is attempting to communicate?

[2]Rita Elaine Silver. And Soe Marlar. *Language in Education:Social Implication* (New York: Bloomsbury,2014), 60.

	12. Moral Value
Material	The Rabbit and The Turtle
	One day a rabbit was boasting about how fast he could run. He was launghing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit throught this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.
	The rabbit got to the halfway point and could not see the turtle anywhere. He has hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quite no matter how hot or tired he got. He just keep going.
	However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

N. METODE PEMBELAJARAN

2. Applying the strategy (Audiobooks)

O. MEDIA/ALAT DAN BAHAN

Media alat :   Audiobooks (Audo and Text)
                    LCD
                    Laptop
                    Sound system

Teks   :   Teks diambil dari Https : //englishadmin.com/2016/02/5-contohnarrativeteks-pendek-beserta-moral-value.html

P. SUMBER BELAJAR

2. Https : //englishadmin.com/2016/02/5-contohnarrativeteks-pendek-beserta-moral-value.html

Q. KEGIATAN PEMBELAJARAN

3. Pertemuan Pertama

NO.	KEGIATAN	KEGIATAN GURU	KEGIATAN SISWA	TIME
1.	PEMBUKAAN	5. Guru meminta siswa untuk melaksanakan pembelajaran di dalam Lab 6. Guru memulai pembelajaran dengan salam dan tegur sapa 7. Cek kehadiran, berdo'a, menyiapkan buku pelajaran 8. Menyampaikan cakupan materi tentang kegiatan hari ini 9. Menyampaikan tujuan pembelajaran pertemuan hari ini	5. Siswa pergi ke lab 6. Siswa menjawab salam 7. Siswa berdoa dan bersiap untuk belajar 8. Siswa memperhatikan guru 9. Siswa memperhatikan guru	10 menit
2.	INTI	8. Guru memberikan sebuah kertas yang berisi cerita tentang The Rabbit and The Turtle 9. Guru meminta siswa untuk membaca cerita The Rabbit and The Turtle 10. Guru menjelaskan struktur yang berada dalam cerita The Rabbit and The Turtle 11. Guru meminta siswa untuk menggunakan earphone 12. Guru memutar audio yang berisi The Rabbit and The Turtle	1. Semua siswa mendapat kertas. 2. Siswa membaca cerita secara bersama sama. 3. Siswa memperhatikan penjelasan guru 4. Siswa menggunakan earphone 5. Siswa mendengarkan audio yang di putar	60 menit

		13. Guru meminta siswa untuk mengamati teks dan mendengarkan audio yang di putar secara bersamaan (kegiatan ini dilakukan berulang ulang)	6. Siswa mengamati teks dan mendengarkan audio.	
		14. Setelah selesai guru mminta siswa untuk melepas earphone earphone	7. Siswa melepas earphone	
		15. Guru meminta siswa untuk membaca secara bersama-sama cerita The Bear and Two Friends	8. Siswa membaca secara bersama-sama	
		16. Guru menunjuk beberapa siswa untuk membaca teks cetita The Bear and Two Friends	9. Siswa melakukan perintah dari guru.	
3.	PENUT UP	4. Refleksi tentang apa yang sudah dipelajari dalam pertemuan hari ini.	4. Siswa memperhatikan guru	10 menit
		5. Guru mengajak siswa menarik kesimpulan hasil pembelajaran hari ini	5. Siswa menarik kesimpulan bersama guru	
		6. Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya	6. Siswa memperhatikan guru	

4. Pertemuan kedua

N O.	KEGIAT AN	KEGIATAN GURU	KEGIATAN SISWA	TIME
1.	PEMBU	5. Salam dan tegur sapa	5. Siswa menjawab salam	10

	KAAN	6. Cek kehadiran, berdo'a, menyiapkan buku pelajaran 7. Menyampaikan cakupan materi tentang kegiatan hari ini 8. Menyampaikan tujuan pembelajaran pertemuan hari ini	6. Siswa berdoa dan bersiap untuk belajar 7. Siswa memperhatikan guru 8. Siswa memperhatikan guru	menit
2.	INTI	1. Guru meminta siswa untuk maju satu persatu ke depan kelas membaca cerita The Bear and Two Friends (Performance Test) sebagai penilaian untuk pronunciation siswa. 2. Guru melakukan penilaian terhadap pronunciation siswa dengan rubric penilaian pronunciation.	1. Siswa maju satu persatu ke depan kelas untuk performance test	60 menit
3.	PENUTUP	4. Refleksi tentang apa yang sudah dipelajari dalam pertemuan hari ini. 5. Guru mengajak siswa menarik kesimpulan hasil pembelajaran hari ini 6. Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya	4. Siswa memperhatikan guru 5. Siswa menarik kesimpulan bersama guru 6. Siswa memperhatikan guru	10 menit

R. **PENILAIAN, PEMBELAJARAN REMEDIAL DAN PENGAYAAN**

3. Kinerja (praktik)

Menyebutkan dengan membacakan teks dengan pronunciation yang benar.

Ketepatan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan dalam teks lisan

4. Observasi

Penilaian untuk tujuan memberi balikan. Sasaran penilaian

d. Upaya menggunakan bahasa Inggris dengan pronunciation yang baik dalam membaca sebuah cerita.

e. Kesungguhan peserta didik dalam proses pembelajaran di setiap tahapan.

f. Kelancaran dan ketepatan siswa dalam membaca teks dengan pronunciation yang baik

Rubrik Penilaian Pronunciation

3. Rubrik Penilaian

NO	Name	Score	Classification					
			Excellent	Very Good	Good	Average	Poor	Very Poor
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

4. Information Score

Classification	Score	Criteria
Excellent	9.6 – 10	Pronunciation is very slightly influence by the mother tongue two or three minor grammatical and lexical errors.
Very Good	8.6 – 9.5	Pronunciation is very slightly influenced by the

		mother tongue. Pronunciation like a native speaker.
Good	7.6 – 8.5	Pronunciation is still moderately influenced by the mother tongue but not serious phonological errors.
Average	6.6 – 7.5	Pronunciation seriously influenced by the mother tongue but not only a few serious phonological errors.
Poor	5.6 – 6.5	Pronunciation seriously influenced by the mother tongue with the errors causing a breakdown in communication.
Very Poor	4.6 - 5.5	Pronunciation problems are serious error.

Apendix 7 : Interview with 2 Students

Interview

Researcher : Do you think English is difficult ?

Students 1 : It is difficult miss, because English is not our own language miss.

Students 2 : Not bad miss, as long as there are a lot of vocabulary that we know.

Researcher : Then, what do you think about pronounciation in English ?

Students 1 : Of course difficult miss, I can not do the pronounciation properly and a lot vocabulary that I don't know.

Researcher : How about you?

Students 2 : Same miss, sometimes the pronounciation of words is similar.

Researcher : Does the teacher often ask you to reading aloud?

Students 2 : Ever miss, but many of us feel shy and afraid to make mistake when read the words.

Researcher : What do you think of learning pronounciation using recorder and text together?

Students 1 : Good miss, because we can immediately listen and see the words spoken miss.

Researcher : How about you?

Students 2 : Not bad miss, but it is more better in the second meeting when we do it in Lab.

Researcher : Why?

Students 2   : Because we can more focus listening the recorder with using headphone.

Researcher   : And then, are you still afraid when reading aloud?

Students 1   : Not bad miss, we are still nervous but I can already pronounce it well.

Students 2   : yes same miss.

Appendix 8 : Field Note

Field note

Class   : VII

Subjects   : English

Topic   :

Meeting   :

Day / date   :

Researcher   : Citrasari Dewi

No.	Notes	Information
1.	Monday, 14 Oktober 2019 The researcher Implemented the Audiobook. The researcher did this cycle 1 In the class by giving a text story and an audio about The Bear and The Two friends. Learning activities run Smothly but there are some problems In the use of space	
2.	Wednesday 16 Oktober 2019 In the second meeting In Cycle 1 the researcher conducted a Pronounciation assessment on students; through a performance test that reading aloud the story. But In cycle 1 many of students dit not achived the criteria of success.	

Collaborator
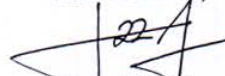
Izza Afkarina
NIP:

Field notes

Researcher   :

No.	Notes	Information
3.	friday, 18 october 2019 the researcher discussion with the English teacher, about the problem in cycle 1. The researcher and the English Teacher revise the cycle 1.	
4.	Monday, 21 october 2019. The researcher try to implementation the Audrobooks with some revise from cycle 1. The researcher do the implementation In laboratory and using headPhone to listening the Audio.	
5.	Wednesday, 23 october 2019, The researcher do the performance test that reading aloud the Story about The Rabbit and The Turtle to assess Students pronoun ciation In this cycle 2 Students achived the criteria of success.	

Collaborator,

Izza Afkarina
NIP.

Apendix 9 : Instrument of Pronounciation Format

Assessment of pronounciation format

Class   : VII

Subjects   : English

Topic   :

Meeting   : Cycle 1

Day / date : Wednesday . 16 oktober 2019

Researcher : CHrasari Dewi

1. Rubric

NO	Name of Students	Score	Classification					
			Excellent	Very Good	Good	Average	Poor	Very Poor
1		65					✓	
2		70				✓		
3		78			✓			
4		65					✓	
5		55						✓
6		70				✓		
7		70				✓		
8		80			✓			
9		76			✓			
10		76			✓			
11		65					✓	
12		55						✓
13		65					✓	
14		76			✓			
15		55						✓

2. Information Score

Classification	Score	Criteria
Excellent	9.6 – 10	Pronunciation is very slightly influence by the mother tongue two or three minor grammatical and lexical errors.
Very Good	8.6 – 9.5	Pronunciation is very slightly influenced by the mother tongue. Pronunciation like a native speaker.
Good	7.6 – 8.5	Pronunciation is still moderately influenced by the mother tongue but not serious phonological errors.
Average	6.6 – 7.5	Pronunciation seriously influenced by the mother tongue but not only a few serious phonological errors.
Poor	5.6 – 6.5	Pronunciation seriously influenced by the mother tongue with the errors causing a breakdown in communication.
Very Poor	4.6 - 5.5	Pronunciation problems are serious error.

Collaborator,

Izza Afkarina

NIP.

Assessment of pronounciation format

Class : VII
Subjects : English
Topic :
Meeting : Cycle 2
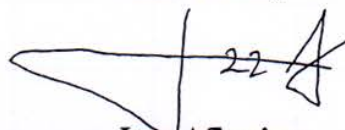Day / date : Wegnesday, 23 october 2019
Researcher : Citrasari Dewi
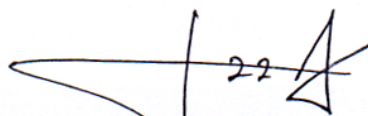
1. Rubric

NO	Name of Students	Score	Classification					
			Excellent	Very Good	Good	Average	Poor	Very Poor
1		77			✓			
2		75				✓		
3		80			✓			
4		75				✓		
5		55						✓
6		75				✓		
7		77				✓		
8		85			✓			
9		77			✓			
10		78			✓			
11		70				✓		
12		60					✓	
13		65					✓	
14		75				✓		
15		55						✓

2. Information Score

Classification	Score	Criteria
Excellent	9.6 – 10	Pronunciation is very slightly influence by the mother tongue two or three minor grammatical and lexical errors.
Very Good	8.6 – 9.5	Pronunciation is very slightly influenced by the mother tongue. Pronunciation like a native speaker.
Good	7.6 – 8.5	Pronunciation is still moderately influenced by the mother tongue but not serious phonological errors.
Average	6.6 – 7.5	Pronunciation seriously influenced by the mother tongue but not only a few serious phonological errors.
Poor	5.6 – 6.5	Pronunciation seriously influenced by the mother tongue with the errors causing a breakdown in communication.
Very Poor	4.6 - 5.5	Pronunciation problems are serious error.

Collaborator,

Izza Afkarina

NIP.

Apendix10 : School Profile

1. **School Profile**

Table 4.1 School Profile

	1. **School Identity**		
1	Name of school	:	SMP THORIQUL JANNAH
2	NPSN	:	69943878
3	Education Level	:	SMP (Junior High School)
4	School Status	:	Private
5	School Address	:	JL. GUCI
	RT / RW	:	3 / 1
	Postal Code	:	68284
	Village	:	Lanas
	Districts	:	Botolinggo
	City	:	Bondowoso
	Province	:	East Java
	Country	:	Indonesia
6	Geographical Position	:	-8.2222311 Latitude
			113.3757694 Longitude
	2. **Complementary Data**		
7	Certificate of Establishment of School	:	503.421.3/001/430.11.11/2
8	Date of Certificate Incorporation	:	2016-03-24
9	Ownership Status	:	Institution
10	Certificate of Operational Permit	:	503.421.3/001/430.11.11/2
11	Date of Certificate of Operational Permit	:	2016-03-24
12	Special Needs Served	:	
13	Account Number	:	0312605619
14	Name of Bank	:	Bank Jatim
15	Unit Branch	:	Bondowoso
16	Name of Account Number	:	SMP ThoriqulJannah
17	MBS	:	No One
18	Land Area (m2)	:	5670
19	Land Area Not Owned (m2)	:	0
20	The Name of the Taxpayer	:	SMP THORIQUL JANNAH
21	NPWP	:	734852965656000
	3. **School Contact**		
20	Phone Number	:	085235135676
21	Fax Number	:	
22	Email	:	smpthoriquljannah@gmail.com
23	Website	:	
	4. **Periodic data**		

24	Time of Implementation	:	In the Morning/6 Days		
25	Will accept a BOS?	:	Yes		
26	ISO Certificate	:	Not yet Certificate		
27	Power Source	:	PLN		
28	Electrical Power (watt)	:	900		
29	Internet Access	:	Telkomsel Flash		
30	Alternatif Internet Access	:	No One		
	5. Sanitation				
31	Water Adequacy	:	Enough		
32	The School Processed its Own Water	:	No		
33	Drinking Water for Students	:	Not Provided		
34	The Students Bring Their Own Drinking Water	:	Yes		
35	Toilets With Speacial Needs	:	0		
36	Sanitation Water Source	:	Another		
37	Water availability In School	:	There is a Water Source		
38	Type of Toilet	:	Squat Toilet		
39	Number of Wash basins	:	0		
40	Whether Soap and Water Flow in the Washing Area	:	No		
41	Number of Latrines Can be Used	:	Male	Female	Together
			0	0	1
42	Number of Latrines Cannot be Used	:	Male	Female	Together
			0	0	0

2. **Vision, Mision and Goals**

Vision :

Ageneration of believers, intelligent, skilled, and global outlook.

Visison Indicator:

a. The realization of religious values in daily life.

b. The realization of quality education curricula and SKL units.

c. Excel in achievement at various levels.

d. Excel in the competition proceed to the level of education above it.

e. Excel in service.

f. Excel in social care.

g. Excel in a dolescent scientific work competitions, creativity, art, and sports.

Misions :

1. Instilling faith and devotion through the practice of religious teachings.

2. Optimize the learning process and guidance.

3. Develop the field of science and technology based on the interests talents, and potential of students.

4. Implementation participatory management by involving al components of the school community to achieve the graduation standart for each subject.

5. Establish harmonius cooperation between scholl residents, local reasidents and other related institutions.

Goals :

1. Developing a religious school culture through religious activities.

2. All of the classes implement an activitie learning approach on all subjects.

3. Develop various activities in the learning process in class based education with national character.

4. Organizing various social activities that are part of the nation's character education.

5. Establishing cooperation with other institutions in realizing school programs.

6. Utilized and maintain facilities supporting ICT-based learning process.

Cycle 1 : Implementation of Audiobook in the Classroom

Cycle 2 : Implementation of Audiobook in Laboratorary.

Performance Test Reading Aloud

Interview with Students

BIODATA

Name : Citrasari Dewi

Place, Date of Birth : Wonogiri, 25th March 1997

Address : Besuk Kangai Rt.10 Rw.03 Klabang Bondowoso

Gmail Address : Citrasaridewi89@gmail.com

Educational Background

- TK Nurus Shobur (2002-2003)
- SD Negeri Besuk (2003-2009)
- SMP Negeri 1 Prajekan (2009-2012)
- SMA Negeri 1 Prajekan (2012-2015)

Organization Experience

1. Member of Scout Smapra in SMA Negeri 1 Prajekan