

**WATCHING ENGLISH NATIVE SPEAKERS' YOUTUBE CHANNEL
TO IMPROVE THE STUDENTS' PRONUNCIATION ABILITY
AT SECOND YEAR OF SMP PLUS MIFTAHUL ULUM KALISAT**

THESIS



**UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER**

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**UNIVERSITAS ISLAM NEGERI
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JEMBER**

**STATE ISLAMIC UNIVERSITY OF KH. ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
2022**

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THESIS

Submitted to State Islamic University of KH. Achmad Siddiq Jember
In partial fulfillment of the requirements to obtain
a bachelor's degree of *Sarjana Pendidikan* (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Department

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English Language Teacher Training Department

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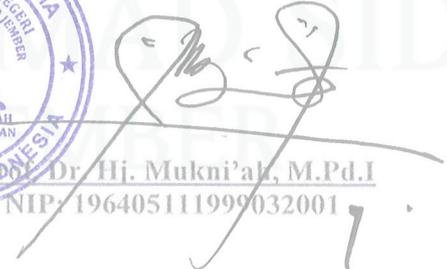
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MOTTO

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ
(٤)

“And We did not send any messenger except (speaking) in the language of his people to state clearly for them, and Allah sends astray (thereby) whom He wills and guides whom He wills. And He is the Exalted in Might, the Wise”. (QS. Ibrahim [14]:4).¹



¹ Dr. Muhammad Muhsin Khan and Dr. Muhammad Taqi-ud-Din al-Hilali, *The Noble Qur'an* (Depok: PT. Gema Insani Press, 2014) 494.

DEDICATION

From the deepest heart, the researcher dedicates this thesis to:

1. My beloved parents, Mr. Nurhadi and Mrs. Supyati who have supported and prayed for my success.
2. My beloved family who have supported me.
3. My beloved future husband Firjaun Jannatan, S.Psi who has motivated and supported me.
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6. My almamater, the University of KH Achmad Siddiq Jember.

I would be thankful to all people who can not be mentioned one by one because they have given me support and motivation in finishing this undergraduate thesis.

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Assalamu'alaikum Wr. Wb.

Praises be to Allah SWT, The Most Merciful, The Most Gracious, who has given His blessing and mercies to the writer so that she is able to accomplish this thesis. *Shalawat* and *Salam* always be upon the holy world leader, Prophet Muhammad SAW.

This thesis entitled "Watching English Native Speakers' Youtube Channel to Improve the Students' Pronunciation Ability at Second Year of SMP Plus Miftahul Ulum Kalisat" has been written as partial fulfillment of requirement for obtaining Sarjana Pendidikan (S.Pd) degree of English Education Department in UIN KHAS Jember. The writer would like to express her sincere gratitude to those who have involved in the process of conducting this thesis as follows:

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I would be thankful to Allah SWT that He repaid your kindness. Finally, the researcher hope that this research will be useful for readers or other researchers, English teachers and learners. Therefore, the researcher will appreciate any criticisms, suggestions, and idea for improving this thesis.

Jember,
The writer

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ABSTRACT

Maufiratul Hasanah, 2021: *Watching English Native Speakers' Youtube Channel to Improve the Students' Pronunciation Ability at Second Year of SMP Plus Miftahul Ulum Kalisat.*

Keywords: English Native Speakers' YouTube, improve, pronunciation

This research was aimed to improve the students' pronunciation ability. It was conducted due to the low students' pronunciation ability in an English class. It was proved by the final score of pretest that is 35% which means that the students' pronunciation ability is very poor and the result of interview the English teacher that the students could not pronounce accurately since they are rarely practice and even never learn from native speakers. Therefore, this research was aimed to help VIII D students of SMP Plus Miftahul Ulum Kalisat through watching English native speakers' YouTube channel.

The focus of this research is: how can watching English native speakers' YouTube channel improve the students' pronunciation ability at second year of SMP Plus Miftahul Ulum Kalisat?. The research objective is to expose watching English native speakers' YouTube channel can improve the students' pronunciation ability at second year of SMP Plus Miftahul Ulum Kalisat.

The researcher applied Classroom Action Research to improve the students' pronunciation ability. It needed two cycles (four meetings). There are planning, acting, observing and reflecting in the cycle. The criteria of success that was defined in the planning was the students achieves the minimum standard with students' average score of oral tests equal to or greater than 70%.

The result of posttest in cycle one is 57,5%, it means that the students' pronunciation ability is very poor. And the result of posttest in cycle two is 87% which means that the students' pronunciation ability is very good. It shows that the students' average score is increased and achieved the minimum standard with students' average score of reading aloud test equal to or greater than 70%. It could be concluded that watching English native speakers' YouTube channel is effective to improve the students' pronunciation ability.

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CHAPTER 1

INTRODUCTION

A. Research Background

English is an international language used as a tool of communication among people and nations in this world. It is the main language of international diplomacy and organizations, global commerce, medicine, the language of air traffic control and the majority language of academic journals. Furthermore, the most importantly for people, it is the most common language on the internet, it is used by international learners in international schools and international travellers in different native languages to communicate each other. Therefore, English becomes one of subject in schools in many countries especially Indonesia.

English is introduced into the education curriculum in Indonesia, and it becomes one of subjects in junior high school. It is stated in government regulation of the Republic of Indonesia number 32 year 2013 about changes to government regulations number 19 of 2005 concerning national standards of education in chapter 77J that in Junior high school curriculum structure or another equivalent form is consisting *Bahasa* which includes English.²

One of components of English is speaking which includes pronunciation that is an important thing because it helps learners to sound more natural, correct and clear so that the others could understand what they are going to say and it helps to learn to speak English more quickly and listen

² Sekretariat Negara RI, Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 tentang Perubahan atas Peraturan Pemerintah Tahun 2005 tentang Standar Nasional Pendidikan.

to English better. According to Hornby as cited in Yanuarria (2011: 12) “Pronunciation is the way language or word spoken”.³

In facts, many English learners get difficulty in pronunciation since English is a foreign language in Indonesia. They are could not easily pronounce words accurately, fluently, and clearly as native speakers. In a school, it could be evidenced by a final score of reading aloud test in SMP Plus Miftahul Ulum Kalisat which pronunciation score is 15,5% and fluency is 19,5% with total 35%, it means that the students’ pronunciation ability is very poor. And also, from the result of interview the English teacher that the students’ problem in speaking practice is their pronunciation. The students’ speaking is frequently unintelligible. The teacher also said that the students could not pronounce words clearly, accurately, and fluently since they are rarely practice and even never learn from native speakers. The students are less in speech production, and it might be caused by some factors such as the students never learn English directly to the native, do not have enough time to learn because they are not only student in the school, but also student in Pondok Pesantren. Furthermore, the students lazy to study because of having less interesting in learning English, less motivation, and boring learning method. It can be concluded that the students’ pronunciation ability is poor and needed to be improved.⁴ And those are where this research goes from.

The teacher teaches pronunciation only applies reactive teaching. The teacher responses to the students’ errors in the classroom reactively such as

³ Yanuarria Kukuh Perwira, “Students’ Pronunciation Ability in Reading Report Text”, (Thesis, Semarang State University, Semarang, 2011), 12.

⁴ Observation

when knowing a student wrong in pronouncing a word then the teacher corrects it rather than state it in lesson plan. Meanwhile some of the students have problems in understanding and remembering how to pronounce that words in another time they must speak. The teacher also teaches pronunciation by drilling technique all the time without any other methods and media, so that the students' will be bored and do not have interesting in learning English especially pronunciation in speaking.

Many methods and media could be used in learning and teaching process. One of them is audio-visual or video. All video materials have benefit in language learning as long as used at the right time and place.⁵ In this research, the researcher uses YouTube as a media in the teaching and learning process to improve the students' pronunciation ability, so that the students could directly learn from native speakers.

Youtube is an online video-sharing platform headquartered in San Bruno, California. It is one of the most popular media that is used by people in their daily life to watch videos posted by the creators over the world from many types of background. While YouTube can serves a business platform, many people also simply visit YouTube for teaching purpose or learning process. YouTube designed the course for YouTube creators, teachers, businessmen to advertise their products, organizations, and anyone who wants to teach or share knowledge on a topic and entertains other people.

Program in educational on YouTube takes on many shapes, forms and

⁵ Ismail ÇAKIR. October 2006. *"The Use of Video as An Audio-Visual Material in Foreign Language Teaching Classroom"*. The Turkish Online Journal of Educational Technology (TOJET). Vol. 5 Issue 4 Article 9, 67.

personalities, which means there is something for almost every learner globally, such as language learning especially for English as an International language that is used by most people in different countries in the world.

Considering the reasons explained above, it is interesting and motivating to conduct a classroom action research entitled “*Watching English Native Speakers’ YouTube Channel to Improve the Students’ Pronunciation Ability at Second Year of SMP Plus Miftahul Ulum Kalisat*”.

B. Research Question

Based on the background stated above, the research question can be defined as follows:

How can watching English native speakers’ YouTube channel improve the students’ pronunciation ability at second year of SMP Plus Miftahul Ulum Kalisat?

C. Research Objective

The research objective is to expose watching English native speakers’ YouTube channel can improve the students’ pronunciation ability at second year of SMP Plus Miftahul Ulum Kalisat.

D. Research Significance

The researcher expects the result of this research could give the contributions for institution, students, and teachers.

1. State Islamic University of KH Achmad Siddiq Jember

The result of this research is expected to be able to add references in academic activities of the university.

2. Students

The result of this research allows the students to be stimulated with more interesting learning media. The students are hopefully improving their pronunciation ability since the students could watch and practice the video delightfully.

3. Teachers

This research is expected to give new inspirations and motivations to use various media which one is native speakers' YouTube channel in the teaching and learning process.

E. Action Hypothesis

Audio-visual method (the implementation of native speakers' YouTube channel) can improve the students' pronunciation ability at second year of SMP Plus Miftahul Ulum Kalisat.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

Many previous studies which related to teaching pronunciation. The first is a classroom action research conducted by a student at State Islamic Institute of Salatiga, Muhammad Muhsin in 2018 entitled “The Use of Video Blogging as Media to Improve Students’ Speaking Skills”. The research results in the improving of students’ speaking skills.

The second is an experimental research conducted by Iif Latifah Amir a student in Walisongo State Islamic University entitled “The Effectiveness of Video Blog (*Vlog*) in Teaching Speaking of Explanation Text (A Study at the Eleventh Grade of MA Asshiddiqiyah 3 Karawang in the Academic Year 2018/2019)”. The researcher found that video blog (*vlog*) is effective medium in teaching speaking of explanation text.

The third is a Qualitative Research conducted by Annisa Wahyuningtiyas a student in Sunan Ampel State Islamic University entitled “The Use of *Vlog* in English Class”. This research was conducted in MTS Al Fatic Tambak Osowilangon Surabaya. The researcher found that using *vlog* is greatly help the teachers to prepare learning material and maximize the students in learning since they will learn by doing.

And the fourth is a classroom action research conducted by Mohammad Syarif Hidayatullah a student in IAIN Sultan Amai Gorontalo

entitled “Improving Students’ Pronunciation Through Western Movie Media”.

The following table presents the similarities and differences of those previous studies and this research.

Table 2.1

The Similarities and Differences of this Research and the Previous Studies

No 1	Research Title 2	Similarities 3	Differences 4
1.	Muhammad Muhsin, “The Use of Video Blogging as Media to Improve Students’ Speaking Skills”.	<ul style="list-style-type: none"> a. Both are Classroom Action Research. b. The teaching media is video. c. The assessment used an oral practice/test. 	<ul style="list-style-type: none"> a. The research focused on speaking skills and material given is giving opinion and suggestion. While this research focused on pronunciation ability with general materials.
2.	Iif Latifah Amir, “The Effectiveness of Video Blog (<i>Vlog</i>) in Teaching Speaking of Explanation Text (A Study at the Eleventh Grade of MA Asshiddiqiyah 3 Karawang in the Academic Year 2018/2019)”.	<ul style="list-style-type: none"> a. The teaching media is video. b. The assessment used an oral practice/test. 	<ul style="list-style-type: none"> a. Iif’s research is an Experimental Research while this research is a Classroom Action Research. b. Iif’s research focused on speaking proficiency and material given is Explanation Text. While this research focused on pronunciation ability with general materials.

1	2	3	4
3.	Annisa Wahyuningtiyas, "The Use of Vlog in English Class".	a. The teaching media is video.	a. The research conducted by Annisa Wahyuningtiyas is a Qualitative Research while this research is a Classroom Action Research.
4.	Mohammad Syarif Hidayatullah, "Improving Students' Pronunciation Through Western Movie Media".	a. Both are Classroom Action Research. b. The assessment used an oral practice/test.	a. The media used in the research is Western Movie while in this research is native speakers' video.

B. Theoretical Framework

1. Pronunciation

a. Definition of Pronunciation

Pronunciation is the way of a letter, word, and language is spoken.⁶ It involves how a speaker produce sounds, stress, rhythm, and intonation in speech. By repeating the sounds and correcting them when produced inaccurately is how pronunciation is learnt. When the learners start learning pronunciation, they will make new habits and cope the difficulties resulting from the first language.⁷ When people speak or communicate, they automatically produce words which means pronounce the words from their speech organs.

⁶ Cambridge Dictionary (Online). <https://dictionary.cambridge.org/dictionary/english/vlog> . 15 April 2021.

⁷ Abbas Pourhosein Gilakjani, "English Pronunciation Instruction: A Literature Review", *International Journal of Research in English Education*, 1 (November, 2016), 2.

b. Essential Pronunciation Features

There are seven essential pronunciation features that learners must know⁸:

1) Sounds

Sounds or phonemes are different sound in a language.⁹ English has 44 different sounds which categorized into two as follows:

(a) Consonants

Consonants can formed by many kinds of ways of interrupting, restricting or diverting the airflow.¹⁰ There is obstruction to the airflow when people producing sound such as sound /d/ in word ‘dancing’. Consonant sounds could be describing in three ways; the articulation’s manner, the articulation’s place, and the articulation’s force.

The articulation’s manner is the interplay of the airstream and the articulators. According to Kelly “The vocal tract might be closed so that the air can not pass through. But there might be a movement of closing in the tongue, lips and throat, so that to hear sound that made by air passing through is possible”.¹¹ There are six categories of the articulation’s manner: plosive, nasal, affricative, lateral, fricative, and approximant. In plosive, in the vocal tract there is a complete

⁸ Pronunciation: Intensive Academic Program, Higher Education Language and Presentation Support (HELPS): University of Technology, Sydney (UTS), 2007, 2.

⁹ Gerald Kelly, *How to Teach Pronunciation*, (England, Longman, 2001), 1.

¹⁰ Ibid, 47

¹¹ Gerald Kelly, *How to Teach Pronunciation*, (England, Longman, 2001), 6.

closure that made somewhere, and soft palate is raised. Behind the closure, the air pressure increases, and is then released explosively such as sound /p/ and /b/. In nasal, through the nasal passages the air is diverted.¹² Affricative is a subclass of fricative, it began as plosive and end as fricatives such as /tʃ/ sound in word 'peach'.¹³ Then in lateral, a partial closure is made with the tongue's blade against the ridge of alveolar, Air can flow around the tongue's sides such as /l/ sound.¹⁴ Fricatives are consonant which when produced air escape through a small space between active and passive articulators and make a hissing sound such as /z/, /s/, etc. And approximants is produced when active and passive articulators are not close create audible friction such as /r/.¹⁵

The articulation's place is a location to produce consonant. In articulation's place, there are bilabial, labio-dental, dental, alveolar, postalveolar, palatal, velar, and glottal. Bilabial is when the sounds produced by lips, the upper lip as the passive articulator, while the bottom lip as the active one. /p/, /b/, and /m/ are the bilabial sounds. Labio-dental is sounds produced by articulator bottom lip and upper front teeth such as /f/ and /v/ sounds. Dental is sounds that produced by tongue's

¹² Ibid,

¹³ April McMahon, *An Introduction to English Phonology*, (Edinburg: Edinburg University Press, 2002), 28-29.

¹⁴ Kelly, 6.

¹⁵ McMahon, 28-29.

tip top teeth as like /θ/ and /ð/ sounds. The alveolar is sounds that produced by tongue's tip or blade as like /d/, /s/, /r/, /t/, /z/, /l/ sounds. And the post-alveolar sounds that produced by tongue's blade move up towards ridge of alveolar and hard palate such as /ʃ/, /tʃ/, /ʒ/, and /tʒ/ sounds.¹⁶

The the palatal sounds that are produced by the tongues' front and hard palate as like /j/ in word 'Javanese' and stop /c/ in word 'Matcha'. The velar sounds are produced in the tongue's back and soft palate such as /k/, /g/, /x/, and /ŋ/ sounds. The glottal sounds are produced by vocal folds without tongue involvement such as /h/.¹⁷

In the case the force of articulation, consonant clusters are coterogized into two; voiced (lenis/weak) and voiceless (fortis/strong).¹⁸ Voiced sounds come from the throat and there is a vibration of the vocal chords such as /b/, /d/, /g/, /v/, /th/ in word 'this', /l/, /r/, /z/, and /j/ in word 'James'. While voiceless sounds are produced by mouth's air coming and there is no vibration in the throat such as /p/, /t/, /k/, /f/, /s/, /sh/, /ch/, and /th/ in word 'thing'.

(b) Vowels

Vowels are sounds produced without obstruction to the air flow as it flows from the larynx to the lips. It is articulated

¹⁶ Ibid, 30-31.

¹⁷ Ibid, 31.

¹⁸ Kelly, 47.

when the tongue and the lips shape a voiced airstream to vary the shape of the mouth.¹⁹ The air flows out smoothly when produce vowel sound such as /i/ in word 'fit'. All vowel sounds are voiced, it could be single such as /e/ in word 'bet' or combination of two or three vowel named diphthong and triphthong. Diphthong is combination of two vowels such as /ai/ in word 'like'. Triphthong is combination of three vowels such as /eiə/ in word 'layer' and /aiə/ in word 'tired'.²⁰

2) Speech Chunks

a word, phrase or sentence are can be speech chunk. Speech chunks exist in many ways; pauses which are silence moments and occasionally very short, slowing down, and in the chunk is a strong stress on the last key word. In a written of a spoken text, the short pauses are marked by a single slash (/) and longer pauses with a double slash (//). Chunks and pauses are important to give information to the listener because it is the simplest and most effective way. Speech is divided by the speaker into chunks which may be single or groups of words to communicate an idea or something important. Without using chunking and pausing, it will be difficult for the listeners to follow the speakers' meaning. Speakers can use chunking and pausing to give information and

¹⁹ Gerald Kelly, *How to Teach Pronunciation*, (England, Longman, 2001), 29.

²⁰ *Ibid*, 1.

opinion, emphasize certain points, put forward criticisms, soften a criticism, and contrast certain points.²¹

3) Stress

(a) Word stress

A word has syllables which may be stressed or unstressed. A syllable in a word can be stressed if the other syllables is unstressed. In stressed syllables there are three features: loudness, pitch change, and a longer syllable. Stress can be found on the first (TEACHer), middle (poTAtO), or last (aBOUt) syllables of words.²²

Stress can be learnt from points of view in production and perception. The stress's production depends on the speaker that use more muscular energy than unstressed. When producing the syllables that stressed, the muscles used to expel the air from lungs are more active and producing higher subglottal pressure. In the perception, all stressed syllables have same characteristics namely prominence which defines that the stressed syllables are more prominent than the unstressed. Prominence is made by some factors, there are loudness, pitch, length, and quality. Stress identified into two levels: primary and secondary stress. In primary level, the results of prominence from the movement of pitch or tone and give the

²¹ "Band", Pronunciation: Intensive Academic Program, Higher Education Language and Presentation Support (HELPS): University of Technology, Sydney (UTS), 2007, 32.

²² Kelly, 66-67.

strongest stress. While in secondary level, the kind of stress is weaker than primary.²³

(b) Sentence stress

Sentence stress is closely related to intonation. It is important for speaker to make assumptions about old and new information will be given to the listeners. There are three stage process in sentence stress; 1) if there are two syllables or more in a word, the speaker will only stress one syllable. 2) words in a sentence, one syllable will be spoken in stressed to highlight the important information. 3) the using of intonation is to highlight more meaning's subtleties to the stress syllables.²⁴

4) Intonation

Intonation is defined as a way the voice goes up and down in pitch. It is one of the ways speakers expresses the idea or thought. Intonation also indicates meaning, feeling, and attitude of the speaker.

5) Connected Speech

According to Hieke as cited in Alameen and Levis defined connected speech as “the changes which conventional word forms undergo due the temporal and articulatory constraints upon spontaneous, casual speech”.²⁵

²³ Peter Roach, *English Phonetics and Phonology: a practical course*, (Cambridge: Cambridge University Press, 2009), 84-86.

²⁴ Gerald Kelly, *How to Teach Pronunciation*, (England, Longman, 2001), 73.

²⁵ Ghinwa Alameen and John M. Levis, *Connected speech* (t.tp, t.p, 2018), 3.

(a) Unstressed words

Unstress could be described as the absence of three features of stress (loudness, pitch change, and a longer syllable). Speakers' aim in connecting word is to speak easy and efficiency of tongue movement. In minimizing the efforts, speakers weaken the articulation which known as elision. It is vowels from the unstressed syllables that are the first to be elided in inexact pronunciation.²⁶ Unstressed word is usually smaller and less important than stressed information word. It will be pronounced more slight and soft than the stressed and with the schwa vowel sound /ə/. The summary list of common words that unstressed are the articles (a, an, the), the prepositions (at, front, to, above, for, from, etc.), the pronouns (him, you, us, her, me, etc.), the conjunctions (or, then, but, and, etc.), the auxiliary verbs (is, have, were, has, had), and the modal verbs (could, can, should).²⁷

(b) Linking

In connected speech, however words link together in several ways. The most familiar is linking r, English has rhotic and non-rhotic accent. Rhotic is when the letter *r* is pronounced with regard to the letter *r* appears after vowel such as 'bar', the

²⁶ "Band", Connected Speech 2, (<https://www.teachingenglish.org.uk/article/connected-speech-2>, diakses pada tanggal 5 April 2021 pukul 1.16)

²⁷ Pronunciation: Intensive Academic Program, Higher Education Language and Presentation Support (HELPS): University of Technology, Sydney (UTS), 2007, 54.

word will be pronounced /ba:r/. While non-rhotic do not pronounce *r*, so it will be pronounced /ba:/. But when the letter *r* appears between two vowels, *r* is pronounced to link the two vowels.²⁸

Example : Hereyes are beautiful (*r* is pronounced)

Herenose is big (*r* is not pronounced)

6) Vocal Features

Vocal has three features namely speed, volume, and pitch level. In the case speed, the speakers' speed must be in the right speed which means not too fast and not too slow. Whereas in volume, in order to not disturbing to the listener and make effective to communicate the ideas the volume must be not too loud and not too softly. Then, pitch level is about how high or low the voice.²⁹

7) Voice Quality

Voice quality refers to the sound of a persons' voice such as warm, smooth, harsh, cold, abrupt, or tense.³⁰

c. Language Teaching and Learning Media

Criticos as cited in Hikmah defined media as an instrument to transform information from a resource to receiver.³¹ While learning media can be defined as media that used in teaching and learning

²⁸ Peter Roach, *English Phonetic and Phonology*, (Unite Kingdom: Cambridge University Press, 1998), 128.

²⁹ Pronunciation: Intensive Academic Program, Higher Education Language and Presentation Support (HELPS): University of Technology, Sydney (UTS), 2007.

³⁰ Ibid.

³¹ Durratul Hikmah, "Media For Language Teaching and Learning in Digital Era", IJOEEL 01, no. 02 (December 2019), 36.

process. Media in teaching and learning process could be defined as graphic and photographic, electronic tools that used to record, process, and reconstruct the visual and verbal information.

Based on Hikmah, there are three media's types in the teaching and learning process as follows.³²

1) Visual Media

(a) Pictures

Pictures in teaching and learning media can be used to teach and increase the students' vocabulary, speaking and writing.

(b) Board

Board is used to write down certain points of the teachers' explanation and the lesson.

(c) Textbook

Textbook in teaching and learning process is as an individual learning tool, teachers' handbook to teach in the class, a tool that can support the students in choosing the relevant learning methods, and a tool that can increase or improve the teacher ability and skills in organizing the lesson materials.

³² Durratul Hikmah, "Media For Language Teaching and Learning in Digital Era", IJOEEL 01, no. 02 (December 2019), 38- 41.

(d) Newspaper and Magazines

Newspapers and magazines contain actual and warm reading materials and the interesting recent data. The students also can learn how to write interesting articles, can enrich vocabulary and improve critical reading and discussion skills.

(e) Comics

With comics, the students can learn and have new vocabularies and phrases that are used daily conversations and find the elements of the story and characterization.

(f) Literary works

Studying literature can motivate students, learn about many backgrounds of cultural and acquisition in language, increase the students' participation in language learning and interpretive ability, and of course educate students overall.

(g) Computer

Computer in learning language can be used as a processor of words where the students can read and type or write a text especially material that designed for English.

(h) Augmented reality media

Augmented reality is used to improve visualize abstract forms for understanding or structuring an object model. It enables the students to increase the vocabulary and comprehension reading.

2) Audio Media

(a) Tape recorder

Tape recorder is used for play many textbook tapes, people speaking and singing's tapes. The students can use it to record their own speaking as practice and checking their pronunciation, intonation, accent, etc.

(b) Radio

Radio is suitable for teaching language and music since it can make the students focus on the words, sentences, or music.

(c) Compact Disk (CD)

Teacher can use CD in the class since it is simple and practical, has clear sound, the capability is good, and the maintenance is also easy. It can be used in listening activity.

3) Audio Visual Media

(a) Film

The students are usually more interested and enthusiastic with visually presented reality as like film. Films can be developed using materials made by teachers.

(b) Television

Television programs are important to help language learners' ability such as vocabulary, pronunciation and accents.

(c) YouTube

YouTube is one of social media that can be employed and accessed by people to facilitate their language learning. The YouTube creators in this whole world can talking about their opinions, education, life, news, and others.³³ In language learning, the students can access the native speakers' YouTube as media in learning. They can learn how to pronounce certain words or produce sounds, how to speak like native, improve their vocabulary, and others.

Bastos & Ramos in their result of research as cited in Sari asserted that the students are more interested in the teaching and learning process that use video consisting sound, animation, and graphic. It is more interesting than worksheets, textbooks, slides, and others.³⁴ In addition, YouTube can change the way of educational system works by stimulating participation of students. The teacher can find many professional videos especially that relates to English created by the experts or native speakers. It can facilitate the process of learning by reducing students' cognitive loads. In

³³ Yuli Nurmala Sari, "YouTube as a Learning Media to Improve the Student's Speaking Ability in 21st Century", JELTL (Journal of English Language Teaching and Linguistics) 4, no. 2 (2019), 264.

³⁴ Yuli Nurmala Sari, "YouTube as a Learning Media to Improve the Student's Speaking Ability in 21st Century", JELTL (Journal of English Language Teaching and Linguistics) 4, no. 2 (2019), 264.

YouTube, the media is chosen intelligently and learning a language can be fun, more effective and easy.³⁵

d. Teaching Pronunciation

Recently, the focus in teaching pronunciation is almost on how to produce individual sounds and words accurately and correctly, there is no much attention on pronunciation features such as intonation, stressed and rhythm. One part of good pronunciation is only accuracy. While the fluency in producing sounds and other aspects of pronunciation is equally important.³⁶

There are two things important in teaching pronunciation namely productive skills teaching and receptive skills teaching. In reception skills, the students must learn to hear the differences in phonemes. Then they must implement that knowledge when producing sound.³⁷ Kelly introduced the teaching pronunciation method in the class as follows:

1) Drilling

Drilling is a common method used by teacher in teaching pronunciation. The activity of drilling method is the teacher ask to students to repeat for several times what teacher or audio say. Drilling has purpose to improve students' pronunciation ability and help students in remembering new words. In other word, the

³⁵ Durratul Hikmah, "Media For Language Teaching and Learning in Digital Era", IJOEEL 01, no. 02 (December 2019), 41.

³⁶ *Introduction to Teaching Pronunciation*, ((t.tp, t.p, t.t), 2.

³⁷ Gerald Kelly, *How to Teach Pronunciation*, (England, Longman, 2001), 15.

teacher's role in drilling is to provide a word model, phrase or structured would be copied by students. Drilling often follows on eliciting, chaining, open pair drilling, and substitutions drilling process. Eliciting aims to make the students to remember the previous lesson about words, phrases, or structures which the teacher usually uses pictures, prompts, mime, etc to support the process and give the appropriate item to the students if they can not to offer it.³⁸

Chaining is used for sentences that the students difficult to pronounce since the sentences are too long or include difficult words or sounds such as 'if I'd seen him' and 'I would've told him'. Whereas open pair drilling includes question and answer activity in the teaching and learning process, one student asking and another responding. Then substitution drilling involves structure drilling and substitution of vocabulary item into sentence as follows.³⁹

Teacher : It's in the corner

Students 1 : It's in the corner

Teacher : It's on the table

Students 2 : It's on the table

³⁸ Gerald Kelly, *How to Teach Pronunciation*, (England, Longman, 2001), 16.

³⁹ *Ibid*, 16-17.

2) Minimal pairs

Minimal pairs are words and utterances that differ by a phoneme. It can be used as a method of focusing on sounds that caused difficulties for students. Some activities can be implemented in teaching and learning process as follows:⁴⁰

- (a) Students are given some words and ask them to decide which words has a particular or difficult sound (pair work)
- (b) Listening to a words' succession and deciding how many times a particular sound is heard.
- (c) Contrasting the sounds by appearing in close proximity.
- (d) Ask the students to listen to the odd one out among a list of words such as cart, class, heart, learn, smart, and part.

3) Pronunciation and spelling activities

One of the problems in the teaching of pronunciation and spelling is that the lack of a simple correlation between system of spelling and system of pronunciation in English which can make students misspell and mispronounce words repeatedly.⁴¹

Some ideas can be applied are homographs and homophones. Homographs are words that has similarity in spelling but difference in pronunciation such as *wind* /wind/ and

⁴⁰ Ibid.

⁴¹ Ibid, 125.

wind /waind/. While homophones are words had the same pronunciation and different spellings such as *write* and *right*.⁴²

4) Taping students' English

Tapes can be applied when students practice as like reading aloud and used for manners of difficulties in language especially that are related to pronunciation. For example, if a student has a lingering pronunciation difficulty and it is proved difficult to shake off.⁴³

5) Listening activities

Listening activities are often designed to sounds as realistic as possible with including authentic material such as podcast, song etc. It can support students in noticing the pronunciation feature's existence. Many activities can be done in the class such as retell a story and sing along.⁴⁴

6) Reading activities

Reading is a receptive activity, but work on pronunciation can be integrated successfully. One of activity could be done is reading aloud which has fallen in and out of favor with teachers at many times. Spelling can affects the performance of pronunciation adversely. Reading aloud also related to the study

⁴² Ibid, 20.

⁴³ Gerald Kelly, *How to Teach Pronunciation*, (England, Longman, 2001), 21.

⁴⁴ Ibid.

of the links between pronunciation and spelling, intonation and stress, and sounds' linking between words in connected speech.⁴⁵

e. Problems of Pronunciation

Harmer as cited in Ma'lah proposed some problems in pronunciation as follows:⁴⁶

1) What students can hear

Students often difficult in hearing features of pronunciation would reproduce. There are two ways to deal the problem; 1) teacher shows to students about how sound is produced through demonstrations, diagrams, and explanations. 2) teacher draws the sounds to students' attention when they appear on a recording or conversation. Those ways can help students to hear correctly and able to pronounce accurately.

2) What students can say

Learning foreign language can be a problem in physical unfamiliarity for students. But it can be solved by showing and explaining where exactly sounds are produced such as uvula and nasal cavity.

⁴⁵ Ibid, 22.

⁴⁶ Laelatul Ma'lah, *Pronunciation Problems: A study of Indonesian EFL Students at State Junior High School 2 Kaligondang in The Academic Year of 2015/2016*, (Thesis, University of Muhammadiyah Purokerto, Purokerto, 2016), 12-14.

3) Intonation problems

The most problematic are for many students is intonation since they have difficulty in hearing tones or identifying the rising and falling tones.

2. Native Speakers' YouTube Channel

a. Definition

Nowadays, one of the most popular platforms used to upload and watch video is YouTube. It can serve a business platform, many people also simply visit it for teaching purpose or learning process. It designed for YouTube content creators such as teachers, organizations, and anyone who wants to teach or share knowledge on a topic. Educational program on YouTube takes on many forms, shapes, and personalities, which means there are many contents for almost every learner globally, such as language learning especially for English as an International language that used by most people in different countries in the world. Many of English native speakers create contents related to English such as English speech, English pronunciation, and upload them to YouTube. The video uploaded on YouTube could be as a media in fun teaching and learning process.

Native speakers' YouTube is a video uploaded on YouTube platform which is a record of speakers' activities, talks, thoughts, opinions, or experiences that speakers film.

b. Criteria in Selecting YouTube Channel

Yoshida proposed some criterias in selecting the best tools to help classroom teachers as follows:⁴⁷

- 1) Appropriate with the learning objectives. The tools can help the teachers in accomplishing the specific teaching tasks and the students to improve their pronunciation ability.
- 2) The quality and accuracy. The tool provides the accurate information and appropriate with sound principles of phonology and pedagogy.
- 3) Practically of use. The tools must be easy to be learnt and used, and it can work reliably and do as the claims.
- 4) Cost. The tools are free or inexpensive, and already available since particularly in times of budget cuts and tight resources.

c. Implementation of YouTube Channel in Teaching Pronunciation

The main role of teacher is showing the proper native speakers' YouTube channel which is relevant to the learning purpose. According to Muhsin, there are four principles which can be used in the class.⁴⁸

- 1) The students are exposed to the native speakers' YouTube channel with the native speaker and recommended in the same age.
- 2) The native speakers' YouTube channel topic used should be relevant to the students' life in order to avoid the gap between students' disorientation and reality.

⁴⁷ Marla Tritch Yoshida, "Choosing Technology Tools to Meet Pronunciation Teaching and Learning Goals", *The Catesol Journal*, 30.1 (2018), 196.

⁴⁸ Muhsin, 45.

- 3) The teachers can compare the main s native speakers' YouTube channel and the other one, such as show English native speakers' YouTube channel and Indonesians' YouTube channel which use English to make understand the students which native speakers' YouTube channel they should learn to practice.
- 4) The teacher gives extend learning with native speakers' YouTube.

d. The Benefits of Using Native Speakers' YouTube Channel in Teaching

According to Yulianti as cited in Amir proposed the benefits of using video in teaching as follows:⁴⁹

- 1) Students can stop, fast-forward replay, and rewind the video until they understand the content since video is an essential medium.
- 2) Students can interest and enjoy the learning process since the video creates an attractive enjoyable learning environment.
- 3) Students can learn from the experts or native speakers without leaving the school.
- 4) Support students in understanding the material when they see the teachers demonstrate the material through the video.

⁴⁹ Amir, 33-34.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was proposed to solve students' pronunciation problem in a classroom of second grade at SMP Plus Miftahul Ulum Kalisat. The problem which is the beginning of this research found while reading aloud activity. This research also begins with the question about how to improve the students' pronunciation ability through the implementation of watching native speakers' YouTube channel.

The research design selected was action research. According to Arikunto “... *penelitian tindakan, dari istilahnya, bertujuan untuk menyelesaikan masalah melalui perbuatan nyata...* (the action research is aimed to overcome a problem by an action).⁵⁰ While Cresswell explained that an action researcher explores practical problems with a purpose toward developing the solutions to the problems.⁵¹ Additionally, Anne Burn as cited in Putra explained that an action research is part of a board movement that has been going on in education in general for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’.⁵²

The type of this action research was Classroom Action Research since the researcher goes to overcome the students' pronunciation problem. This

⁵⁰ Suharsimi Arikunto, *Penelitian Tindakan*, (Yogyakarta: Aditya Media, 2010), 1.

⁵¹ John W. Cresswell, *Education Research: Planning, Conducting and Evaluating Qualitative and Quantitative Research Second Edition*, (New Jersey: Pearson Education, 2005), 549.

⁵² Febri Sursam Putra. *Applying Small Group Discussion Technique to Improve The Students' Writing Descriptive Text Skill at The Tenth Grades of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan Lampung Timur*, (State Institute for Islamic Studies of Metro, 2019), 40.

kind of research is used by teachers or researchers to increase or improve the teaching and learning process quality and effectiveness. The teacher or researcher collects information related to the teaching and learning process in classroom to investigate a situation, then make a new method to be implemented in the classroom to improve it through procedures namely collect and analyze data, implement changes, and reflection of the findings.

B. Research Setting

This research was conducted in SMP Plus Miftahul Ulum Kalisat located at Jl. Pesantren No. 7 Glagahwero, Kalisat, Jember. Most of the students are *santri* since this school organized by Islamic boarding school (Pondok Pesantren) of Miftahul Ulum and Department of Religion Affair. Therefore, the students are not allowed to access electronic media which could increase their learning. The subject of this research was VIII D, there are 32 students, all the students are female. But the students tested were 25 because seven students were not present in the pretest process.

C. Research Procedure

The researcher implemented the actions in the form of teaching pronunciation by watching native speakers' YouTube channel for purpose of improving the students' pronunciation ability.

The model of action research that would be applied in this research is a model by Jean and Jack in Putra. There are four steps in that model; planning, acting, observing, and reflecting.⁵³ The steps could be illustrated as follow:

Figure 3.1

Model of Classroom Action Research



1. Preliminary Study

To start this research the researcher done preliminary study which is aimed to identify and observe the students' problem in English teaching and learning process. The researcher gained the data by conducting pretest to measure the students' pronunciation ability through reading aloud and observing the English teaching and learning process.

The final score of the pretest showed that pronunciation score is 15,5% and fluency is 19,5% with total 35%, it means that the students' pronunciation ability is very poor and needs to be improved.

2. Planning

Planning consists of what researcher is going to do along the research. In this step the researcher arranged the teaching strategy,

⁵³ Febri Sursam Putra. *Applying Small Group Discussion Technique to Improve The Students' Writing Descriptive Text Skill at The Tenth Grades of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan Lampung Timur*, (State Institute for Islamic Studies of Metro, 2019), 41.

determined the material and media, designed lesson plan and defined the scoring and criteria of success.

- a) Audio-visual method was chosen by the researcher to teach pronunciation through native speakers' YouTube channel. The procedures of teaching pronunciation through audio-visual method are presenting the model or watching video and drilling. In watching activity, students listen to and learn from the model or speaker in the video how to pronounce the words. Then repetition in drilling activity.
- b) The material elected was "Invitation" in Chapter 3 on the first semester, while the media elected was native speakers' YouTube channel which relates to the material. The speaker uses American accent.
- c) Lesson plan was designed to guide the teacher in teaching and learning process. In this step, the researcher arranged the lesson plan consists of basic competence, indicators, objectives of learning, teaching materials, teaching method, media of teaching, and teaching and assessment procedures.
- d) Researcher and collaborator arranged the scoring and criteria of success of implementation the media. It defined whether the implementation successful or not. Criteria of success that was arranged in this research is the students achieves the minimum standard with students' average score of oral tests equal to or greater than 70%. The

researcher was Underhill's four-point scale for pronunciation and fluency as cited in Perwira to score the students' oral test as follows.⁵⁴

Table 3.1. Scale for pronunciation and fluency

Pronunciation: Points:	
1	The speaker is unintelligible since there are frequent phonemic errors, foreign stresses and intonation patterns.
2	The speaker is occasionally unintelligible since there are frequent phonemic errors, foreign stresses and intonation patterns.
3	The speaker is intelligible, but there are some consistent phonemic errors, foreign stresses and intonation patterns.
4	The speaker is always intelligible since there are occasional non-native speaker pronunciation errors.
Fluency: Points:	
1	The intelligibility is virtually impossible since the speech is so halting and fragmentary or has such a non-native flow.
2	The intelligibility is interfered since there are numerous of non-native pauses or a non-native flow.
3	The intelligibility is not interfered by the pauses since the non-native pauses are a more nearly native flow.
4	The speaker is closely like native speaker since the speech is smooth and effortless.

Then from the scale above, the researcher obtained the final score from formula as follows.

$$P = \frac{S}{M} \times 100 \%$$

P = The students' pronunciation ability's percentage

⁵⁴ Yanuarria Kuku Perwira. *Students' pronunciation Ability in Reading Report Text*, (Semarang State University, 2011), 38.

S = Students' scores' total points

M = Maximum score points

Based on the percentage from the calculation's result, the percentages divided into five categories based on Gronlund's criterion as cited in Perwira.⁵⁵

Table 3.2. criteria of success

Criteria of Success		
95-100%	It is outstanding	A
85-94%	It is very good	B
75-84%	It is satisfactory	C
65-74%	It is poor	D
Below 65%	It is very poor	E

And the researcher used the Oxford learner's pocket dictionary to determine the correct and accurate pronunciation.

3. Acting

This step is the main step of an action research since the researcher implements all the plannings arranged in the planning step above. The action in the acting step was focus on the students' pronunciation practice through watching English native speaker's YouTube channel. The researcher showed the native speakers' YouTube channel in the beginning of lesson to enhance the students' interest in learning process.

⁵⁵ Ibid.

The researcher conducted the research twice a week since English is given twice a week in this school. The English's schedule in VIII D class is on Thursday from the third till fourth period; 08.30-10.00 am and Saturday from the first till second period; 07.00-08.30 am.

The first meeting in cycle one was implemented on Thursday, November 4th 2021 at 08.30-10.00 am. and the second meeting was implemented on Saturday, November 6th 2021. The post test was conducted in the last 45 minutes of the second meeting to measure the improvement of students' pronunciation ability and decide whether need the second cycle or not.

Due to the final score of the post test in cycle one did not achieve the criteria of success, the cycle two was conducted. The first meeting in cycle two was implemented on Thursday, November 11th 2021, while the second meeting was implemented on Saturday, November 13th 2021. The second post test was conducted in the last 45 minutes of the second meeting. It was found the final score of the post test had achieved the criteria of success, then the action was stopped.

4. Observing

Observing step was doing observation in acting step. The collaborator observed the action, done the checklist and field notes, while the researcher recorded the students' oral test, and interviewed the students. In this step, the researcher and collaborator collected the data of students' oral test and their participation in learning process.

The data collected in this step were in form of quantitative and qualitative data. Students' oral test score was in quantitative data form. While the students' participation in the class was described in qualitative data form.

In recording the students' participation during the action, the instruments used was observation checklist, field notes and guide of interview. The aspects of students' participation observed were as follows.

Table 3.3. observation checklist

No.	Aspects to be observed	Yes	No
1.	The increasing of frequency/quality of students question in teaching and learning process.		
2.	The increasing of students' satisfaction in learning process.		
3.	The increasing of students' interest of learning.		
4.	The increasing of students' performance quality.		

Adapted from: Kusuma in Sofiana⁵⁶

5. Reflecting

The last step of a cycle is reflecting which is aimed to evaluate the action. In this step researcher analyzed and evaluated the data from the students' oral test score and students' participation in the teaching and learning process and matched with the criteria of success. This step determined whether the action successful or not and need the second cycle

⁵⁶ Siti Sofiana. *The Implementation of English Song as Media to Improve Students' Pronunciation in MA Miftahul Ulum Kalisat*, (Islamic State Institute of Jember, 2019), 28.

or not. Additionally, in this step researcher also analyzed and evaluated the strengths and weaknesses in the acting step.

The data analyzed and arranged as follows.

- a. The final score in posttest of the students, and
- b. The participation of students in the class

If the students' result has not achieved the success criteria, then the new cycle is needed to conduct. But if it has reached, the action stopped.

D. Implementation of Research Cycles

This research was conducted through two cycles which each cycle consists of two meeting to improve the students' pronunciation ability by implementing native speakers' YouTube channel (audio-visual method).

E. Data Collecting Technique

The researcher will use several techniques to collect data as follows:

1. Test

The researcher used oral test to measure students' pronunciation ability. The instrument of test was printed text based on the English native speakers' YouTube channel or video. The students read the text while the teacher recorded the students' performance. According to Brown as cited in Sofiana stated that the length of Test of spoken English is about 120-130 words.⁵⁷ Therefore, the researcher selected a text which contain about 120-130 words as the test.

⁵⁷ Ibid, 29.

2. Observation

According to Snape & Topping as cited in Muhsin “observation is literally a method of data collection that employs the sense of vision as its main source”.⁵⁸ Observation is observing the object of the research and it can be a tool to collect data based on the reality. The researcher observed the specific things happened in the action step by recording it using field notes and checklist.

The observation in this research was conducted by collaborator in every teaching and learning process. The researcher used observation checklist, field notes and interview as the instruments which focused on recording students’ participation as mentioned previously. And the collaborator put sign (✓) into the checklist when the aspects occurred.

3. Documentation

In this research, the documentations that was used by the researcher are recordings, video, and photo which was aimed to make the authentic information of the progress during the research.

4. Interview

Interview is a method to collect data or informative response. The researcher asked some questions to subjects to gain information needed. The interview was group interview in order to reduce the time consuming. It was conducted at the end of cycle two after the oral test. The questions asked were as follows:

⁵⁸ ⁵⁸ Muhammad Muhsin, *The Use of Video Blogging as Media to Improve Students’ Speaking Skills*, (Thesis, State Institute for Islamic Studies of Salatiga, Salatiga, 2018), 52.

- a. What do you think about watching native speakers' YouTube channel as learning media?
- b. Do you have more interest in learning English and like it?
- c. Did it help you to learn more content?
- d. Did it help you to improve your pronunciation ability?

F. Research Instruments

1. Instruments of Test

The researcher used a printed text from the English textbook given by the teacher that contained about 120-130 words as the test and handphone to record the students' voice.

2. Instruments of Observation

The researcher used observation checklist, field notes and interview as the instruments which focused on recording students' participation in the class.

3. Instruments of Documentation

The researcher used recordings, video, and photo to make the authentic informations in the research.

4. Instruments of Interview

In interview, the researcher used guide of interview and handphone to record the interview process.

G. Data Analysis Technique

In this research, the researcher used descriptive statistics which refers to using graphics, tables, and basic mathematics to describe the data. It was

used to analyze the data to find out the average score of the class. Then the researcher classified the score based on the interval score.

H. Validity of Research

1. Validity of Research

Sanjaya as cited in Sofiana stated that kinds of validity in CAR are five as follows.⁵⁹

a. Democratic Validity

Democratic validity refers to validity of involvement of other person in a research and advice of people about the implementation of the research. In this research, the researcher collaborated with the English teacher and ask for collaborator and students critics and suggestion.

b. Outcome Validity

Outcome validity refers to the satisfaction of elements involved about the outcome of the research. The researcher reflected and evaluated the result of cycle with the English teacher as a collaborator, so as the result was satisfied for researcher and collaborator.

c. Process Validity

This validity refers to the capability of the researcher in conducting the research process such as observation and making field notes.

⁵⁹ Siti Sofiana. *The Implementation of English Song as Media to Improve Students' Pronunciation in MA Miftahul Ulum Kalisat*, (Islamic State Institute of Jember, 2019), 30.

d. Catalytic Validity

This validity relates to renewal or innovation. The researcher found other problems after solved one problem in reflecting step. Therefore, the renewal or new thing was conducted to solve the new problem.

e. Dialogic Validity

Dialogic validity refers to minimalizing subjectivity in a research whether in the process or in the result of the research. The researcher done this validity by asking the collaborator to reflect and evaluate the process and result of the research.

2. Validity of Material and Test

The researcher checked validity of the material and test before applied to the students.

a. Validity of the material

To check validity of the material, researcher asked to the teacher as collaborator whether the material appropriate or not with the material in the book that would be taught and curriculum applied in the school.

b. Validity of the test

Validity refers to the test's appropriateness in assessment purpose.⁶⁰ A test will be valid if the test assesses what is aimed and capable in measuring what researcher expected to measure. One

⁶⁰ Douglass, Language Assessment Principle and Classroom Practice, (New York: Pearson Education, 2004), 22.

example is when someone want to measure long of a book, then the valid instrument is a ruler which in form of centimeter.

In this research, the researcher used content validity that check whether the test represent the indicator that is going to be measured or not. An example of checking validity using content validity is as table follows.

Table 3.4. Content Validity

Indicator of the Lesson	Test	Indicator	Words in the Test
Students are able to pronounce English words in the text accurately, fluently, and clearly	when I was seven, I wanted to be an actress and I wanted to live my dream. And when I was eleven, I had a casting director tell that I wasn't strong enough to carry my own show.	Students are able to pronounce English words in the text accurately, fluently, and clearly	when I was seven, I wanted to be an actress and I wanted to live my dream. And when I was eleven, I had a casting director tell that I wasn't strong enough to carry my own show.

I. Performance Indicators

The researcher and collaborator arranged some performance indicators to measure the success in this research as follows.

1. The students have more interest and participation in the English teaching and learning process in each cycle.
2. The increasing of the students' final score of the post test in each cycle.

3. In the last cycle, the students' final score of the post test has achieved the minimum standard with students' average score of oral tests equal to or greater than 70%.

J. Team of Researcher

This research was done collaboratively between the researcher and the English teacher of the school as collaborator.

K. Research Schedule

The schedule of the research is as follows.

Table 3.5. The Schedule of Classroom Action Research

No	Activity	Day/Date	Time
1.	Preliminary study	Thursday, October 14 th 2021	08.30-10.00 am
2.	Cycle 1		
	Meeting 1	Thursday, November 4 th 2021	08.30-10.00 am
	Meeting 2/ Post Test	Saturday, November 6 th 2021	07.00-08.30 am
3.	Cycle 2		
	Meeting 1	Thursday, November 11 th 2021	08.30-10.00 am
	Meeting 2/ Post Test / Interview	Saturday, November 13 th 2021	07.00-09.00 am

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter described the overview of research object, research finding and discussion.

A. Overview of Research Object

SMP Plus Miftahul Ulum Kalisat is a school based on *Pesantren* that authorized in 2020 located at Jl. Pesantren No. 7 Glagahwero, Kalisat, Jember. There are 225 students which all of them are *santri*. The vision and mission of the school are as follows.⁶¹

1. Vission

Vision : Objectify accomplished excellent generations which have character that appropriates with *Pesantren, Hamilul Quran*, master of *syar'iyah* science based on *aqidah Ahlussunah waljamaah an-Nahdliyyah*.

Indicators of vision:

- a. Excellent in Islamic education that appropriates with *Pesantren* which have *aqidah Ahlussunah waljamaah an-Nahdliyyah*.
- b. Mastering in *Tahfidzul Qur'an* and *Kitab Kuning*.
- c. Master of science and technology.

2. Mission

- a. Develope the institution of education by giving good service, qualified, based on quality and professional management standard.

⁶¹ Tim Penyusun, Kurikulum SMP Plus Miftahul Ulum Kalisat (Jember: SMP Plus Miftahul Ulum, 2020)

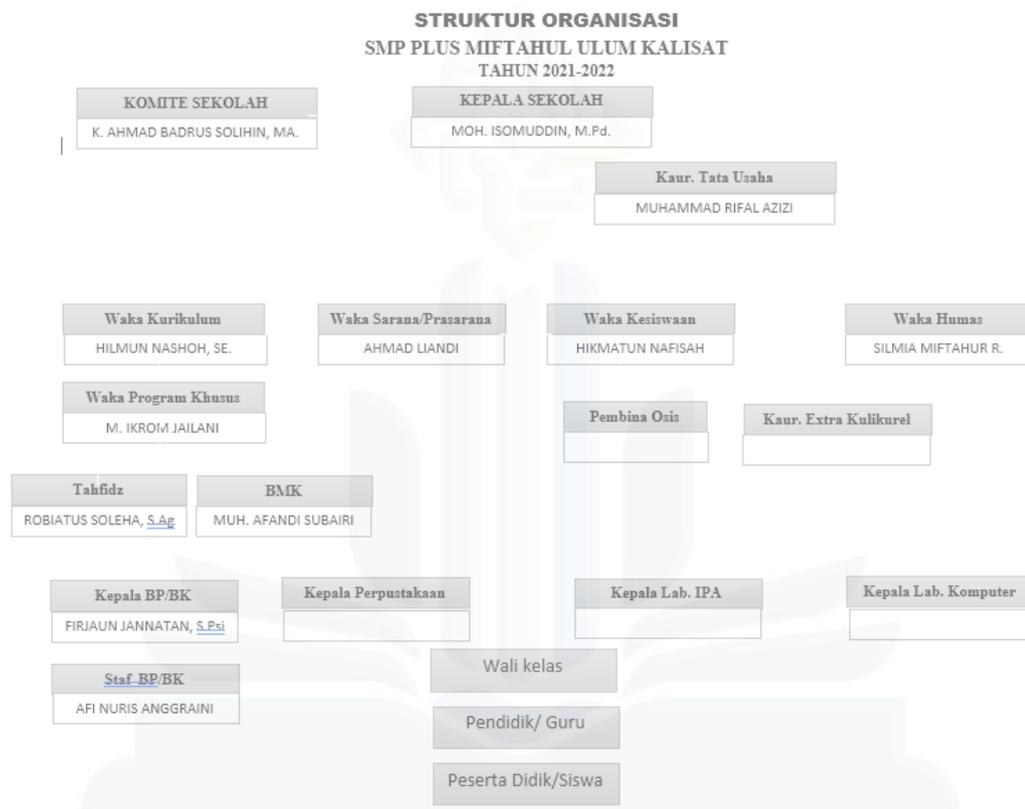
- b. Objectify the *hammilul al Qur'ans* and *ulama'* based on *kitab salaf ash-sholih*.
- c. Develop education which based on science by utilizing modern technology and based on the power of *aqidah akhlak* and *manhaj ahlul sunnah waljama'ah an-Nahdliyyah*.
- d. Develop the process of education that future oriented and capable to compete globally.
- e. Become an institution of islamic education that good at objectify *tahfidzul qur'an* and good persons, and have competence in education and independence.

The structure of the organization is as follows.



Figure 4.1

Structure of Organization



B. Research Findings

The are planning, acting, observing, and reflecting in each cycle.

1. Research Finding of Cycle One

a. Planning

In planning, the researcher determined the media or YouTube channel and material and arranged lesson plans that will be used in the first meeting and the second meeting. The researcher would play a YouTube video entitled “Party Invitation – ESL Listening Comprehension Activity” which belongs to “International English

Teaching” channel in the first meeting. For the second meeting, the researcher would play a YouTube videos entitled “Inviting to a Wedding Anniversary Party – English Conversation Lesson” belongs to “Twominute English” channel.

The material was about “invitation” and the researcher would use printed transcriptions from the YouTube videos as the learning resources.

The researcher arranged lesson plans for the first meeting and the second meeting which consists of basic competence, indicators, objectives of learning, teaching materials, teaching method, media of teaching, and teaching and assessment procedures.

b. Acting

In cycle one, there were two meetings which each meeting was lasted in 2 x 45 minutes.

1) The First Meeting

The researcher started the class in the first meeting which was conducted on Thursday, November 4th 2021 at 08.30-10.00 am by greeting the students, have them praying, checked the students’ attendance list and self introduction and informed about what they were going to do in the class. The researcher entered to the main learning by giving an explanation and examples of invitation then asked the students whether they have understood or not and gave a chance to them to ask, but they had no any

questions. To check their understanding, the researcher asked some short questions related to the material explained.

After explained the material, the researcher asked them as set-induction “do you know YouTube?”, then they all said “Yes, we know”. Researcher continued the question with “Then, have you ever watch English native speakers’ YouTube?, if yes, what content do you watch usually?”, they said that they sometimes watch English native speakers’ YouTube such as Americans’ singer music video and YouTube short video. Then, the researcher shared the printed transcriptions of native speakers’ YouTube video to the students and played the YouTube video for three times and asked the students to watch and listen carefully how the speakers pronounce the words. The YouTube video that was selected relates to the material, it is about “invitation”. The researcher played the YouTube video once more and asked the students to listen to the speakers while read the printed transcription.

After played the YouTube video, the researcher did drilling to certain words in the transcription and chaining of every sentence for several times. Then they were asked about which words they are difficult to pronounce. They directly mentioned some words and asked how to pronounce those words. The

researcher did drilling again and played the YouTube video at once.

After that, the researcher asked the students about where the invitation sentence is and is the invitation accepted or refused. Most of them directly read the invitation sentence and answered that the invitation is accepted. After a short question and answer activity, the researcher then told the students about the next activity, it was translation that would be done together.

The translation was done, the researcher asked some students to read aloud the transcription in pair since the text was in form conversation and gave them feedback when their pronunciation was wrong. The researcher then played video again before the lesson end. They seemed more focused to watch and listen to the YouTube.

Finally, the lesson end, the students looked not satisfied yet. most of them said to continue the learning by watching native speakers' YouTube video. The researcher left the class after concluded the material, had them praying, and greet them.

2) The Second Meeting

The second meeting was conducted on Saturday, November 6th 2021 at 07.00-08.30 am. The activity was same as the first meeting. The researcher entered the class and students looked waited for the native speakers' YouTube to be played and

interest. Before start the main activity, the researcher started by greeting, have them praying, and checked the attendance list. Before the researcher told about what they were going to do in the class, several students asked what YouTube video they would be watched. The researcher then responded the question by share another printed transcription from a YouTube video to them. They looked at and read in an undertone the transcription.

The researcher prepared the laptop and sounds as tools in the teaching and learning process, then played the first native speakers' YouTube that relates to the material for three times and asked the students to watch and listen carefully to learn how the speakers pronounce the words. They seemed ready to watch the native speakers' YouTube. At the third time, they seemed more enjoy and read the transcription and repeated what speakers said. The researcher played the YouTube video twice more and asked the students to listen to the speakers while read the printed transcription.

After played the YouTube video, while some others raised hand and asked how to pronounce some certain words they mentioned. The researcher then did drilling to certain words in the transcription and chaining of every sentence for several times. Then they were asked about which words they are difficult to pronounce. They directly mentioned some words and asked how

to pronounce those words. Some of them told that the speakers speak too fast and they got difficulty in repeating what the speakers said. Then, the researcher did drilling again and played the YouTube video at once. As the YouTube video over, most of them looked to the front and waited for instruction and the next activity.

After that, the researcher asked the students about where the invitation sentence is and is the invitation accepted or refused. Most of them directly read the invitation sentence and answered that the invitation is accepted. After a short question and answer activity, the researcher then told the students about the next activity, it was translation that would be done together.

The translation was done, the researcher played the YouTube video once more. Then, the researcher asked some students to read aloud the transcription in pair since the text was in form conversation and gave them feedback when their pronunciation was wrong. The researcher then played the YouTube video again for twice before did the post test to make them strengthen the memorization and relaxed.

Finally, it was time for post test. The students asked to out from the class and called one by one to the class to be tested. Each student read aloud a text and was recorded. The test was done, the researcher asked them to come into the class again. The

students were asked about their tests, then most of them said that they not satisfied with their performance and felt still difficult to pronounce some of the words.

By the end of the class, the researcher asked them whether they enjoyed the learning process or not and whether they liked the native speakers' YouTube video or not. Their answers indicated that it was enjoying and interesting. They got a model on pronunciation and learn the accent. Also, they told that some vocabularies were difficult to pronounce, and understand the meaning. The lesson was closed by having them praying, giving them motivation, told students if their final scores of post test has achieved the average score then they would not learn with the researcher anymore and greeting.

c. Observing

The collaborator observed the students' participation during the teaching and learning process in each meeting by using checklist and fieldnotes. Whereas the researcher done the oral test to know and observe the students' improvement in pronunciation.

d. Reflecting

1) The Result of Post Test

The post test was conducted to measure and know the improvement of the students' pronunciation ability. They asked to read about a conversation text contained of 120-130 words. Each

student spent about 1 minutes 30 seconds to 2 minutes 10 seconds.

The final score of the post test in cycle one showed 28% for pronunciation and 29,5% for fluency, it is 57,5% in total. The score percentage was categorized based on Gronlund's criterion. It showed that the students' pronunciation ability was still poor and has not achieved the minimum standard with students' average score of oral tests equal to or greater than 70%. Therefore, the second cycle was necessary to be conducted.

2) The Result of Observation Checklist and Fieldnotes

Based on the observation checklist, there are four aspects that should be achieved in the research. In cycle one, the students still fulfilled two aspects, it still needed to achieve aspect of the increasing of students' satisfaction in learning process and performance quality.

Based on the fieldnotes in the first meeting, there was two notes given by the collaborator: 1) Some of students seemed confuse and did not understand the material. 2) The students seemed enthusiastic and interested to YouTube. While in the second meeting, the students was more familiar with English words or sound.

3) The Result of Reflection

The reflection was based on the result findings of cycle one, some steps of the teaching and learning process in cycle one were needed to be revised to maximize and improve the students' pronunciation ability. The first is in preparation, the researcher needs to be more careful in selecting native speakers' YouTube. Notice words' difficulties was needed to avoid students' confusion in pronunciation. Additionally, the researcher must select native speakers' YouTube that more casual or informal to make the students enjoy the lesson.

The second is in pre-teaching or set-induction, thing needed is the warmer greeting and more small talk by asking their condition or their favorite English YouTuber and YouTube channel to the students to create a nice atmosphere.

The last is in the drilling step, the students need a longer time to practice pronunciation. They also need phonemic transcription to get full picture of how to pronounce certain words. It could be done by writing the transcription on the board or the printed transcription of YouTube video.

Based on the results above, it was needed the second cycle to solve the problems in cycle one.

4) Revision of Cycle One

The result of the reflection in cycle one implied that some revisions were needed to improve the implementation of watching native speakers' YouTube to improve the students' pronunciation ability. The first is in preparation, the researcher needs to select the YouTube video more carefully by making sure that the video did not contain words that are difficult to pronounce. The second is in set-induction, to create a nice atmosphere it was needed the warmer greeting and more small talk.

The third is in the drilling activity, to get full picture of how to pronounce certain words the students need additional phonemic transcriptions written on the board or the printed transcription of YouTube video. They also need longer time to practice.

2. Research Finding of Cycle Two

a. Planning

In planning of cycle two, the researcher determined the media or YouTube and material, arranged lesson plans that will be used in the first meeting and the second meeting, and would do the revision of cycle one. In the first meeting, the researcher would play two YouTube videos entitled "Family and Friends: Inviting Friends" belongs to "ISSofBC ESL" channel and "Accept or decline an invitation Unit 2, Lesson 1" belongs to "Centro Cultural America"

channel. For the second meeting, the researcher would play a YouTube videos entitled “Accept or decline an invitation Unit 2, Lesson 1” belongs to “Centro Cultural America” channel.

The material was still about “invitation” and the researcher would use printed transcriptions from the YouTube videos as the learning resources too.

The researcher also arranged lesson plans for the first meeting and the second meeting which consists of basic competence, indicators, objectives of learning, teaching materials, teaching method, media of teaching, and teaching and assessment procedures.

b. Acting

The cycle two also consists of two meetings which each meeting was in 2 x 45 minutes.

1) The First Meeting

The first meeting was conducted on Thursday, November 11th 2021 at 08.30-10.00 am. The researcher started the class by by greeting, have them praying, checked the attendance list and asked their conditions. The researcher then asked about whether they enjoy and want to continue the learning process by watching native speakers’ YouTube or not as small talk, they said yes, it was interesting and they hoped the school could facilitate them in future. The researcher shared printed transcriptions contained two different texts from two

different YouTube videos to them. In this meeting the researcher used two videos since each video is short. They looked at and read in an undertone the transcription. The first video entitled “Family and Friends: Inviting Friends” belongs to “ISSofBC ESL” channel, while the second video entitled “Accept or decline an invitation Unit 2, Lesson 1” from “Centro Cultural America” channel.

The researcher prepared the laptop and sounds as tools in the teaching and learning process, then played the first native speakers’ YouTube that relates to the material for three times and asked the students to watch and listen carefully to learn how the speakers pronounce the words. They seemed ready to watch the native speakers’ YouTube. At the third time, they seemed more enjoy and read the transcription while repeated what speakers said. The researcher played the YouTube video twice more and asked the students to listen to the speakers while read the printed transcription. The students read the transcription along the YouTube video played.

After played the YouTube video, the researcher asked to the students to mention the words that they difficult to pronounce. Some of students mentioned some certain words. The researcher then did drilling and chaining of every sentence for several times. In drilling, the researcher drilled and wrote the

phonemic transcription on the board to give the students full picture of the pronunciation. Then, the researcher played the YouTube video at twice. As the YouTube video over, most of them looked to the front and waited for instruction and the next activity.

After that, the researcher asked the students about where the invitation sentence is and is the invitation accepted or refused. Most of them directly read the invitation sentence and answered that the invitation is accepted. After a short question and answer activity, the researcher then told the students about the next activity, it was translation that would be done together.

The translation was done, the researcher played the first YouTube video twice more. In the second YouTube video, the researcher did the same activities as the first. The researcher asked some students to read aloud the transcription in pair since the text was in form conversation as practice and gave them feedback when their pronunciation was wrong. The researcher then played each video again before ended the lesson.

By the end of the class, the researcher asked them whether they enjoyed the learning process or not and whether they liked the native speakers' YouTube video or not. Their answers indicated that it was enjoying and interesting. They got a model on pronunciation and learn the accent. The lesson was

closed by having them praying, giving them motivation and greeting.

2) The Second Meeting

The second meeting was conducted on Saturday, November 13th 2021 at 07.00-09.00 am. The researcher started the class by by greeting, have them praying, checked the attendance list and asked their conditions. The researcher made a short conversation with the students about native speakers' YouTube and when the students looked ready to start the learning the researcher shared a different printed transcription with the previous meeting. The researcher then played the YouTube for twice and asked the students to watch and listen carefully to learn how the speakers pronounce the words. The video used in this meeting entitled "Accept or decline an invitation Unit 2, Lesson 1" from "Centro Cultural America" channel.

They seemed enjoy and read the transcription along the YouTube played. The researcher played the YouTube video once more and asked the students to listen to the speakers while read the printed transcription.

After played the YouTube video, the researcher asked to the students to mention the words that they difficult to pronounce. Some of students mentioned some certain words.

The researcher then did drilling and chaining of every sentence for several times. In drilling, the researcher drilled and wrote the phonemic transcription on the board to give the students full picture of the pronunciation. Then, the researcher played the YouTube video at twice. As the YouTube video over, suddenly a student asked whether they can learn from native speakers by YouTube as at that time and other media such as song and movies or not in future, the researcher answered that it depends on their English teacher and facilitation of the school.

After that, the researcher asked the students about where the invitation sentence is and is the invitation accepted or refused. Most of them directly read the invitation sentence and answered that the invitation is refused. After a short question and answer activity, the researcher then told the students about the next activity, it was translation that would be done together.

The translation was done, the researcher played the first YouTube video once more. The researcher asked some students to read aloud the transcription in pair since the text was in form conversation as practice and gave them feedback when their pronunciation was wrong. The researcher then played each video again before did the post test to make them strengthen the memorization and relaxed.

Finally, it was time for post test in cycle two. The students asked to out from the class and called one by one to the class to be tested as the first post test. Each student read aloud a text and was recorded. The test was done, the researcher asked them to come into the class again. The students were asked about their tests, some of them only smiled while some others said that they satisfied with their performance and felt that their pronunciation had a little bit improved.

The last activity was interview the students about the implementation of watching native speakers' YouTube. It was group interview which each group contained 4 until 5 students in order to reduce the time consuming and conducted at 08.30-09.00 am. It took 30 minutes of their next lesson time (IPA) since the teacher was not attend the class, additionally the researcher had asked the science teachers' permission to use the class. The researcher recorded the interview activity by handphone. The interview was done and the lesson was closed by having them praying, giving them motivation and greeting.

c. Observing

The collaborator observed the students' participation during the teaching and learning process in each meeting by using checklist and fieldnotes. Whereas the researcher done the oral test to know

and observe the students' improvement in pronunciation and interview the students about YouTube as learning media.

d. Reflecting

1) The Result of Post Test

The post test was conducted to measure and know the improvement of the students' pronunciation ability. It was conducted at the last 45 minutes of the second meeting. They asked to read about a conversation text contained of 120-130 words. Each student spent about 1 minutes 30 seconds to 2 minutes 10 seconds.

The final score of the post test in cycle one showed 45% for pronunciation and 42% for fluency, it is 87% in total. The score percentage was categorized based on Gronlund's criterion. It showed that the students' pronunciation ability has very good and has achieved the criteria of success or the minimum standard with students' average score of oral tests equal to or greater than 70%. Therefore, the action or cycle was stopped.

2) The Result of Observation Checklist and Fieldnotes

In cycle two, the students had achieved the four aspects which are: 1) The increasing of frequency/quality of students question in teaching and learning process. 2) The increasing of students' satisfaction in learning process. 3) The increasing of

students' interest of learning. 4) The increasing of students' performance quality.

Based on the fieldnotes in the first meeting, there was two notes given by the collaborator: 1) The students seemed more enjoy the learning process. 2) The students were more active in asking how to pronounce certain words. While in the second meeting, the students' result test was satisfied and achieved the mininum standard score.

3) The Result of Interview

The interview was done after the post test in the second meeting of cycle two. It was group interview in order to reduce the time consuming. The students were asked about what do they think about watching English native speakers' YouTube as learning media, do they have more interest in learning English and like it and do the media help them to learn more content and improve their pronunciation ability. The researcher called 4 to 5 students as a group to be interviewed and asked all questions to each student one by one.

The answer of the first question could be concluded that the students got difficulty at first time to understand what the speakers said since they are speak quickly and fluently. But as the YouTube video played for several times the students could deal the problem and more familiar with the English words. For the

second question, most of the students have more interest to learn and like English. Then for the third question, it concluded that the media help them to learn more content about English, they learn to native speakers directly so that they know how to pronounce the words correctly and how the speakers speak such as their accent and style. For the last question, all of them answered that English native speakers' YouTube help them in improving their pronunciation ability.

C. Discussion

The research question in this research is: "How can watching English native speakers' video on YouTube improve students' pronunciation ability at SMP Plus Miftahul Ulum Kalisat?", in answering the question the researcher then conducted the research by implementing native speakers' YouTube to improve the students' pronunciation ability.

The procedure of the implementation in teaching pronunciation was integrated to the main learning. There are two things important in teaching pronunciation namely teaching of productive skills and teaching of receptive skills. In reception skills, the students must learn to hear the differences in phonemes. Then they implement that knowledge when producing sound.⁶² The teaching pronunciation or reception was conducted before and after the main learning which contains determining the invitation sentence and translation. The researcher played the native speakers' YouTube for several

⁶² Gerald Kelly, *How to Teach Pronunciation*, (England, Longman, 2001), 15.

time to be watched and heard by the students. In this step, the students memorized the sound that speakers in the YouTube video. Then, the practice or production was done after the main learning. In this step, the researcher did drilling, chaining and presented the phonemic transcription by wrote on the board to give the students the pronunciation full picture.

In selecting the YouTube video, there are four criterias that researchers must know proposed by Yoshida. The first is appropriateness to learning objectives, it means the tool can support the teacher in accomplishing specific teaching tasks and help students reach their pronunciation goals. The second is quality and accuracy, the tool provides accurate information in keeping with sound principles of phonology and pedagogy. The third is practically of use, it means that the tool must be easy to learn and use, and it can work reliably and do what it claims to do. And the last is cost, the tool is free, inexpensive, or already available since particularly in times of budget cuts and tight resources.⁶³

Additionally, the YouTube video must relates with the students material and appropriate with the curriculum of the school. And teacher should not select the YouTube video which only liked by her, while the students do not like. The native speakers' YouTube should be interesting and liked by the teacher and students.

The students played a reactive role to respond the input. They watched while listening to the model given by the teacher in form of audio-visual or

⁶³ Marla Tritch Yoshida, "Choosing Technology Tools to Meet Pronunciation Teaching and Learning Goals", *The Catesol Journal*, 30.1 (2018), 196.

directly read by the teacher by drilling and chaining, responded to the speakers in video by imitating the speakers accurately and practicing in form reading aloud.

While the teachers' role was central and active. The teacher prepared and showed the native speakers' YouTube as the model of English, did drilling and chaining, gave the phonemic transcription, monitored and gave feedback to their pronunciation. Additionally, the teacher had to be careful and creative in varying drilling and chaining and selecting the native speakers' YouTube.

In teaching pronunciation, the teacher must not rely on the native speakers' YouTube as model but must be a good model on how to pronounce English words correctly for the students. The teacher also should often use English in the class to make the students more familiar with English sound.

In cycle one, there is an improvement of the students' pronunciation ability even just a bit. It could be shown by the final score of the post test which is 57,5% in total. The final score of pretest is 35% in total, it means that the final score from pretest to post test is increased.

In cycle two, the final score of the post test is also increased. It could be shown by the final score of the post test which is 87% in total. While the final score of the post test in cycle one is 57,5% in total, it means that the final score from post test in cycle one to post test in cycle two is also increased.

Table 4.1 Category of Pronunciation Score (criteria of success)

Score	Category
95-100%	Outstanding (A)
85-94%	Very good (B)
75-84%	Satisfactory (C)
65-74%	Poor (D)
Below 65%	Very poor (E)

Source: Gronlund's criterion as cited in Perwira⁶⁴

Table 4.2 The Percentage of Students' Result Post test I and Post II

	Post test I		Post test II	
	Pronunciation	Fluency	Pronunciation	Fluency
Score	28%	29,5%	45%	42%
Total	57,5%		87%	
Category	Very poor		Very good	

Source: The result of post test I and post test II

It could be concluded that the implementation of English native speakers' YouTube helped the students in improving their pronunciation ability.

⁶⁴ Ibid.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The implementation of watching English native speakers' YouTube was before and after the main learning in the class. The researcher started by sharing the printed transcription from the YouTube video then played the YouTube for several times and asked the students to watch and listen carefully so that they can learn how the speakers pronounce the words.

Based on the findings and discussion of the research, it could be concluded that watching English native speakers' YouTube can improve the students' pronunciation ability at second year of SMP Plus Miftahul Ulum Kalisat in the academic year 2021/2022. The improvement could be shown by the result of the final score from the pretest which was 35% to post test in cycle one which was 57,5% and from post test in cycle one to post test in cycle two which was 87%. The final score in cycle two had achieved the the minimum standard with students' average score of oral tests equal to or greater than 70%.

B. Suggestion

1. The English Teacher

It is suggested that the English teacher to implement the native speakers' YouTube as a media in teaching pronunciation and other skills and component of English.

2. The Headmaster

It is suggested that the headmaster to encourage the English teacher to use alternative media such as YouTube in the teaching and learning process and facilitate the teacher and students.

3. Next Researcher

It is suggested that the next researcher who have a similar problem in pronunciation to focused on specific things in pronunciation such as diphtong, triphong, stress word and etcetera.



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STATEMENT OF THESIS AUNTHENTICITY**STATEMENT OF RESEARCH ORIGINALITY**

The undersigned:

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States that this thesis is originally the result of the writer's research, except some certain parts which are accepted from the references mentioned.

Jember, 22 December 2021
The writer


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JEMBER

MATRIX

TITTLE	VARIABLES	SUB-VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	PROBLEM	HYPOTESIS
Watching English Native Speakers' Youtube to Improve the Students' Pronunciation Ability at Second Year of Smp Plus Miftahul Ulum Kalisat	1.Pronunciation Ability	a. Accuracy	<ul style="list-style-type: none"> • Precision • Intonation 	1.Respondence : students at second year of SMP Plus Miftahul Ulum Kalisat 2.Collaborate with English teacher	Researcg design CAR with cycles : 1. Preliminary study 2. planning of the action 3. implementation of the action 4. classroom observation and evaluation 5. reflection of the action	Is watching english native speakers' YouTube able to improve the students' pronunciation ability at second year of smp plus miftahul ulum kalisat?	Watching english native speakers' YouTube is able to improve the students' pronunciation ability at second year of smp plus miftahul ulum kalisat
		b. Fluency	<ul style="list-style-type: none"> • Smooth • Effortless 				
		c. Phonetic transcription	<ul style="list-style-type: none"> • Consonant • Vowel • Diphtong 				
	2.Watching English Native Speakers' Youtube	a. Video	<ul style="list-style-type: none"> • Watching video 				

2. The List of Students Name Class VIII D

The list of students' name

No	Name
1.	Laili Zakiya
2.	Cika Sulistiyowati
3.	Fika Kumala Sari
4.	Firsyatus Zahro
5.	Hubbil Kamilah
6.	Intan Az Zahro
7.	Issatul Hikmah
8.	Mili Arifatul Hasanah
9.	Nailatul Mamluatul Sholeha
10.	Qoriatul Munawaroh
11.	Qurrota A'yun
12.	Reni Nur Iftitah
13.	Rufaidah Konita
14.	Vika Ayu Lestari
15.	Anandia Cahya Octa Fiansyah
16.	Farah Radita Audilla
17.	Fia Anggrainia
18.	Siti Icha Dwi Anggraini
19.	Siti Atiqoh
20.	Vhira Ramadhani Putri
21.	Vhira Ramadhani
22.	Zulfatul Mabruroh
23.	Siti Riska Vaizatul Jannah
24.	Fatimatuz Zahro
25.	Nurul Hikmah

3. Syllabus of Learning

II. KOMPETENSI DASAR, MATERI POKOK, DAN PEMBELAJARAN

A. Kelas : VII
Alokasi Waktu: 4 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi siswa.

Penumbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut.

Pembelajaran untuk Kompetensi Pengetahuan dan Kompetensi Keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pokok	Pembelajaran
Siswa mampu:		
3.1 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi sosial Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan-ungkapan yang lazim digunakan - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • <i>Topik</i> Interaksi antara siswa di dalam di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkantindakan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar
4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaikonteks		
Siswa mampu:		
3.2 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta	<ul style="list-style-type: none"> • Fungsi sosial Berkenalan, memperkenalkan diri sendiri/orang lain. 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar

<p>informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga: pronoun (<i>subjective, objective, possessive</i>)</p> <p>4.2 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menumbuhkan perilaku yang termuat di KI</p> 	<ul style="list-style-type: none"> - Mengidentifikasi ungkapan-ungkapan penting - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal tentang keluarganya - Memaparkan jati dirinya yang sebenarnya - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.3 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p> <p>4.3 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Menyebutkan/ menanyakan waktu dari keadaan/peristiwa/kegiatan</p> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun - Angka ordinal dengan <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>the first, the second, the twenty third, the thirty first of May</i>) - Angka ordinal tanpa <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>1st, 2nd, 23rd,</i> 	<ul style="list-style-type: none"> - Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun - Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu. - Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/kegiatan - Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/kegiatan dengan unsur kebahasaan yang benar - Membuat tulisan tentang

	<p><i>31st, of May</i>)</p> <ul style="list-style-type: none"> - Waktu (lisan): <i>at one, at two fifteen, at ten to seven, at a quarter past eight</i> - Waktu (tulisan): <i>01:00; 02:15; 06:50; 08:15</i> - Artikel <i>the</i> untuk menyebut waktu dalam hari, <i>in the morning, in the afternoon, in the evening</i> - Preposisi untuk <i>in</i> (bulan, tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon, at night</i>) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik Waktu kejadian/peristiwa/kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<p>waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.4 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the, plural</i> dan <i>singular</i>)</p> <p>4.4 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik - Penyebutan benda dengan <i>a, the</i>, bentuk jamak (-s) - Penggunaan kata penunjuk <i>this, that, these, those ...</i> - Preposisi untuk <i>in, on, under</i> untuk menyatakan tempat - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Menyimak dan menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar - Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah - Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang - Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya - Melakukan refleksi

	<ul style="list-style-type: none"> • Topik Benda, binatang, dan bangunanyang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar siswayang dapat menumbuhkanperilaku yang termuat di KI 	tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.5 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>be, adjective</i>)</p> <p>4.5 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait sifat orang, benda, binatang - Kosa kata, terkait dengan ciri fisik (a.l. <i>red, big, dark, loud</i>), selera (a.l. <i>nice, beautiful, cute</i>), mental (a.l. <i>clever, smart</i>), psikologis (a.l. <i>happy, sad, disappointed, angry, wild</i>), budi (a.l. <i>kind, good, polite</i>) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar - Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah - Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya - Bertanya jawab tentang sifat orang, benda, binatang terkenal - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.6 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan</p>	<ul style="list-style-type: none"> • Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya. 	<ul style="list-style-type: none"> - Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian

<p>tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat <i>declarative, interrogative, simple present tense</i>)</p> <p>4.6 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuai konteks</p>	<ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda - Kalimat deklaratif (positif dan negatif) dalam simple present tense - Kalimat interogatif: <i>Yes/No question; Wh-question</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Tingkah laku/tindakan/fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI</p> 	<p>menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Didiktekan guru, siswa menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar - Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal - Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain. - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.7 Teks Deskriptif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik</p> • Struktur teks <p>Dapat mencakup:</p> <ul style="list-style-type: none"> - identifikasi (nama keseluruhan dan bagian) - sifat yang menjadi pencirinya - fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan. • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif (positif dan negatif), dan interogatif (<i>Yes/No question; Wh-question</i>), dalam <i>simple present tense</i> 	<ul style="list-style-type: none"> - Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik - Bertanya tentang informasi yang terkait di dalam teks tersebut. - Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan - Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/menyatakan kekaguman/ mempromosikan - Dalam kelompok membuat proyek kecil: dengan

<p>kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI 	<p>bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan</p> <ul style="list-style-type: none"> - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.8 menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.8 menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan. - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya



Source: Kementerian Pendidikan dan Kebudayaan, 2017. "Model Silabus Mata Pelajaran Sekolah Menengah Pertama/Madrasah Tsanawiyah", 30.

4. Lesson Plan of Meeting 1

LESSON PLAN

Subject : English
 School Level : Junior High School
 Class/Semester : VIII/1
 Material : The Expression of Invitation
 Allocation of time : 2 x 45 minutes
 Meeting : 1

A. Kompetensi Inti

1.	Menghargai dan menghayati ajaran agama yang dianutnya.
2.	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong-royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3.	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya terkait fenomena dan tampak mata.
4.	Mencoba, mengolah, dan mengkaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang atau teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar		Indikator	
3.4	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan	3.4.1	Mengidentifikasi fungsi sosial teks undangan pribadi dengan menyebutkan contoh teks ungkapan pribadi.

	ucapan selamat (greeting card) sesuai dengan konteks penggunaannya.	3.4.2	Memahami struktur teks dan unsur kebahasaan teks undangan pribadi.
4.4	Menangkap makna undangan pribadi dan ucapan selamat (greeting card) sangat pendek dan sederhana.	4.4.1 4.4.2 4.4.3 4.4.4	4.4.1 Membaca nyaring teks undangan pribadi dengan intonasi dan pronunciation yang akurat, lancar, dan jelas. Memperesentasikan teks undangan pribadi. 4.4.2 Merespon teks undangan pribadi 4.4.3 Mengetahui informasi secara rinci dan 4.4.4 tujuan dari teks undangan pribadi.
4.5	Menyusun teks tulis undangan pribadi dan ucapan selamat (greeting card) sangat pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.5.1	Membuat contoh undangan pribadi berupa teks dialog sederhana beserta responnya dengan struktur teks dan unsur kebahasaan yang tepat.

C. Learning Purpose

- a. Students can identify the expression of personal invitation.
- b. Students can give and respond the expression of personal invitation.
- c. Students can read aloud a recount text by pronouncing the words accurately, fluently, and clearly.

D. LEARNING MATERIAL

- The Expression of Invitation
 - Definition
Invitation is a request (spoken or written) to participate or be present or take part in something.
 - Inviting someone
 - 1) Shall we...?
 - 2) Can you come to ...
 - 3) I'd very much like you to come.
 - 4) Would you like to ...
 - Accepting an invitation
 - 1) Yes, I will.

- 2) Yes, certainly I will come.
 - 3) Absolutely, count me in.
 - 4) I would, very much.
 - 5) Yes, I'd like nothing better.
- Declining an invitation
 - 1) I'm terribly sorry. I don't think I can.
 - 2) I'm very sorry, I can't.
 - 3) Thank you very much, but...
 - 4) I'm very sorry, I don't think I can.
 - 5) I'd like to, but...

- Example of The Expression of Invitation

1. INVITATION 1

Source : <https://youtu.be/YAG5u3oFzZk>

A : Hi.

B : Hello! This is Kristina. How are you?

A : Oh, I am great. And you?

B : Oh, I'm great. I just want to ask; do you have any plans this Sunday?

A : A lot of my relatives will be visiting. So boring.

B : Do you want to come my birthday party?

A : Yes! I'd love to!

B : It's on February 15th (fifteenth)

A : Let me check my calendar please. So, did you say February 15th (fifteenth), Sunday?

B : Yeah, February 15th (fifteenth), Sunday.

A : Yes, I can come.

B : It's gonna be at my place. My address is 104 (one hundred four) Satpayev Street.

A : 104 (one hundred four) Satpayev? Okay okay.

B : Yes, great.

A : Who else is going?

B : Well, you know, Justin Bieber, Kim Kardashian, Lady Gaga. The usuals.

A : Haha, really funny. Really though?

B : Well, I don't know. Alexander, Tatiana is gonna come and some other people from school.

A : Sounds fun. Can I bring my new boyfriend?

B : Oh, you have a new boyfriend? Tell me everything about him. (Three hours later)

A : Well, I should get going. Oh, by the way, what should I bring to your party?

B : Come empty handed, it's just by birthday.

A : No, really, what should I bring?

B : Well, I don't know. Maybe some drinks or snacks. Oh, you could also bring Ryan Gosling along for me.

A : Stop! I will bring some snacks and drinks.

B : Okay, bye.

A : Okay, see you there. Bye!

E. Learning Method

Present Practice Production (PPP)

F. Media, Tools, and Learning Resources

- Media : Native Speaker's Video and Transcript, LKS.
- Tools : Board, Board marker, Laptop, Speaker
- Resources : LKS, YouTube

G. Learning Activity

Activity	Scientific Approach	Measures of activity	Alocation of time
Set-Induction		<ul style="list-style-type: none"> • Teacher opens the class by greeting students. • Teacher asks the students are. • Teacher orders the students to pray together. • Teacher checks the attendance. • Teacher reviews the previous material. • Teacher asks questions that are aimed at leading students to materials to be studied. 	

Main Activity	Observing	<ul style="list-style-type: none"> • Teacher explains the material • Students observe the materials explained and shown by the teacher. • Students answer some questions asked by the teacher. 	
	Asking	<ul style="list-style-type: none"> • Students are given a chance to ask some questions related to materials that have explained by the teacher. 	
	Communicating	<ul style="list-style-type: none"> • Teacher gives some examples of invitation by giving transcript sheets from native speaker's video and showing the video on YouTube. And asks the students to learn how the speakers in the video pronounce the words. • Teacher play the video again and drills and chains the students to practice pronouncing the words until they are pronounce accurately, fluently, and clearly as native speakers. • Teacher ask the students which words they are difficult to pronounce and drills the students • Teacher plays the video once more • Teacher asks the students where the invitation sentence is • Teacher tells the students to prepare their dictionary and will do translation of the text together. • Teacher and students do the translation. • Teacher plays the native speakers' 	

		video again.	
	Motivating	<ul style="list-style-type: none"> Teacher gives reward or something else that can motivate students. 	
Closing Activity	Evaluation	<ul style="list-style-type: none"> Teacher asks some students to read aloud the transcript of native speaker's video in pair to evaluate their pronunciation ability and gives feedback. 	
		<ul style="list-style-type: none"> Teacher tells the material for next meeting. Teacher orders the students to pray together. Teacher closes the class by greeting students. 	

II. Penilaian

1. Rubrik Penilaian Pronunciation

Pronunciation:	
Points:	
1	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be unintelligible.
2	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible.
3	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.
4	Occasional non-native speaker pronunciation errors, but the speaker is always intelligible.

Fluency:	
Points:	
1	Speech is so halting and fragmentary or has such a non-native flow that intelligibility is virtually impossible.
2	Numerous non-native pauses and/or a non-native flow that interferes intelligibly.
3	Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with the intelligibility.
4	Speech is smooth and effortless, closely approximating that of a native speaker.

2. Rumus Penilaian Akhir

$$P = \frac{S}{M} \times 100$$

P = Percentage of the students' pronunciation ability

S = Total points of students' scores

M = Maximum score points

Materi diatas:

1. Sangat layak untuk diterapkan.
2. Layak untuk diterapkan.
3. Kurang layak untuk diterapkan

Mengetahui,

Validator 1


An Nuris Angraini,

Validator 2


Hikmatun Nafisah, S.Pd

5. Lesson Plan of Meeting 2

LESSON PLAN

Subject : English
 School Level : Junior High School
 Class/Semester : VIII/I
 Material : The Expression of Invitation
 Allocation of time : 2 x 45 minutes
 Meeting : 2

A. Kompetensi Inti

1.	Menghargai dan menghayati ajaran agama yang dianutnya.
2.	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong-royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3.	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya terkait fenomena dan tampak mata.
4.	Mencoba, mengolah, dan mengkaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang atau teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar		Indikator	
3.4	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (greeting card) sesuai dengan konteks penggunaannya.	3.4.1	Mengidentifikasi fungsi sosial teks undangan pribadi dengan menyebutkan contoh teks ungkapan pribadi.
		3.4.2	Memahami struktur teks dan unsur kebahasaan teks undangan pribadi.
4.4	Menangkap makna undangan pribadi dan ucapan selamat (greeting card) sangat pendek dan sederhana.	4.4.1	Membaca nyaring teks undangan pribadi dengan intonasi dan pronunciation yang akurat, lancar, dan jelas.
		4.4.2	

		4.4.3	Memperesentasikan teks undangan pribadi.
		4.4.4	Merespon teks undangan pribadi Mengetahui informasi secara rinci dan tujuan dari teks undangan pribadi.
4.5	Menyusun teks tulis undangan pribadi dan ucapan selamat (greeting card) sangat pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.5.1	Membuat contoh undangan pribadi berupa teks dialog sederhana beserta responnya dengan struktur teks dan unsur kebahasaan yang tepat.

C. Learning Purpose

- Students can identify the expression of personal invitation.
- Students can give and respond the expression of personal invitation.
- Students can read aloud a recount text by pronouncing the words accurately, fluently, and clearly.

D. LEARNING MATERIAL

- Example of The Expression of Invitation

1. INVITATION

Source : <https://youtu.be/hc2kTBWjOVg>

- Inviting a friend

A : Hi Susanne! How are you?

B : I am fine. What about you?

A : I am great! Peter and I are celebrating our wedding anniversary next week.

B : Oh great! Congratulations in advance!

A : Thank you very much, Susanne. So, can you come over for a small party? It's next week on Tuesday.

B : Sure, I can! Thank you for inviting me Merry.

- Inviting relatives

A : Hello Aunt Merci. How is it going?

B : Oh Peter! It's all going fine. How are you?

A : I am fine too, Auntie. Merry and I have our wedding anniversary next week.

B : Oh yes! I almost forgot about that!

A : So, would you please come to our place next Tuesday?

B : Yes, I'll be there Peter! Did you call up your uncle about it? He is at office now.

A : I haven't called him yet.

B : Don't worry, I'll tell him about it.

A : Thank you. See you both on Tuesday!

E. Learning Method

Present Practice Production (PPP)

F. Media, Tools, and Learning Resources

- Media : Native Speaker's Video and Transcript, LKS.
- Tools : Board, Board marker, Laptop, Speaker
- Resources : LKS, YouTube

G. Learning Activity

Activity	Scientific Approach	Measures of activity	Alocation of time
Set-Induction		<ul style="list-style-type: none"> • Teacher opens the class by greeting students. • Teacher asks the students are. • Teacher orders the students to pray together. • Teacher checks the attendance. • Teacher reviews the previous material. • Teacher asks questions that are aimed at leading students to materials to be studied. 	
	Observating	<ul style="list-style-type: none"> • - 	
	Asking	<ul style="list-style-type: none"> • - 	

Main Activity	Communicating	<ul style="list-style-type: none"> • Teacher gives some examples of invitation by giving transcript sheets from native speaker's video and showing the video on YouTube. And asks the students to learn how the speakers in the video pronounce the words. • Teacher play the video again and drills and chains the students to practice pronouncing the words until they are pronounce accurately, fluently, and clearly as native speakers. • Teacher ask the students which words they are difficult to pronounce and drills the students • Teacher plays the video three times • Teacher asks the students where the invitation sentence is • Teacher tells the students to prepare their dictionary and will do translation of the text together. • Teacher and students do the translation. • Teacher plays the native speakers' video again. • Teacher asks some students to read aloud the transcript of native speaker's video in pair to evaluate their pronunciation ability • Teacher give feedback to the students' about their pronunciation
	Motivating	<ul style="list-style-type: none"> • Teacher gives reward or something else that can motivate students.

Closing Activity	Evaluation	<ul style="list-style-type: none"> • Teacher does the posttest in last 45 minutes of lesson time • Teacher asks the students whether the learning process is interesting and fun or not 	
		<ul style="list-style-type: none"> • Teacher tells the material for next meeting. • Teacher orders the students to pray together. • Teacher closes the class by greeting students. 	

H. Penilaian

1. Rubrik Penilaian Pronunciation

Pronunciation:	
Points:	
1	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be unintelligible.
2	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible.
3	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.
4	Occasional non-native speaker pronunciation errors, but the speaker is always intelligible.
Fluency:	
Points:	
1	Speech is so halting and fragmentary or has such a non-native flow that intelligibly is virtually impossible.
2	Numerous non-native pauses and/or a non-native flow that interferes intelligibly.
3	Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with the intelligibility.

4	Speech is smooth and effortless, closely approximating that of a native speaker.
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2. Rumus Penilaian Akhir

$$P = \frac{S}{M} \times 100 \%$$

P = Percentage of the students' pronunciation ability

S = Total points of students' scores

M = Maximum score points

Materi diatas:

1. Sangat layak untuk diterapkan.
2. Layak untuk diterapkan.
3. Kurang layak untuk diterapkan

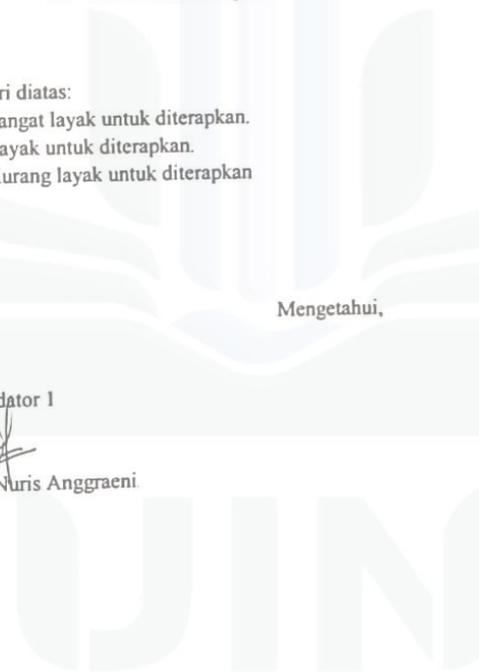
Mengetahui,

Validator 1


Afi Nuris Anggraeni

Validator 2


Hijriyatun Nafisah, S.Pd


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6. Lesson Plan of Meeting 3

LESSON PLAN

Subject : English
 School Level : Junior High School
 Class/Semester : VIII/I
 Material : The Expression of Invitation
 Alocation of time : 2 x 45 minutes
 Meeting : 3

A. Kompetensi Inti

1.	Menghargai dan menghayati ajaran agama yang dianutnya.
2.	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong-royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3.	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya terkait fenomena dan tampak mata.
4.	Mencoba, mengolah, dan mengkaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang atau teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar		Indikator	
3.4	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (greeting card) sesuai dengan konteks penggunaannya.	3.4.1	Mengidentifikasi fungsi sosial teks undangan pribadi dengan menyebutkan contoh teks ungkapan pribadi.
		3.4.2	Memahami struktur teks dan unsur kebahasaan teks undangan pribadi.
4.4	Menangkap makna undangan pribadi dan ucapan selamat (greeting card) sangat pendek dan sederhana.	4.4.1	Membaca nyaring teks undangan pribadi dengan intonasi dan pronunciation yang akurat, lancar, dan jelas.

		4.4.2	Memperesentasikan teks undangan pribadi.
		4.4.3	Merespon teks undangan pribadi
		4.4.4	Mengetahui informasi secara rinci dan tujuan dari teks undangan pribadi.
4.5	Menyusun teks tulis undangan pribadi dan ucapan selamat (greeting card) sangat pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.5.1	Membuat contoh undangan pribadi berupa teks dialog sederhana beserta responnya dengan struktur teks dan unsur kebahasaan yang tepat.

C. Learning Purpose

- a. Students can identify the expression of personal invitation.
- b. Students can give and respond the expression of personal invitation.
- c. Students can read aloud a recount text by pronouncing the words accurately, fluently, and clearly.

D. LEARNING MATERIAL

- Example of The Expression of Invitation

1. INVITATION 1

Source : <https://youtu.be/UPB0ms02W3A> (0.05 - 1.11)

a. Inviting A Friend

PART 1

- A : Hi Marry, how are you?
 B : Pretty good. And you?
 A : Good. Marry, would you like to go to a party?
 B : A party? That sounds like fun. when is the party?
 A : It's right now.
 B : Oh, I'd love to go to a party.
 A : Great, it's just down the street.
 B : Okay, let's go.

PART 2

- A : Hi Marry, how are you?
 B : Pretty good. And you?
 A : Great marry. My cousin Jenny is getting married. Would you like to go to the wedding with me?

B : I'd love to. When is the wedding?

A : It's today at 4 p.m.

B : At 4 p.m.? but it's 10.00 a.m. now. Oh, dear I'd better get ready.

A : I'll pick you up at 3 o'clock.

2. INVITATION 2

Source : <https://youtu.be/EkQp7vyz2Uc>

- (Let's change the conversation model, accept the invitation)

A : Are you free on Friday? Red sunset is at the cinclux. Would you like to go?

B : Red sunset? I'd love to go. What time?

A : At seven

B : Great. See you there!

E. Learning Method

Present Practice Production (PPP)

F. Media, Tools, and Learning Resources

- Media : Native Speaker's Video and Transcript, LKS.
- Tools : Board, Board marker, Laptop, Speaker
- Resources : LKS, YouTube

G. Learning Activity

Activity	Scientific Approach	Measures of activity	Alocation of time
Set-Induction		<ul style="list-style-type: none"> • Teacher opens the class by greeting students. • Teacher asks the students are. • Teacher orders the students to pray together. • Teacher checks the attendance. • Teacher ask the students' conditions and whether they enjoy and want to continue the learning process by watching native speakers' YouTube 	
	Observating	<ul style="list-style-type: none"> • - 	

Main Activity	Asking	<ul style="list-style-type: none"> - 	
	Communicating	<ul style="list-style-type: none"> Teacher gives some examples of invitation by giving transcript sheets' native speakers' video and shows native speakers' video/YouTube related to the material (Invitation) and asks the students to learn how the speakers pronounce the words. Teacher asks students which the words are difficult to pronounce, then shows how native speakers pronounce the word in video, writes the phonemic transcription on the board and does drilling and chaining. Teacher plays the video for twice. Teacher asks the students where the invitation sentence is Teacher tells the students to prepare their dictionary and will do translation of the text together. Teacher plays the native speakers' video again. 	
	Motivating	<ul style="list-style-type: none"> Teacher gives reward or something else that can motivate students. 	
Closing Activity	Evaluation	<ul style="list-style-type: none"> Teacher asks other students again to read aloud the transcript and give feedback. 	
		<ul style="list-style-type: none"> Teacher tells the material for next meeting. Teacher orders the students to pray together. 	

		• Teacher closes the class by greeting students.	
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H. Penilaian

1. Rubrik Penilaian Pronunciation

Pronunciation:	
Points:	
1	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be unintelligible.
2	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible.
3	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.
4	Occasional non-native speaker pronunciation errors, but the speaker is always intelligible.
Fluency:	
Points:	
1	Speech is so halting and fragmentary or has such a non-native flow that intelligibly is virtually impossible.
2	Numerous non-native pauses and/or a non-native flow that interferes intelligibly.
3	Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with the intelligibility.
4	Speech is smooth and effortless, closely approximating that of a native speaker.

2. Rumus Penilaian Akhir

$$P = \frac{S}{M} \times 100 \%$$

P = Percentage of the students' pronunciation ability

S = Total points of students' scores

M = Maximum score points

Materi diatas:

1. Sangat layak untuk diterapkan.
2. Layak untuk diterapkan.
3. Kurang layak untuk diterapkan

Mengetahui,

Validator 1

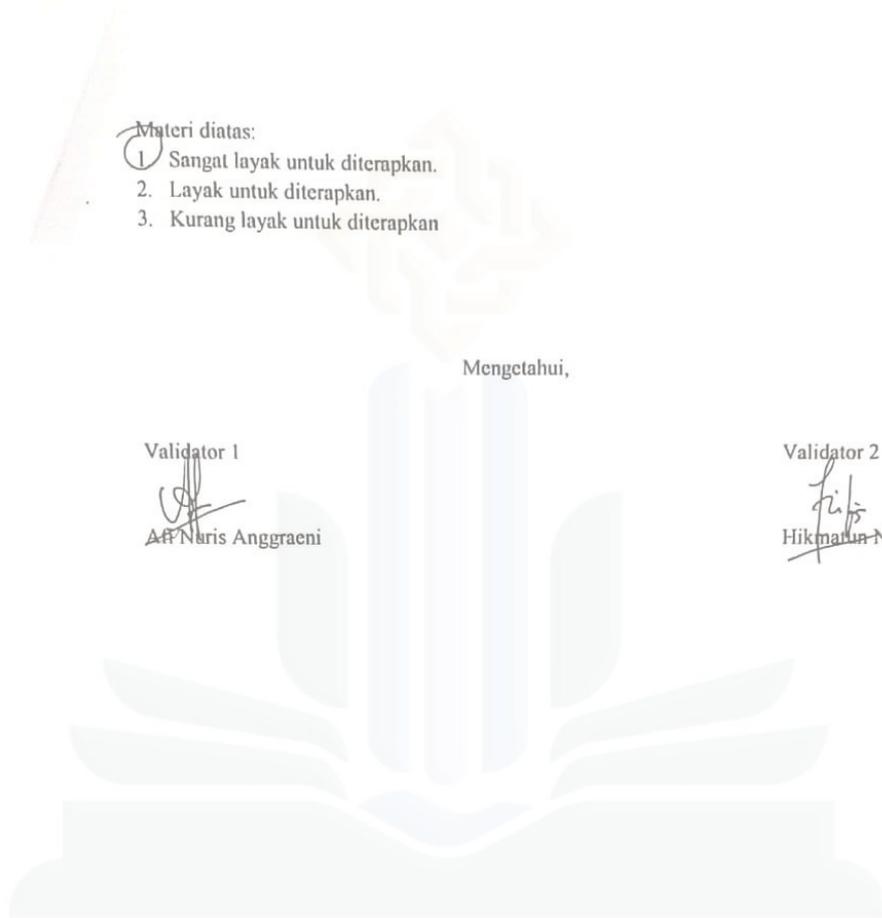


Af Nuris Anggraeni

Validator 2



Hikmah Nafisah, S.Pd



UIN

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KH ACHMAD SIDDIQ
JEMBER

7. Lesson Plan of Meeting 4

LESSON PLAN

Subject : English
 School Level : Junior High School
 Class/Semester : VIII/1
 Material : The Expression of Invitation
 Alocation of time : 2 x 45 minutes
 Meeting : 4

A. Kompetensi Inti

1.	Menghargai dan menghayati ajaran agama yang dianutnya.
2.	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong-royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3.	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya terkait fenomena dan tampak mata.
4.	Mencoba, mengolah, dan mengkaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang atau teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (greeting card) sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi fungsi sosial teks undangan pribadi dengan menyebutkan contoh teks ungkapan pribadi. 3.4.2 Memahami struktur teks dan unsur kebahasaan teks undangan pribadi.
4.4 Menangkap makna undangan pribadi dan ucapan selamat (greeting card) sangat pendek dan sederhana.	4.4.1 Membaca nyaring teks undangan pribadi dengan intonasi dan pronunciation yang akurat, lancar, dan jelas.

		4.4.2	Mempresentasikan teks undangan pribadi.
		4.4.3	Merespon teks undangan pribadi
		4.4.4	Mengetahui informasi secara rinci dan tujuan dari teks undangan pribadi.
4.5	Menyusun teks tulis undangan pribadi dan ucapan selamat (greeting card) sangat pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.5.1	Membuat contoh undangan pribadi berupa teks dialog sederhana beserta responnya dengan struktur teks dan unsur kebahasaan yang tepat.

C. Learning Purpose

- Students can identify the expression of personal invitation.
- Students can give and respond the expression of personal invitation.
- Students can read aloud a recount text by pronouncing the words accurately, fluently, and clearly.

D. LEARNING MATERIAL

- Example of The Expression of Invitation

1. INVITATION

Source : <https://youtu.be/EkQp7vyz2Uc>

- (Let's change the conversation model again, this time decline the invitation)**

A : Are you free on Thursday? Romeo and Juliet is at the bridge theater. Would you like to go?

B : Sorry, I'd love to go. But I'm busy on Thursday

A : Too bad. Maybe some other time.

- (Now let's change the conversation model again, don't stop! if you decline, suggest a different event. say as much as you can)**

A : Are you free on Friday? The soul brothers are at the supermarket. Would you like to go?

B : I'd love to go. What time?

A : At midnight.

B : Oh, that's not for me. That's past my bedtime. How about a play? Shakespeare's Romeo and Juliet is at the bridge theater.

A : Sorry. I'm not a real Shakespeare fan.

B : Too bad. Hey, are you busy on Saturday? Red sunset is at the cinelux at 8.55.

A : Red sunset? Now that's more my style. See you there.

B : Sounds good.

E. Learning Method

Present Practice Production (PPP)

F. Media, Tools, and Learning Resources

- Media : Native Speaker's Video and Transcript, LKS.
- Tools : Board, Board marker, Laptop, Speaker
- Resources : LKS, YouTube

G. Learning Activity

Activity	Scientific Approach	Measures of activity	Alocation of time
Set-Induction		<ul style="list-style-type: none"> • Teacher opens the class by greeting students. • Teacher asks the students are. • Teacher orders the students to pray together. • Teacher checks the attendance. • Teacher reviews the previous material. • Teacher asks questions that are aimed at leading students to materials to be studied. 	
	Observating	• -	
	Asking	• -	

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JEMBER

Main Activity	Communicating	<ul style="list-style-type: none"> • Teacher does warming before learning process started by asking the students to read aloud the transcript in previous meeting. • Teacher gives applause and feedback to the students about their pronunciation. • Teacher gives some examples of invitation by giving transcript sheets from native speaker's video and showing the video on YouTube. And asks the students to learn how the speakers in the video pronounce the words. • Teachers does drilling. • Teacher asks students which the words are difficult to pronounce, then shows how native speakers pronounce the word in video, writes the phonemic transcription on the board and does drilling and chaining. • Teacher play the video three times. • Teacher tells the students to prepare their dictionary and will do translation of the text together. • Teacher asks the students where the invitation sentence is. • Teacher plays the native speakers' video again. 	
	Motivating	<ul style="list-style-type: none"> • Teacher gives reward or something else that can motivate students. 	
	Evaluation	<ul style="list-style-type: none"> • Teacher does the posttest in last 45 minutes of lesson time 	

Closing Activity	<ul style="list-style-type: none"> • Teacher interviews students in group about the implementation of video 	
	<ul style="list-style-type: none"> • Teacher tells the material for next meeting. • Teacher orders the students to pray together. • Teacher closes the class by greeting students. 	

H. Penilaian

1. Rubrik Penilaian Pronunciation

Pronunciation:	
Points:	
1	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be unintelligible.
2	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible.
3	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.
4	Occasional non-native speaker pronunciation errors, but the speaker is always intelligible.
Fluency:	
Points:	
1	Speech is so halting and fragmentary or has such a non-native flow that intelligibly is virtually impossible.
2	Numerous non-native pauses and/or a non-native flow that interferes intelligibly.
3	Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with the intelligibly.
4	Speech is smooth and effortless, closely approximating that of a native speaker.

2. Rumus Penilaian Akhir

$$P = \frac{S}{M} \times 100 \%$$

P = Percentage of the students' pronunciation ability

S = Total points of students' scores

M = Maximum score points

I. Lampiran

a. Guide of interview

The questions will be asked are as follows:

- 1) What do you think about watching native speakers' vlog as learning media?
- 2) Do you have more interest in learning English and like it?
- 3) Did it help you to learn more content?
- 4) Did it help you to improve your pronunciation ability?

Materi diatas:

1. Sangat layak untuk diterapkan.
2. Layak untuk diterapkan.
3. Kurang layak untuk diterapkan

Mengetahui,

Validator 1

Afi Muhs Anggraeni

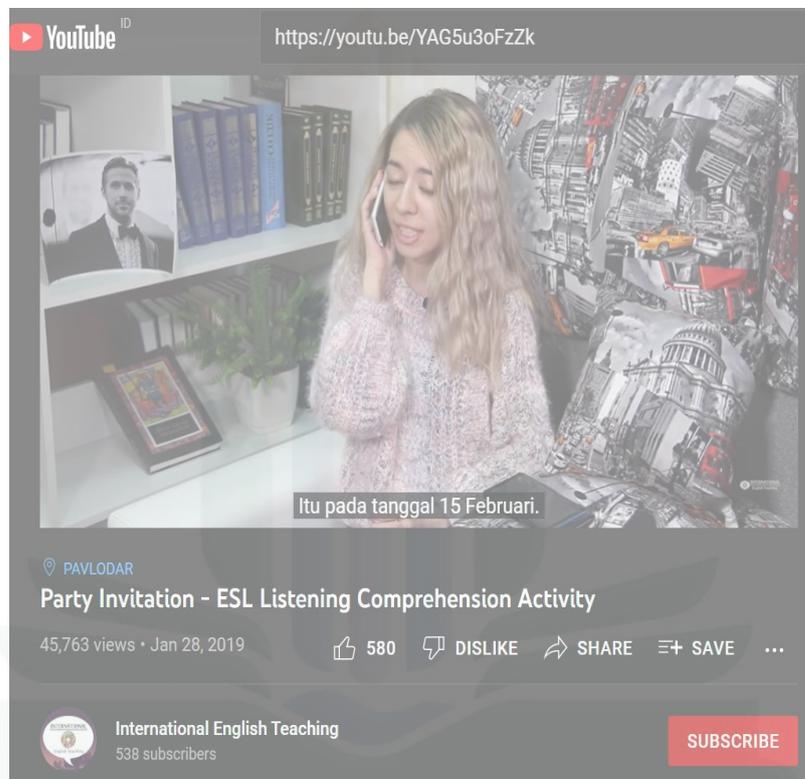
Validator 2

Hakmah Nafisah, S.Pd

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8. YouTube Channel in the first meeting

a. The first meeting

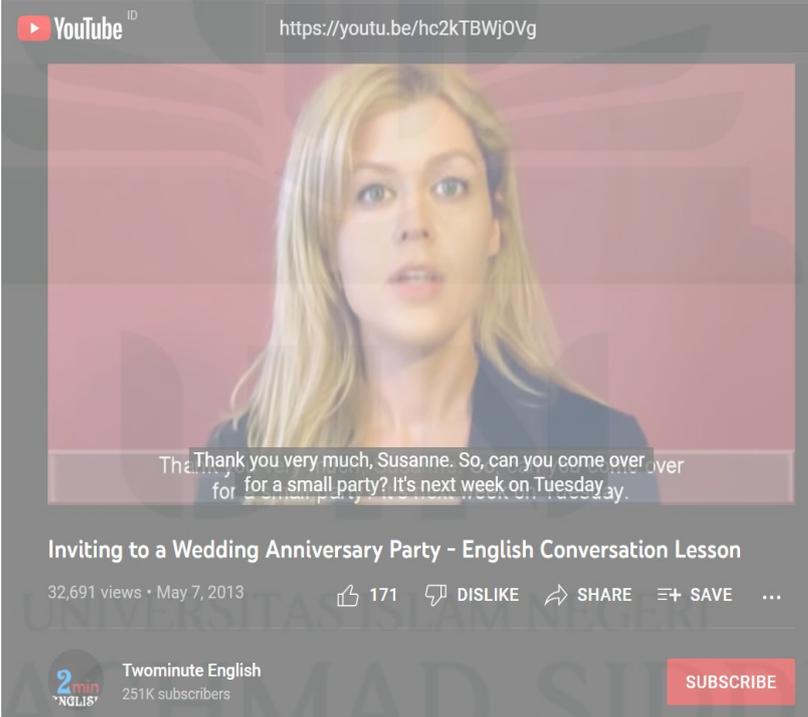


Trancription:

- A : Hi.
- B : Hello! This is Kristina. How are you?
- A : Oh, I am great. And you?
- B : Oh, I'm great. I just want to ask; do you have any plans this Sunday?
- A : A lot of my relatives will be visiting. So boring.
- B : Do you want to come my birthday party?
- A : Yes! I'd love to!
- B : It's on February 15th (fifteenth)
- A : Let me check my calendar please. So, did you say February 15th (fifteenth), Sunday?
- B : Yeah, February 15th (fifteenth), Sunday.
- A : Yes, I can come.
- B : It's gonna be at my place. My address is 104 (one hundred four) Satpayev Street.
- A : 104 (one hundred four) Satpayev? Okay okay.
- B : Yes, great.
- A : Who else is going?
- B : Well, you know, Justin Bieber, Kim Kardashian, Lady Gaga. The usuals.

- A : Haha, really funny. Really though?
- B : Well, I don't know. Alexander, Tatiana is gonna come and some other people from school.
- A : Sounds fun. Can I bring my new boyfriend?
- B : Oh, you have a new boyfriend? Tell me everything about him. (Three hours later)
- A : Well, I should get going. Oh, by the way, what should I bring to your party?
- B : Come empty handed, it's just by birthday.
- A : No, really, what should I bring?
- B : Well, I don't know. Maybe some drinks or snacks. Oh, you could also bring Ryan Gosling along for me.
- A : Stop! I will bring some snacks and drinks.
- B : Okay, bye.
- A : Okay, see you there. Bye!

b. The second meeting



YouTube ID: https://youtu.be/hc2kTBWjOVg

Thank you very much, Susanne. So, can you come over for a small party? It's next week on Tuesday.

Inviting to a Wedding Anniversary Party - English Conversation Lesson

32,691 views · May 7, 2013

171 LIKE DISLIKE SHARE SAVE ...

2min ENGLISH Twominute English
251K subscribers

SUBSCRIBE

Transcription:

- **Inviting a friend**

A : Hi Susanne! How are you?

B : I am fine. What about you?

A : I am great! Peter and I are celebrating our wedding anniversary next week.

B : Oh great! Congratulations in advance!

A : Thank you very much, Susanne. So, can you come over for a small party? It's next week on Tuesday.

B : Sure, I can! Thank you for inviting me Merry.

▪ **Inviting relatives**

A : Hello Aunt Merci. How is it going?

B : Oh Peter! It's all going fine. How are you?

A : I am fine too, Auntie. Merry and I have our wedding anniversary next week.

B : Oh yes! I almost forgot about that!

A : So, would you please come to our place next Tuesday?

B : Yes, I'll be there Peter! Did you call up your uncle about it? He is at office now.

A : I haven't called him yet.

B : Don't worry, I'll tell him about it.

A : Thank you. See you both on Tuesday!

c. The third meeting



YouTube ID Search

Family and Friends: Inviting Friends

105,473 views • Nov 24, 2015

929 DISLIKE SHARE + SAVE ...

ISSofBC ESL 2,476 subscribers

SUBSCRIBE

www.youtube.com/watch?v=UFnQ0qxf2A

Transcription:

a. Inviting A Friend

PART 1

A : Hi Marry, how are you?

B : Pretty good. And you?

A : Good. Marry, would you like to go to a party?

B : A party? That sounds like fun. when is the party?

A : It's right now.

B : Oh, I'd love to go to a party.

A : Great, it's just down the street.

B : Okay, let's go.

PART 2

A : Hi Marry, how are you?

B : Pretty good. And you?

A : Great marry. My cousin Jenny is getting married. Would you like to go to the wedding with me?

B : I'd love to. When is the wedding?

A : It's today at 4 p.m.

B : At 4 p.m.? but it's 10:00 a.m. now. Oh, dear I'd better get ready.

A : I'll pick you up at 3 o'clock.



YouTube ^{ID} <https://youtu.be/EkQp7vyz2Uc>

Accept or decline an invitation Unit 2, Lesson 1

2,484 views · Apr 21, 2021

30 DISLIKE SHARE SAVE ...

Centro Cultural América
213 subscribers

SUBSCRIBE

Transcription:

- **(Let's change the conversation model, accept the invitation)**

A : Are you free on Friday? Red sunset is at the cinelux. Would you like to go?

B : Red sunset? I'd love to go. What time?

A : At seven

B : Great. See you there!

- **(Let's change the conversation model again, this time decline the invitation)**

A : Are you free on Thursday? Romeo and Juliet is at the bridge theater. Would you like to go?

B : Sorry, I'd love to go. But I'm busy on Thursday

A : Too bad. Maybe some other time.

d. The fourt meeting



YouTube ^{ID} <https://youtu.be/EkQp7vyz2Uc>

Accept or decline an invitation Unit 2, Lesson 1

2,484 views • Apr 21, 2021

👍 30 👎 DISLIKE ➦ SHARE ⌵ SAVE ...

Centro Cultural América
213 subscribers

SUBSCRIBE

Transcription:

- **(Now let's change the conversation model again, don't stop! if you decline, suggest a different event. say as much as you can)**

A : Are you free on Friday? The soul brothers are at the supermarket. Would you like to go?

B : I'd love to go. What time?

A : At midnight.

B : Oh, that's not for me. That's past my bedtime. How about a play? Shakespeare's Romeo and Juliet is at the bridge theater.

- A : Sorry. I'm not a real Shakespeare fan.
 B : Too bad. Hey, are you busy on Saturday? Red sunset is at the cinelux at 8.55.
 A : Red sunset? Now that's more my style. See you there.
 B : Sounds good.

9. Instrument Test (Pretest, Post test I and Post test II)

Sheila : Good afternoon, dear friend.

Tiara : Good afternoon. You look so happy today.

Sheila : Don't you know, today is my birthday.

Tiara : Really? Oh, happy birthday.

Sheila : Yeah, thank you. Would you mind to come to my birthday party tonight?

Tiara : Oh, I'd love to come. Where will the party be held?

Sheila : At Pelangi's Café at 8 p.m.

Tiara : Okay. Who will you invite?

Sheila : I invite my classmates and some friends from my piano course. I also invite your cousin, Ryan Prapdita, too.

Tiara : Yeah, I hope he will come to your birthday party.

Sheila : Yeah, it would be nice if you can go together with him.

Tiara : Maybe I'll ask him later.

Sheila : Okay, good luck!

Tiara : Yeah, wish your party will be great and fun. See you!

Source: LKS Bahasa Inggris kelas 7, 37.

11. Score of Pretest

Students' score of pretest

No	Name	Score	
		Pronunciation	Fluency
1.	Laili Zakiya	1	1
2.	Cika Sulistiyowati	1	1
3.	Fika Kumala Sari	1	2
4.	Firsyatus Zahro	1	1
5.	Hubbil Kamilah	2	2
6.	Intan Az Zahro	1	1
7.	Issatul Hikmah	1	1
8.	Mili Arifatul Hasanah	1	1
9.	Nailatul Mamluatul Sholeha	1	1
10.	Qoriatul Munawaroh	1	2
11.	Qurrota A'yun	2	2
12.	Reni Nur Iftitah	2	2
13.	Rufaidah Konita	1	2
14.	Vika Ayu Lestari	1	2
15.	Anandia Cahya Octa Fiansyah	1	2
16.	Farah Radita Audilla	2	1
17.	Fia Anggrainia	1	2
18.	Siti Icha Dwi Anggraini	1	2
19.	Siti Atiqoh	1	2
20.	Vhira Ramadhani Putri	1	2
21.	Vhira Ramadhani	1	1

22.	Zulfatul Mabruroh	2	2
23.	Siti Riska Vaizatul Jannah	2	2
24.	Fatimatuz Zahro	1	1
25.	Nurul Hikmah	1	1
Overall Total Score		31	39

The percentage of the students' pronunciation ability in pretest

$$P = \frac{S}{M} \times 100 \%$$

$$P = \frac{31}{(4 \times 25) \times 2} \times 100 \%$$

$$P = \frac{31}{200} \times 100\%$$

$$P = 0,155 \times 100 \%$$

$$P = 15,5 \%$$

The percentage of the students' fluency ability in pretest

$$P = \frac{S}{M} \times 100 \%$$

$$P = \frac{39}{(4 \times 25) \times 2} \times 100 \%$$

$$P = \frac{39}{200} \times 100\%$$

$$P = 0,195 \times 100 \%$$

$$P = 19,5 \%$$

$$\text{Total} = 15,5\% + 19,5\% = 35\% \text{ (Very Poor)}$$

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12. Score of Post Test I

Students' score of post test I

No	Name	Score	
		Pronunciation	Fluency
1.	Laili Zakiya	2	2
2.	Cika Sulistiyowati	2	2
3.	Fika Kumala Sari	2	3
4.	Firsyatus Zahro	1	1
5.	Hubbil Kamilah	4	3
6.	Intan Az Zahro	1	2
7.	Issatul Hikmah	2	2
8.	Mili Arifatul Hasanah	2	2
9.	Nailatul Mamluatul Sholeha	2	2
10.	Qoriatul Munawaroh	3	3
11.	Qurrota A'yun	3	3
12.	Reni Nur Iftitah	2	2
13.	Rufaidah Konita	2	2
14.	Vika Ayu Lestari	2	3
15.	Anandia Cahya Octa Fiansyah	2	2
16.	Farah Radita Audilla	4	2
17.	Fia Anggrainia	2	2
18.	Siti Icha Dwi Anggraini	2	3
19.	Siti Atiqoh	2	3
20.	Vhira Ramadhani Putri	2	3
21.	Vhira Ramadhani	2	2
22.	Zulfatul Mabruroh	4	3

23.	Siti Riska Vaizatul Jannah	2	3
24.	Fatimatuz Zahro	1	2
25.	Nurul Hikmah	3	2
Overall Total Score		56	59

The percentage of the students' pronunciation ability in post test I

$$P = \frac{S}{M} \times 100 \%$$

$$P = \frac{56}{(4 \times 25) \times 2} \times 100 \%$$

$$P = \frac{56}{200} \times 100\%$$

$$P = 0,28 \times 100 \%$$

$$P = 28 \%$$

The percentage of the students' fluency ability in post test I

$$P = \frac{S}{M} \times 100 \%$$

$$P = \frac{59}{(4 \times 25) \times 2} \times 100 \%$$

$$P = 0,295 \times 100 \%$$

$$P = 29,5 \%$$

$$\text{Total} = 28\% + 29,5\% = 57,5\% \text{ (Very Poor)}$$

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13. Score of Post Test II

Students' score of post test II

No	Name	Score	
		Pronunciation	Fluency
1.	Laili Zakiya	4	3
2.	Cika Sulistiyowati	3	3
3.	Fika Kumala Sari	4	3
4.	Firsyatus Zahro	1	2
5.	Hubbil Kamilah	4	4
6.	Intan Az Zahro	2	3
7.	Issatul Hikmah	4	3
8.	Mili Arifatul Hasanah	4	3
9.	Nailatul Mamluatul Sholeha	4	4
10.	Qoriatul Munawaroh	4	4
11.	Qurrota A'yun	4	4
12.	Reni Nur Iftitah	4	4
13.	Rufaidah Konita	4	4
14.	Vika Ayu Lestari	4	4
15.	Anandia Cahya Octa Fiansyah	3	3
16.	Farah Radita Audilla	4	3
17.	Fia Anggrainia	2	2
18.	Siti Icha Dwi Anggraini	3	3
19.	Siti Atiqoh	4	4
20.	Vhira Ramadhani Putri	4	4
21.	Vhira Ramadhani	4	3
22.	Zulfatul Mabruroh	4	3

23.	Siti Riska Vaizatul Jannah	4	4
24.	Fatimatuz Zahro	4	3
25.	Nurul Hikmah	4	4
Overall Total Score		90	84

The percentage of the students' pronunciation ability in post test II

$$P = \frac{S}{M} \times 100 \%$$

$$P = \frac{90}{(4 \times 25) \times 2} \times 100 \%$$

$$P = \frac{90}{200} \times 100\%$$

$$P = 0,45 \times 100 \%$$

$$P = 45 \%$$

The percentage of the students' fluency ability in post test II

$$P = \frac{S}{M} \times 100 \%$$

$$P = \frac{84}{(4 \times 25) \times 2} \times 100 \%$$

$$P = \frac{84}{200} \times 100\%$$

$$P = 0,42 \times 100 \%$$

$$P = 42 \%$$

$$\text{Total} = 45\% + 42\% = 87\% \text{ (Very Good)}$$

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14. Observation Checklist of Cycle 1

6/11
Cycle 1

Table 3.3. observation checklist

No.	Aspects to be observed	Yes	No
1.	The increasing of frequency/quality of students question in teaching and learning process.	✓	✗
2.	The increasing of students' satisfaction in learning process.	✗	✓
3.	The increasing of students' interest of learning.	✓	✗
4.	The increasing of students' performance quality.	✗	✓

Validator.

[Signature]

Afi Nuris Argraeni

UIN

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15. Observation Checklist of Cycle 2

13/11 cycle 2

Table 3.3. observation checklist

No.	Aspects to be observed	Yes	No
1.	The increasing of frequency/quality of students question in teaching and learning process.	✓	✗
2.	The increasing of students' satisfaction in learning process.	✓	✗
3.	The increasing of students' interest of learning.	✓	✗
4.	The increasing of students' performance quality.	✓	✗

Validator



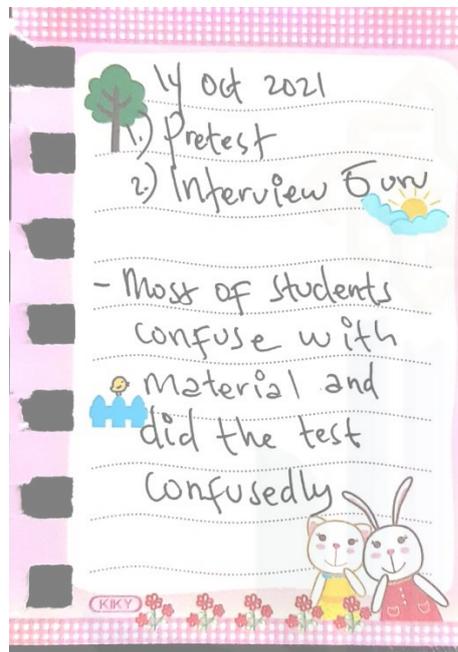
Afi Nuris Anggraeni

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16. Field Notes in Preliminary Study

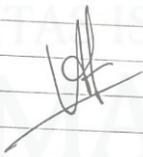


17. Field Notes in Meeting 1

No. _____
Date: _____

4 November 2021 (8.30 - 10.00)
Peneliti: Maulipratul Hasanah

Peneliti masuk kelas jam 8.30, mulai dg salam, how are you, bardo's, mengabsen → p menjelaskan materi "invitation" definisi & contoh, Q & A, played youtube, drilling students, translation, ask students to read aloud



Note: - Beberapa siswa terlihat masih bingung / kurang memahami materi.
- siswa terlihat antusias dan tertarik pd youtube

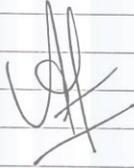
18. Field Notes in Meeting 2

No. _____
Date: _____

6 Nopember 2011 (7.00-8.30)
 Kelas 00

masuk kelas jam 7.00 (diawali salam, kabar, do's, absen)
 ↓
 share materi → played youtube, drilling, Q&A,
 translation, evaluasi

Test (di panggil satu-persatu)



Note:
 - Students more familiar with English words.
 - Hasil post test belum capai target / Criteria of success.

19. Field Notes in Meeting 3

11 Nopember 2011 (8.30-10.00)
 Researcher: Maufiqatul Hasanah

R masuk kelas jam 8.30 dimulai dg salam, bertanya kabar, do's, absen, Q&A.
 lalu membagikan materi → played English youtube, drilling, write phonetic
 transcription, Q&A, translation, played youtube.

Note: Students ^{look} more enjoy, active dlm bertanya "how to pronounce - r, l"



20. Field Notes in Meeting 4

13 Nov 2021 (7:00 - 0:30)
R = Maufira
OP (English)

Matuk kelas Sam 700 (dimulai dan salam — @EA.
share materi → played youtube, drilling / chaining, phonemic transcription,
@EA, Translate, played youtube.



Post test & Interview

Note: more satisfying, hasil post test capai target.

Maufira

21. The Documentation of Research

a. Thursday, November 4th 2021



Activity: Watching YouTube and learn how the speakers pronounce the words

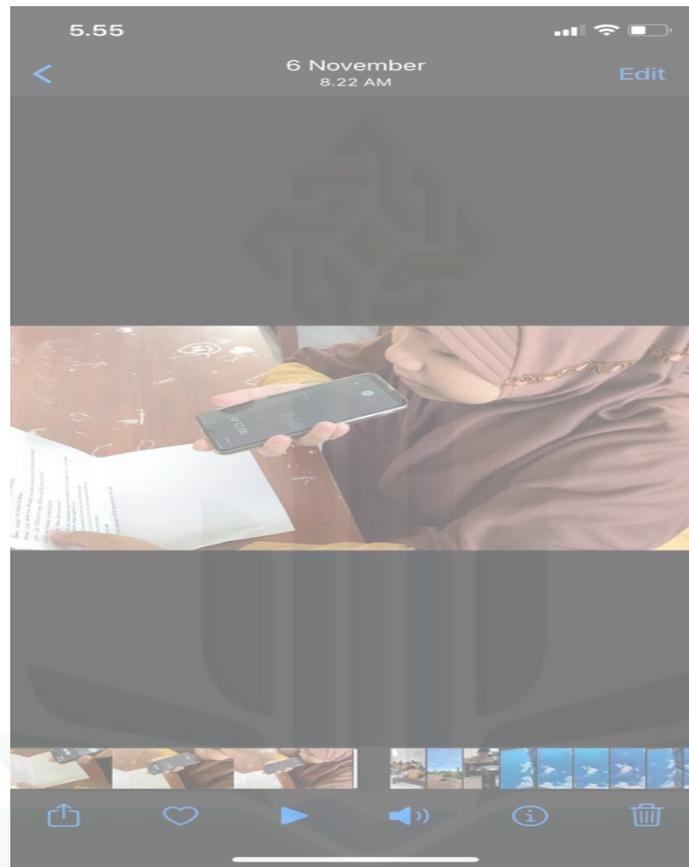
b. Saturday, November 6th 2021



Activity: Watching YouTube and learn how the speakers pronounce the words



Activity: Drilling and Chaining

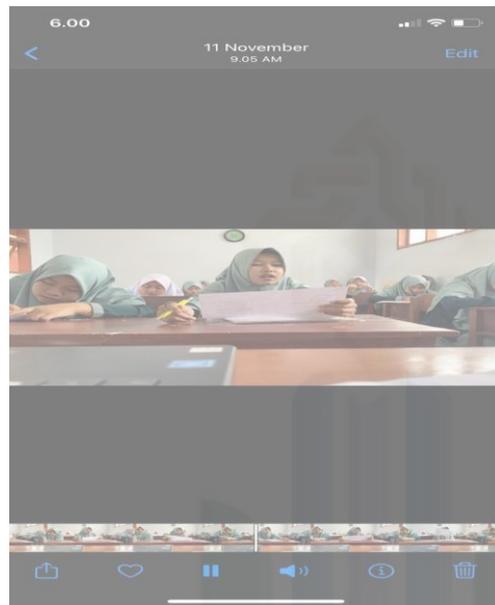


Activity: Post Test 1

c. Thursday, November 11th 2021

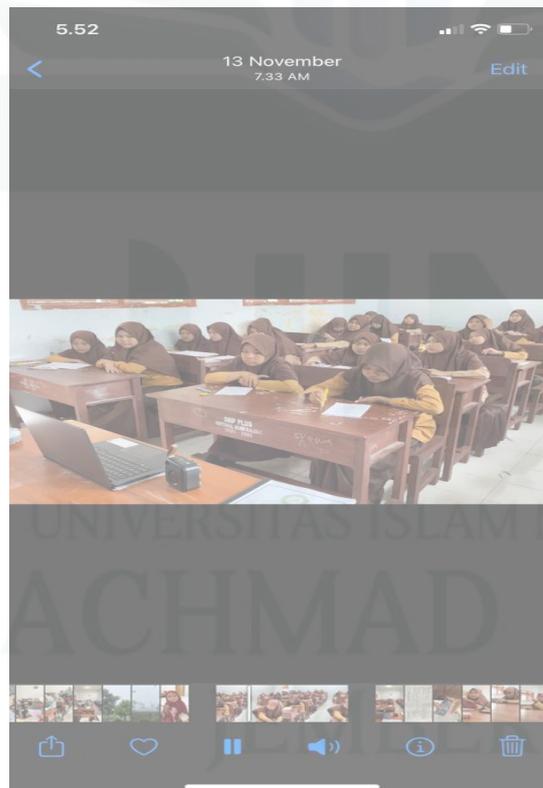


Activity: Watching YouTube and learn how the speakers pronounce the words



Activity: Drilling, Chaining, learn the phonemic transcription

d. Saturday, November 13th 2021



Activity: Watching YouTube and learn how the speakers pronounce the words



Activity: Post Test 2



Activity: Interview

22. Thesis Guidance Application Letter



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
 Website : [www.http://ftik.iain-jember.ac.id](http://ftik.iain-jember.ac.id) e-mail : tarbiyah.iainjember@gmail.com

Nomor : B 1095 /In.20/3.a/PP.009/02/2021 16 Februari 2021
 Sifat : Biasa
 Lampiran : 1 (Satu) Lembar
 Hal : **PERMOHONAN BIMBINGAN SKRIPSI**

Yth. Suparwoto Sapto Wahono,M.Pd
 Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember

Assalamualaikum Wr Wb.

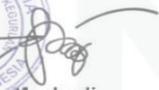
Bahwa dalam rangka menyelesaikan program S1 pada Fakultas Tarbiyah dan Ilmu Keguruan mahasiswa dipersyaratkan untuk menyusun skripsi sebagai tugas akhir. Sehubungan dengan hal tersebut, dimohon Suparwoto Sapto Wahono,M.Pd berkenan membimbing mahasiswa atas nama :

Nama : MAUFIRATUL HASANAH
 NIM : T20176036
 Semester : VII
 Prodi : TADRIS BAHASA INGGRIS
 Judul : The Implementation of Watching Linguamarina's Vlog on YouTube to Improve Students' Pronunciation at SMP Plus Miftahul Ulum Kalisat

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 16 Februari 2021

am, Dekan
 Wakil Dekan Bidang Akademik,

Mashudi



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23. Advisor's Duty Letter



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

Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : [www.http://fik.iain-jember.ac.id](http://fik.iain-jember.ac.id) e-mail : tarbiyah.iainjember@gmail.com

SURAT TUGAS

NOMOR : 1095/In.20/3.a/02/2021

- Menimbang : a. bahwa dalam rangka menghasilkan skripsi yang bermutu bagi mahasiswa Institut Agama Islam Negeri (IAIN) Jember, perlu kepastian pembimbing;
b. bahwa berdasarkan pertimbangan sebagaimana pada huruf a, maka perlu disusun Surat Tugas bagi Pembimbing Skripsi;
- Dasar : 1. Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Nomor 02/IN.20/3/01//2017 Tentang Penunjukan Pembimbing Skripsi, Tim Penguji Sidang Skripsi, dan Koordinator Ujian Sidang Skripsi;

Memberi Tugas

- Kepada : Suparwoto Spto Wahono, M.Pd
Untuk : Membimbing Skripsi Mahasiswa :
a. Nama : MAUFIRATUL HASANAH
b. NIM : T20176036
c. Prodi : TADRIS BAHASA INGGRIS
d. Judul : The Implementation of Watching Linguamarina's Vlog on YouTube to Improve Students' Pronunciation at SMP Plus Miftahul Ulum Kalisat

- Tugas Berlaku : Sejak tanggal ditetapkan sampai dengan tanggal 16 Februari 2022 dan jika tidak selesai dalam waktu yang ditetapkan, diharapkan melaporkan perkembangan proses bimbingan kepada Wakil Dekan Bidang Akademik.

Jember, 16 Februari 2021

Dekan
Wakil Dekan Bidang Akademik,
Mashudi

Tembusan disampaikan kepada yth:

1. Wakil Dekan Bidang Akademik dan Pengembangan Lembaga;
2. Ketua Jurusan;
3. Dosen Pembimbing Skripsi;
4. Mahasiswa yang bersangkutan;
5. Arsip Fakultas

24. Research Permission Letter



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

Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : [www.http://itik.iain-jember.ac.id](http://itik.iain-jember.ac.id) e-mail : tarbiyah.iainjember@gmail.com

Nomor : B. 1916/In.20/3.a/PP.00.9/11/2021 01 Nopember 2021
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Plus Miftahul Ulum Kalisat
Jl. Diponegoro 117 Gg. Pesantren Glagahwero Kalisat Jember 68193

Assalamualaikum Wr Wb.

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

Nama : Maufiratul Hasanah
NIM : T20176036
Semester : IX
Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai ***Watching English Native Speakers' YouTube to Improve The Students' Pronunciation Ability at Second Year of SMP Plus Miftahul Ulum Kalisat*** selama **12 (dua belas)** hari di lingkungan lembaga wewenang Bapak/Ibu Moh. Isomuddin, M.Pd..

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Waka Kesiswaan
2. Guru Mata Pelajaran Bahasa Inggris
3. Siswa Kelas VIIID

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 01 Nopember 2021



Dekan
Wakil Dekan Bidang Akademik,

Mashudi

25. Statement Letter of Accomplishing Research



مدرسة مفاتيح العلوم المتوسطة
SMP PLUS MIFTAHUL ULUM KALISAT
 Sekretariat: Jl. Diponegoro 117 Gg. Pesantren Glagahwero Kalisat Jember 68193
 Telp. +6282330064339, E-mail: smpplasmuka@gmail.com
 NSS: 202052424410/ NPSN: 70005398

SURAT KETERANGAN PENELITIAN

Nomor : 153/SMP Plus/E4.PT/11/2021

Yang bertanda tangan dibawah ini :

Nama : Moh. Isomuddin, M.Pd.
 NIP : -
 Jabatan : Kepala Sekolah
 Unti kerja : SMP Plus Miftahul Ulum Kalisat

Dengan ini menyatakan bahwa :

Nama : Maufiratul Hasanah
 NIM : T20176036
 Prodi : Tadris Bahasa Inggris
 Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
 Universitas : UIN KH ACHMAD SIDDIQ JEMBER

Telah melakukan penelitian skripsi dengan judul "Watching English Native Speakers' YouTube to Improve The Students' Pronunciation Ability at Second Year of SMP Plus Miftahul Ulum Kalisat". Kegiatan tersebut dilaksanakan mulai tanggal 04 November – 15 November 2021.

Demikian surat keterangan ini dibuat dengan sesungguhnya dan dapat dipergunakan sebagaimana mestinya.

Jember, 15 November 2021

Kepala Sekolah,



MOH-ISOMUDDIN, M.Pd.

NIP -

26. Thesis Guidance Consulting Card



KARTU KONSULTASI
BIMBINGAN SKRIPSI PROGRAM ST
FAKULTAS TARBIYAH & ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) JEMBER

Nama : Maufiratul Hasanah
 No. Induk Mahasiswa : T20176036
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan/Prodi : Tadris Bahasa Inggris
 Judul Skripsi : Watching English Native Speakers' YouTube to Improve the Students' Pronunciation Ability at Second Year of SMP Plus Miftahul Ulum Kalisat
 Pembimbing : Suparwoto Sapto Wahono, M.Pd.I
 Tanggal Persetujuan :

NO.	KONSULTASI PADA TANGGAL	MASALAH YANG DIBICARAKAN	TANDA TANGAN PEMBIMBING
1.	13 Februari 2021	Matrix, background	
2.	3 Maret 2021	Chapter 1	
3.	5 Maret 2021	Pretest	
4.	25 Agustus 2021	Instrument of test	
5.	30 Agustus 2021	Scoring of test	
6.	14 September 2021	The media of teaching and learning (YouTube)	
7.	23 September 2021	Chapter 3 Research method	
8.	26 September 2021	Lesson plan and material for teaching and learning	
9.	8 Oktober 2021	Instrument of test	
10.	19 Oktober 2021	Thesis proposal	
11.	29 Oktober 2021	Action step	
12.	17 Desember 2021	Chapter 4 research findings and discussion	
13.	20 Desember 2021	Appendices	
14.	24 Desember 2021	Thesis (teknik penulisan)	
15.	28 Maret 2021	ACC	

Jember, 2021
Ketua Program Studi TBI


As'ari, M.Pd.I
NIP. 197609152005011004

Catatan : Kartu Konsultasi Ini Harap Dibawa Pada Saat Konsultasi Dengan Dosen Pembimbing Skripsi

CURRICULUM VITAE



Name : MAUFIRATUL HASANAH

SRN : T20176036

Gender : Female

Religion : Islam

Place, Date of Birth : Jember, 9 October 1999

Address : RT 005 RW 001, Plampang, Cumedak, Sumber Jambe,
Jember. 68195.

Department/ Majors : English Education Department

Faculty : Education and Teacher Training Faculty

Email Adress : maufiratulhasanah99@gmail.com

Education Background :

1. Formal School

- a. SD Negeri Cumedak 01 (2005 – 2011)
- b. MTSs Miftahul Ulum Kalisat (2011 - 2014)
- c. MAS Miftahul Ulum Kalisat (2014 - 2017)
- d. UIN KH Achmad Siddiq Jember (2017 - 2022)

2. Informal School

- a. Madrasah Diniyah Takmiliah Miftahul Ulum Kalisat (2011 - 2017)
- b. Madrasah Diniyah Ma'had Al-Jami'ah UIN KH Achmad Siddiq Jember (2017-2018)

Organization :

1. PMII (Pergerakan Mahasiswa Islam Indonesia) UIN KH Achmad Siddiq Jember
2. ICIS (Institute of Culture and Islamic Studies) UIN KH Achmad Siddiq Jember

