

**THE CORRELATION BETWEEN STUDENTS' PRONUNCIATION
MASTERY AND THEIR SPEAKING ABILITY AT THE FIRST
SEMESTER OF THE ELEVENTH GRADE OF SMA N1
ABUNG PEKURUN KOTABUMI NORTH LAMPUNG
IN THE ACADEMIC YEAR OF 2017/2018**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By

NURLAILA TUSSA'ADAH

NPM. 1311040168

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2018**

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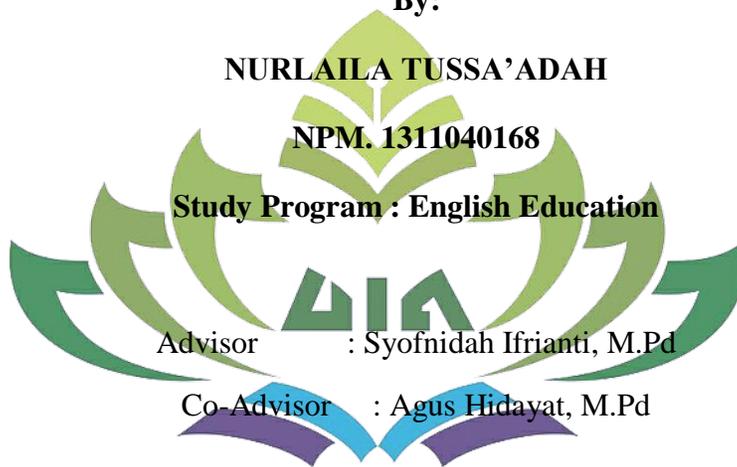
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**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE OF ISLAMIC UNIVERSITY
LAMPUNG
2018**

ABSTRACT

The Correlation between Students' Pronunciation Mastery and Their Speaking Ability at the First Semester of the Eleventh Grade of SMA N1 Abung Pekurun Kotabumi North Lampung in the Academic Year of 2017/2018

**By:
Nurlaila Tussa'adah**

English is an International language that is used in many countries, either as foreign language or a second language. In teaching and learning process in the class, there are a lot of students who find some difficulties in learning English. One of the difficulties that the students find in English learning activity is speaking. The students' speaking ability in SMA N1 Abung Pekurun, Kotabumi, North Lampung is still low. To solve this problem, the researcher correlate it with *Pronunciation*. The objective of this research is to know whether there is a correlation between students pronunciation mastery and their speaking ability at the first semester of the eleventh grade of SMA N1 Abung Pekurun Kotabumi North Lampung in the academic year of 2017/2018.

The research methodology was correlational research. The population of the research was taken from students of the eleventh grade of SMA N1 Abung Pekurun Kotabumi North Lampung especially in IPA classes. The researcher took 30 students in IPA 1 as the sample from 87 students who come from IPA 1, IPA 2, and IPA 3. The sample of the research was gained through cluster random sampling. In collecting the data, the researcher used test to measure students' pronunciation mastery and their speaking ability. The form of the test was made a dialogue with a friend. The test was done to find out the validity, reliability and readability. After the data of the students' pronunciation mastery and their speaking ability were collected, the data were statistically computed to find out the correlation between students' pronunciation mastery and their speaking ability.

After doing testing the hypothesis, the results was that there is a positive correlation between students' pronunciation mastery and their speaking ability at the first semester of the eleventh grade of SMA N1 Abung Pekurun Kotabumi North Lampung in the academic year of 2017/2018. From the data analysis computed by using person product moment correlation form, it was obtained that $Sig = 0,954$ and $\alpha = 0.05$. It means H_a is accepted because $Sig > \alpha = 0.05$. From this research, it is suggested the students should have good pronunciation mastery toward their speaking ability.

Keywords: Pronunciation mastery, speaking ability, correlational research.



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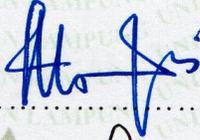
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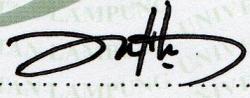
ADMISSION

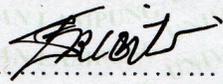
A thesis entitled : THE CORRELATION BETWEEN STUDENTS' PRONUNCIATION MASTERY AND THEIR SPEAKING ABILITY AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMA N1 ABUNG PEKURUN KOTABUMI NORTH LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018. By: Nurlaila Tussa'adah, NPM: 1311040168, Study Program: English Education was tested and defended in the examination session held on: Friday, January 5th 2018.

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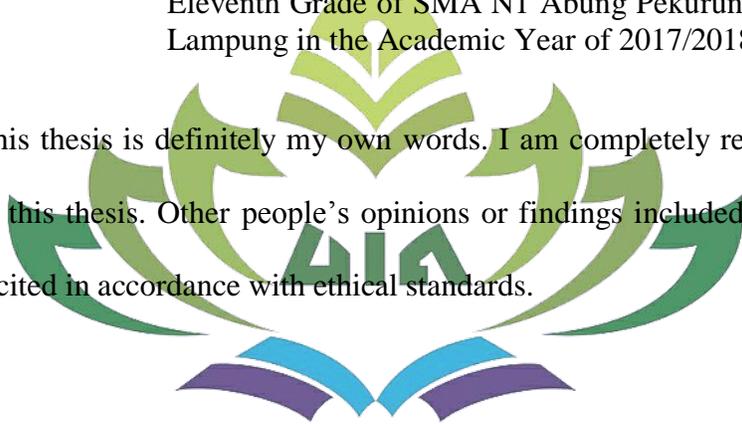
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I hereby this thesis is definitely my own words. I am completely responsible for the content of this thesis. Other people's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.



Bandar Lampung, Desember 2017
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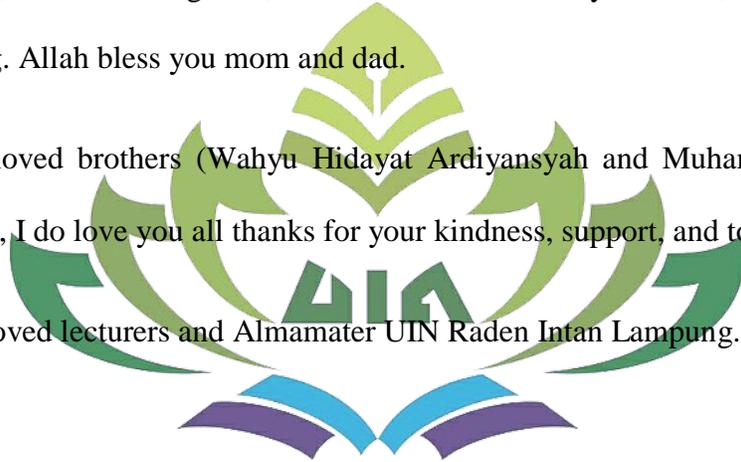
Nurlaila Tussa'adah

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DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Gunarto and Mrs. Siti Khotijah, who always educate me in doing good thing, give me support. They are my hero, thanks for all generosity, finance, and encouragment, and also thanks for your love, trust, everlasting praying. Allah bless you mom and dad.
2. My beloved brothers (Wahyu Hidayat Ardiyansyah and Muhammad Irsyad Al-Hudaa), I do love you all thanks for your kindness, support, and togetherness.
3. My beloved lecturers and Almamater UIN Raden Intan Lampung.



MOTTO

الرَّحِيمِ الرَّحْمَنِ اللَّهُ بِسْمِ

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ٧٠
يُصَلِّحْ لَكُمْ أَعْمَالَكُمْ وَيَغْفِرْ لَكُمْ ذُنُوبَكُمْ وَمَنْ يُطِيعِ اللَّهَ وَرَسُولَهُ فَقَدْ فَازَ
فَوْزًا عَظِيمًا ٧١



In the name of Allah the Beneficent and the Merciful

70. “O you who believe! be careful of (your duty to) Allah and speak the right word,

71. He will put your deeds into a right state for you, and forgive you your faults; and whoever obeys Allah and His Messenger, he indeed achieves a mighty success”¹

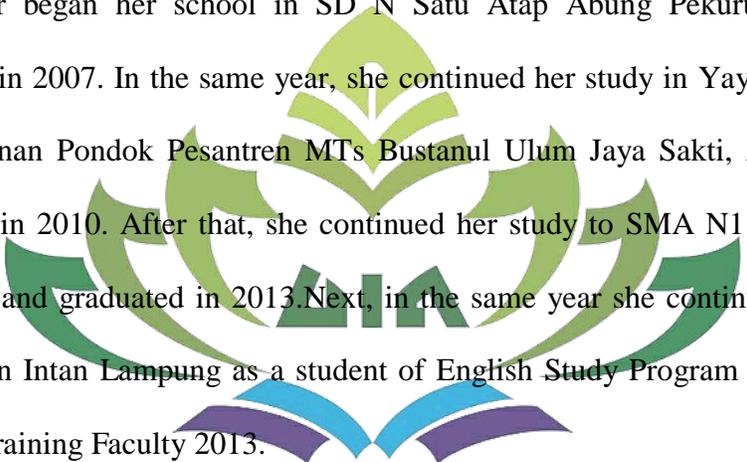
(QS Al-Ahzab: 70-71)

¹M. Muhsin Khan, M. A Hilali Taqi-ud-din, *Interpretation of the Meanings of THE NOBLE QUR'AN in the English Language*, Darussalam Publication, Riyadh-Saudi Arabia. 1999

CURRICULUM VITAE

The name of the researcher is Nurlaila Tussa'adah. She was born in Kotabumi on 5th August 1996. She is the first child of three children of Mr. Gunarto and Mrs. Siti Khotijah. She has two brothers. The names of her brother are Wahyu Hidayat Ardiyansyah and Muhammad Irsyad Al-Hudaa.

The writer began her school in SD N Satu Atap Abung Pekurun in 2001 and graduated in 2007. In the same year, she continued her study in Yayasan Pendidikan Pembangunan Pondok Pesantren MTs Bustanul Ulum Jaya Sakti, Anak Tuha, and graduated in 2010. After that, she continued her study to SMA N1 Abung Pekurun Kotabumi and graduated in 2013. Next, in the same year she continued her study to UIN Raden Intan Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty 2013.

A large, semi-transparent watermark logo is centered on the page. It features a green stylized tree or plant motif at the top, with the letters 'UIN' in a bold, green font in the middle. Below the letters, there are blue and purple curved shapes that resemble an open book or a stylized base.

ACKNOWLEDGEMENT

Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Correlation between Students’ Pronunciation Mastery and Their Speaking Ability at the First Semester of the Eleventh Grade of SMA N1 Abung Pekurun Kotabumi North Lampung in the Academic Year of 2017/2018” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, the state Islamic university (UIN) of Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thank:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, IAIN Raden Intan Lampung with his personnel, who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the chairwoman of English Education Study Program of UIN Raden Intan Lampung.
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6. The headmaster, all the teachers and the students of the Eleventh grade of SMA N1 Abung Pekurun Kotabumi North Lampung for allowing carrying out the research in their institution and for giving the contribution while she was conducting the research there.
7. My parents Mr. Gunarto and Mrs. Siti Khotijah, my brothers Wahyu Hidayat Ardiyansyah and Muhammad Irsyad Al-Hudaa who always give love and support for me.
8. All my best friends English Education 2013 batch, especially and good friends in class PBI who always give contribution to accomplish this thesis. especially students of class D who always cheer me up sincerely.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, Desember 2017
The researcher

Nurlaila Tussa'adah
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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is a system of communication. It is basically a means of both oral and written communication. Language is very important when people want to express their ideas. Without language, people will have difficulties when they interact one to another. Patel states that language is a system of communications through which consist of a set of sounds and written symbols which are used by the people of a particular country for talking or writing.¹ Based on the statement above, it is clear that language is very important for people. Without language, people cannot interact one to another.

Language is a set of rules used by human as a tool of their communication. The use of the language is governed by the conventional rules shared by the speakers of the language.² Every country in this world has its own language that is used by people to communicate each other. The language that is used in certain country is different from the used by other countries.

¹ M. F. Patel, Preveen M. Jain, *English Language Teaching (Methods, Tools, and Techniques)*. (Jaipur. Sunrice. 2008), P. 27-28

² Sanggam Siahaan, *The English Paragraph*, (Yogyakarta, Graha Ilmu, 2008), p. 01

أُولَئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ
فِي أَنْفُسِهِمْ قَوْلًا بَلِيغًا ٦٣

*'These are they of whom Allah knows what is in their hearts; therefore turn
aside from them and admonish them, and speak to them effectual words
concerning themselves'. (QS. An-Nisaa:63)³*

From the text above, the researcher concluded the meaning of QS. An-nisaa': 63 means the God know what the people hope in their life. In constructing meaning of communication we may give the truth, the good speech will make the others understood about the meaning in communication. In delivering the meaning, the speaker must give the thing that can make the others get the point clearly and they can remember it as the good thing in communication.

In this global era, people from one country use their own language to communicate with people from other countries. Therefore, people need the same language for communication because English is the international language used in over the world. It is known that English is an international language which has been received by countries all over the world. The function is as a meaning of communications in meeting business or their activities among governments over the world.

³Qur'an, available at: <http://quran.com/20/25/28> (Accessed 08:46 am, on june 30th 2017)

Besides, English has been used science of knowledge, new invention in field of modern technology, technique, medicine, etc. In other words, English was used by more than two thirds of the world population. Up to know, many books are written in English, specifically for scientific books and almost every field of books is written in English. It demands people to understand that language, especially the text itself.

English as an international language, also referred to as an international medium of communication, it learnt by multitudes of speakers of different languages throughout the world. There has been a striking growth, an enormous population explosion in the last quarter of the century, in student numbers across the world, and especially in adult and near-adult learner groups. In this global era pronunciation had either a reputation as a subject language teacher preferred to avoid or it was taught implicitly depending chiefly on the learner's capability of imitating the sounds and rhythms without any explicit instruction alluding to intuitive-imitative approach of teaching pronunciation.

As a developing country, Indonesia really needs English because Indonesia government is trying to improve all aspects which are usually faced by all countries. One of these aspects is education, which is essential. In Indonesia, English was learned and taught to junior high school, senior high school even at university. In school, speaking is one of four skills English. Across the age levels from elementary

school through university graduate course, in order to succeed in mastering the subject matter.

This proposal sets out to show the full scope of teaching speaking skills, which in its entirety means more than just teaching “speaking”. The concept of teaching speaking skill is presented with respect to the notion of communicative competence. The main line of argument is consistent with the view that in order to become competent speakers, learners must acquire a good command of all fundamental areas of communicative competence: Linguistic, sociolinguistic, discourse and strategic.

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context”.⁴ This skill is important, because every human in this world needs to speak to deliver their aims in their lives. And to improve their ability in speaking for the first time, the students get the skill by their own natural ability, after that they can grow up and get more knowledge in their lives by studying more about English especially in speaking. Automatically, speaking makes it easy to connect with native speakers. As an automatic English speaker, it is easy for you to make friends, participate in business meetings, talk to customers, understand movies, and get better jobs.⁵

⁴A.L, Chaney. and T.L, Burk, *Teaching Oral Communication in Grades K-8*. (1998), in Ayu Diyah Harni Susanti, *Using Role Play In Teaching Speaking*. (Syarif Hidayatullah Jakarta State Islamic University: 2007), p. 13

⁵A.J. Hoge, *The Effortless English Club Automatic English for the People: Powerful English Speaking*. (www.effortlessenglishclub.com) , p. 03

In speaking, there are some criteria: pronunciation, grammar, vocabulary, fluency, and comprehension. Here especially pronunciation, as we know pronunciation become an important thing in communication. Pronunciation is production sounds of the words that we use to communicate with the others to make a meaning. Pronunciation features such as intonation, emphasis and pausing are “discourse signals” which are helpful for listeners to understand the flow of conversations. This skill is the one important, because every human in this world need to know how the word’s sound, to deliver their aims in their live correctly. Furthermore, to improve students’ pronunciation, they can get it by they own naturally ability, after that they can improve their ability by learn in an educational institution.

This research is about the correlation between students’ pronunciation mastery and students’ speaking ability, in speaking students need the pronunciation. In speech ability, the word had different sounds, stress, rhythm, and intonation. Good pronunciation will make the listener understand what the meaning in the communication. In speaking many words that have same in wrote but really different in the spelling and meaning. The sounds not like what the words look like. Speaking is the active process in communication and to convey our meaning correctly. Besides it, pronunciation is a production of sounds in the word that we use in communication to make meaning. From those statements, both of speaking and pronunciation is the needed skill to make meaning in communication.

Based on the interview to an English of the eleventh grade of SMA N1 Abung Pekurun, she is Mrs. Syafri Arti, M.Pd : “The students did not much understand about the pronunciation and speaking ability. Usually they learn just depend on the materials in the book. They have not practice a lot about pronunciation and speaking”.⁶ In addition, besides interviewing the English teacher, the researcher interviewed some students of the eleventh grade, the students told, they are still confused about the pronunciation and speaking, more deeply in the pronunciation mastery. They have not yet understood about it, they think it is so hard when they do practice about the pronunciation of the words in some discourse or when they talk to someone else. The students’ score can be seen in the table below:

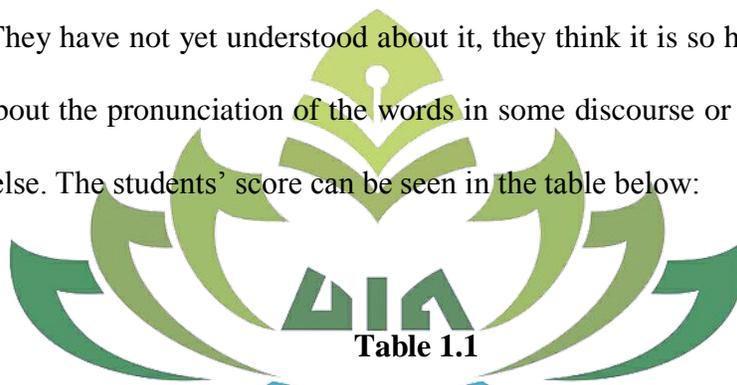


Table 1.1

The Data of Preliminary Result of Speaking Ability of the Eleventh Grade of SMA N1 Abung Pekurun in the Academic Year of 2017/2018⁷

No	Score	Class			Number of Students	%
		XI IPA1	XI IPA2	XI IPA3		
1	≥ 70	08	05	07	20	23%
2	< 70	21	28	17	66	77%
Total		29	33	24	86	100%

Source: Teacher Documentation of the Eleventh Grade of SMA N1 Abung Pekurun

⁶Syafri Arti, M.Pd, Interviewing an English Teacher of SMA N1 Abung Pekurun kotabumi Lampung Utara

⁷Document of SMA N1 Abung Pekurun, *Result of Preliminary Research on January, 30th 2017*

Based on the table above, it can be seen that achievement of students' speaking ability from SMA N1 Abung Pekurun is not yet optimally. There are 20 students or just 23% students that qualify from the KKM (Kriteria Ketuntasan Minimum) score while 77% of them not yet complete. The KKM score is 70. That is why, 66 students have difficulty in speaking. Based on the interview from the researcher and the students, they told to the researcher if speaking English make them confused, they not usually speak English, and they do not like about English it is become a big problem to the students.

Table 1.2

The Data of Preliminary Result of pronunciation mastery of the Eleventh Grade of SMA N1 Abung Pekurun in the Academic Year 2017/2018⁸

No	Score	Class			Number of Students	%
		XI IPA1	XI IPA2	XI IPA3		
1	≥ 75	15	08	11	34	39%
2	< 75	16	25	13	54	61%
Total		31	33	24	88	100%

Source: Teacher Documentation of the Eleventh Grade of SMA N1 Abung Pekurun

Based on the data above, it can be seen the achievement of the students practice in pronunciations mastery from SMA N1 Abung Pekurun is not yet optimally. There are 34 students or just 39% students that qualify from the KKM (Kriteria Ketuntasan

⁸Document of SMA N1 Abung Pekurun, *Result of Preliminary Research on January, 30th 2017*

Minimum) score while 61% of them not yet complete. The KKM score for practice pronunciation is 75. That is why, 54 students have difficulty in pronunciation or produce the words.

Based on the background of the problem above, the researcher assumed that pronunciation and speaking have an important part in English. Therefore, the researcher would like to know about the correlations between students' pronunciation mastery and their speaking ability and the researcher proposes the research title is: "The correlations Between Students' Pronunciation Mastery and Their Speaking Ability at the First Semester of the Eleventh Grade at SMA N1 Abung Pekurun, Kotabumi North Lampung in the Academic Year of 2017/2018".

The relevant study was conducted by Santi (2015) in her S-1 thesis entitled "The Correlation between Students' Pronunciation and Their Listening Comprehension at the First Semester of Seventh Grade of SMP N1 Gunung Labuan Way Kanan Lampung in the Academic Year of 2015/2016". There are three classes as the population, and the total of the population in her research was the first semester students of seventh grade of SMP N1 Gunung Labuan in the academic year of 2015/2016. The result of the research was a significant correlation between students' pronunciation and their listening comprehension. Because, by seeing the result of the data calculating in H_a was accepted.⁹

⁹Elia Santi, *The Correlation between Students' Pronunciation and Their Listening Comprehension at the First Semester of Seventh Grade of SMP N1 Gunung Labuan Way Kanan*

The second relevant study was conducted by GNA Sihombing (2014) in her S-1 thesis entitled “The Correlation between Students’ Pronunciation Mastery and Students’ Ability in Speaking at the Second Semester of Eight Grade of SMPN 21 Bandar Lampung in the Academic Year of 2014/2015”. The population on her research was from the students at the Eight Grade of SMPN 21 Bandar Lampung. The total of the population in her research are 143 students. The researcher used correlational research. The sample of her research was the second semester of the Eight Grade of SMPN 21 Bandar Lampung. The result of the research was significant correlation between the students’ pronunciation mastery and their ability in speaking, the result obtained from the calculation of the correlation between the students pronunciation mastery and their ability in speaking and the last is hypothesis of the research.¹⁰

The researcher was conducted a research regarding to the skill used by the researcher that can support her teaching and learning of English especially in teaching and learning speaking to the students. Thus the researcher wants to use pronunciation toward students speaking ability. In this research, the researcher wants to find out about “The Correlation between Students’ Pronunciation Mastery and Their Speaking Ability at the First Semester of the Eleventh Grade of SMA N1 Abung Pekurun Kotabumi North Lampung in the Academic Year of 2017/2018”.

Lampung in the Academic Year of 2015/2016, (The State Institute of Islamic Raden Intan Lampung: 2015)

¹⁰Meyla GNA Sihombing, *The Correlation between Students’ Pronunciation Mastery and Their Ability in Speaking at the Second Semester of Eight Grade of SMPN 21 Bandar Lampung in the Academic Year of 2014/2015*, (Bandar Lampung University: 2014)

B. Identification of the Problem

According to the background above, there are some problems:

1. Students did not know how to pronounce words, it makes the students confused when they learn about English.
2. Students have any difficulties in speaking, because they think speaking English is very hard, they did not confident when they speak English with the others.

C. Limitation of the Problem

From the identification above, the writer focuses in the research about the correlation between students' pronunciation mastery and their speaking ability.

D. Formulation of the Problem

Based on the background above, the problems that come up in this research will be formulated as follows: "Is there a correlation between students' pronunciation mastery and their speaking ability?".

E. Objective of the Research

The objective of the research to find out whether there is a correlation between students' pronunciation mastery and their speaking ability.

F. Significance of the Research

The following are the uses of the research:

1. Theoretically, the result of the research expects to be used to support the theory which will explain in the next chapter about increase speaking ability to participate in speaking skill. That is the correlation between students' pronunciation mastery and their speaking ability.
2. Practically, the result of this research expects to increase their knowledge and their ability for students' in teaching English in speaking ability.

G. Scope of the Research

a. Subject of Research

The subject of this research is students at the second semester of the eleventh grade of SMAN1 Abung Pekurun, Kota Bumi, Lampung Utara.

b. Objective of Research

The object of the research is the correlation between students' pronunciation mastery and their speaking ability.

c. Place of Research

The research will be conducted at SMAN1 Abung Pekurun, Kota Bumi, North Lampung.

d. Time of Research

The research was conducted at the first semester in the academic year of 2017/2018.





CHAPTER II REVIEW OF RELATED LITERATURE

A. Pronunciation

a. Concept of Pronunciation

Pronunciation is a production or speech for communication. In this case, pronunciation consists of organized sounds that are produced by the air that gets through the organ of articulation. In order to master English as a foreign language, these are system in speaking and listening. In every language there is variety. A language varies from one place to another, from one era to another era, from one occasion to another occasion. The differences may be in choice of words to express a meaning. Here, pronunciation is merely treated as the act that happens in speaking and listening.¹ In other words, pronunciation is the act or manner of pronouncing words utterance of speech. It can also be said that it is a way of speaking a word, especially a way that is accept or generally understood. Pronunciation refers to the production sound of the words that we used in language to communicate with the others.

¹Robert Lado. *Language Testing: A Scientific Approach*, (New York: McGraw-Hill, 1964), p.70

For one thing, the most basic elements of speaking are deeply personal.² Our sense of self and community are bound up in the speech-rhythms of our first language. These rhythms were learned in the first year of life and are deeply rooted in the minds of students. Therefore, it is common for students to feel uneasy when they hear themselves speak with the rhythm of a second language. They find that they “sound foreign” to themselves, and this is troubling for them. Although the uneasiness is usually unconscious, it can be a major restriction improved intelligibility in the second language.

The students who unusually hear or speak in second language will be confused when they communicate using English as the foreign language. The foreign language will be easy to use if the students usually use English in their language in communication. In the language there are contained much of words, each word has a different sound, rhythm, stress, etc. Furthermore, especially in English the production sound of the word is usually called by pronunciation. Pronunciation becomes an important thing in speaking, when we speak we not just need much vocabularies and good grammar, we also need pronunciation to produce sound of the words that we used in communication.

A teacher can help overcome this psychological restriction and other challenges by thinking of the goal of pronunciation instruction not as helping students to sound like native speakers but as helping them to learn the core elements of spoken English so

²Judy B. Gilbert. *Ibid*, p. 01

that they can be easily understood by others. In other words, teachers and students can overcome the frustrations, difficulties, and boredom or bad time often associated with pronunciation by focusing their attention on the development of pronunciation that is “listener friendly.” To minimize it, the teacher must have interesting way when teacher taught the students about pronunciation. Much of the Indonesian students felt hard when they try to speak by using English, there are some problem, the most important problem is the do not interest in English. Furthermore, as the good teacher to the students, the teacher must give an appropriate English grade level to the students. The appropriate level is not too easy but also not too hard for the students.

After all, Speech is not the same as language. For one thing, the voice has characteristics which may carry extra messages: we can often identify someone we know by his or her voice and we can sometimes determine something of the speaker’s mood – anger, nervousness, impatience, from the way of speaking, as distinct from what is said. More important, speech is an activity which is carried on in numerous events; language is knowledge, a code which is known and shared by people who use their knowledge for transmitting and interpreting messages in these events. When someone is speaking, anyone who is close enough can hear the sound waves set up in the air by the speaker reach the eardrums of the hearer. But only a person who knows the language can understand what is said. Furthermore, English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to

learning and practicing the specifically English way of making a speaker's thoughts easy to follow.

Pronunciation refers to the production of sounds that we use to make meaning.³ A broad definition of pronunciation includes both supra segmental and segmental features.⁴ It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.

Pronunciation is designed to help students recognize and produce the sounds and sound system of English: consonants and vowels. Students first, listen to and practice the sounds that the teacher demonstrates and further practice listening to other students in the context. Producing the sounds clearly becomes crucial in successfully communicating with each other and participating in the sociality. The second, pronunciation also focuses on suprasegmentals such as stress, rhythm, and intonation. In order to improve on these aspects of pronunciation, students practice finding stress and pauses in texts and read aloud long texts to each other with consideration of these

³Adult Migrant English Program (AMEP) Research Centre. *Fact Sheet - What is Pronunciation?*, (2001), p. 01

⁴*Ibid*, p. 01

aspects of language. In each lesson, there is a different focus such as pausing or intonation, and various texts such as poems, dialogues, and academic passages are used. Usually, simpler tasks build up to more complex ones so that students can ultimately apply the concepts introduced to a longer passage to be read aloud.

Based on the theoretical above, the researcher concluded pronunciation refers to the production of sounds and in pronunciation there are some aspects is used to make sounds in words. The aspects are about segmental and supra segmental aspect.

English does not sound the way it looks. Why?

1. Connected Speech: Acoustic Signal Distortion of Communicated Content

Sounds are distorted, and the content can be lost. Practice *Connected Speech Features* such as linked, deleted, reduced, and altered sounds in order to improve listening.

2. Rhythm & Music: Supra Segmental (Prosody)

It's not *what you say* it's *how you say it* that conveys the message. Practice stress, timing and intonation in order to improve listening and speaking.

3. Grammar Sounds: Noun and Verb Endings

Noun and verb endings change the meaning (and sometimes the music) of a sentence.

Practice Noun and Verb Endings in order to improve listening and speaking.

4. Consonant & Vowel Sounds: Segmental

Different sounds are difficult for different students. Practice individual Consonant & Vowel Sounds in order to improve speaking.⁵

Table 2.1
International phonetic alphabet symbols⁶

Vowel	Consonant	Diphthong
/ɪ/pin, English, business	/p/ play, stop, speak, power	/eɪ/ take, pay, wait, ballet
/e/bed, head, bury, exit	/b/ bad, baby, big, object	/aɪ/ five, sigh, height, buy
/æ/ cat, bag, apple, black	/t/ ten, later, little, pot	/ɔɪ/ noise, boy, lawyer
/ə/the, a, woman, banana	/d/ day, advice, bed	/əʊ/ no, road, sew, broken
/ʊ/ look, put, could, cushion	/k/ character, quick, taxi	/aʊ/ round, renown, doubt
/n/ clock, what, because	/g/ got, exam, ignore, finger	/ɪə/ here, deer, dear, fierce
/ʌ/ cut, come, mother	/f/ food, laugh, telephone	/eə/ care, air, mayor, prayer
/ɜ:/ girl, burn, word, heard	/v/ vain, over, Stephen	/ʊə/ poor, insure, tour, moor
/ɑ:/ car, art, heart, half	/θ/ thin, earth, method, both	/aʊ/ round, renown, doubt
/ɔ:/ or, board, door, small	/ð/ they, father, breathe, with	/ɪə/ here, deer, dear, fierce
/ɪ:/sea, bee, people, receive	/s/ small, since, scene, psalm	/eə/ care, air, mayor, prayer
/u:/ too, blue, fruit, fool	/z/ zoo, goes, xenophobe	/ʊə/ poor, insure, tour, moor
	/ʃ/ shell, nation, machine	
	/ʒ/ genre, measure, vision	
	/h/ hot, hair, whole, whose	
	/m/ moon, lamp, lamb	

⁵Celce-Murcia, M. (1987). *Teaching pronunciation as communication*. In Reed, Marnie. *Pronunciation Tools for Fostering Intelligibility and Communication Success*. (Boston, BostonUniversity: 2012), p. 04

⁶Frederika Gebhardt, *English Pronunciation*, (Facoltà di Lettere e Filosofia, Corsi di Laurea in Filosofia, Lettere, Storia: 2010-2011), P. 04

	<p>/n/ can, snow, pneumonia</p> <p>/ŋ/ string, singer, tongue</p> <p>/tʃ/ chair, match, future</p> <p>/dʒ/ just, general, age, soldier</p> <p>/l/ look, small, bottle, isle</p> <p>/r/ real, train, wrong, write</p> <p>/j/ yes, Europe, university</p> <p>/w/ window, twin, quick, why</p>	
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Source: Frederika Gebhardt, English Pronunciation

Based on the description above, it explained why English does not sounds the way it looks. Because, every words in English have difference sounds and ways to human say. In English pronunciation, also have different aspects these are segmental and supra segmental aspect. In segmental aspect is about consonant and vowel sound, beside it the supra segmental aspect in pronunciation include some aspects, these are about rhythm, intonation, stress, etc. It means, not all of the English words like what you look it is how you say. Furthermore, every students have different ability when they learned English.

b. Concept of Pronunciation Mastery

Pronunciation refers to the production of sounds that we use to make meaning.⁷

According to Gilakjani, Pronunciation is an integral part of foreign language learning

⁷Adult Migrant English Program (AMEP) Research Centre. *Fact Sheet - What is Pronunciation?*, (2001),p. 01

since it directly affects learners' communicative competence as well as performance.⁸ In other words, pronunciation is the act or manner of pronouncing words; utterance of speech. It can also be said that it is a way of speaking a word, especially a way that is accept or generally understood. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.

Mastery is great knowledge about something or understanding of a particular thing.⁹ In another source, mastery is knowledge and skill that allows someone to do, use, or understand something very well. Mastery is comprehension knowledge or skill in a subject or accomplishment or in particular subject.

Based on definitions above about pronunciation and mastery, the researcher concluded, pronunciation mastery is the great ability or skill to understanding about the act or manner of pronouncing words that conducted of some indicators such as sound, intonation, stress, and rhythm.

⁸Abbas Pourhosein Gilakjani. *A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction*. (Islamic Azad University, Lahijan Branch. Lahijan Iran, 2012), p. 1

⁹Oxford Dictionary, International Student's Edition

c. Teaching and Learning Pronunciation

Teaching pronunciation involves a variety of challenges.¹⁰ Teachers often find that they do not have enough time in class to give proper attention to this aspect of English instruction. When they do find the time to address pronunciation, the instruction often amounts to the presentation and practice of a series of tedious and seemingly unrelated topics. Drilling sounds over and over again often leads to discouraging results, and discouraged students and teachers end up wanting to avoid pronunciation altogether. There are also psychological factors that affect the learning of pronunciation in ways that are not so true of studying grammar or vocabulary.

As many learners of English world wide are learning English to communicate with fellow non-native speakers, the appropriateness of native speaker models and the cultures associated with them needs to be questioned. As Celce-Murcia at all-note, non-native English teachers have traditionally been unwilling and insecure to teach pronunciation. This may be due to a belief that in order for them to teach pronunciation, they should be able to speak like native speakers. Moreover, pronunciation has been marginalized in language teaching as a result of the communicative approach. In sum, it seems that pronunciation is not valued enough in language pedagogy and that the native models remain to be treated as norms.

¹⁰Judy B. Gilbert. *Teaching Pronunciation Using the Prosody Pyramid*, (New York, Cambridge University Press, 2008), p. 01

Surveys of student needs consistently show that our learners feel the need for pronunciation work in class. Thus some sort of pronunciation work in class is essential. In other words, teachers and students can overcome the frustrations, difficulties, and boredom or bad time often associated with pronunciation by focusing their attention on the development of pronunciation that is “listener friendly.” To minimize it, the teacher must have interesting way when teacher taught the students about pronunciation. Much of the Indonesian students felt hard when they try to speak by using English, there are some problem, the most important problem is the do not interest in English. Furthermore, as the good teacher to the students, the teacher must give an appropriate English grade level to the students. The appropriate level is not too easy but also not too hard for the students.

Students who have this negative impression of their pronunciation often feel the need to “fix” or improve their pronunciation so that they are closer to that of native speakers. One of the worst reactions that a language learner can have after experiencing such a social judgment is to stop speaking or stop communicating with people altogether. Even if learners do not stop interacting entirely, their communication style may naturally be affected by such a feeling. Thus, it can be concluded that pronunciation is an essential part for successful communication and, therefore, discrete areas of pronunciation should be addressed in class where it is possible.

In order to create an environment where students can speak more confidently and enjoy communication, we believe using activities are effective. In particular, they can be helpful for students who have a negative impression of their own pronunciation because activities usually do not require them to speak in full sentences. Students who may lack confidence in speaking can still be encouraged to speak and engage in communication, because the goal of communication is to solve a puzzle as quickly as possible. The activities such as those we introduce in this paper are useful especially for students who lack confidence because they create a space for students to practice speaking without being judged.¹¹

To help learners manage such uncertainty and develop the skill and confidence necessary to become increasingly independent with their language learning, they can be taught strategies to monitor their production through the teaching of formal rules, feedback and reflective activities. English as a second language learners encounter a variety of challenges when trying to improve their pronunciation. Pronunciation section which can be adapted to a variety of learning styles can be created by teachers and language learners and initiated by teachers or classroom peers.¹²

The section includes a brief overview of the various aspects of English pronunciation: sounds, stress, rhythm, and intonation. Pronunciation is an integral part of foreign language learning since it directly affects learners' communicative competence as

¹¹ Robert Lado, *Op.Cit.* p.89

¹² *Ibid.* p. 90

well as performance.¹³ Limited pronunciation skills can decrease learners' self-confidence, restrict social interactions, and negatively affect estimations of a speaker's credibility and abilities.

Based on statement above, teaching pronunciation is a challenging task with different objectives at each level. Pronunciation is a speech production in communication. Because pronunciation plays an important role in expressing who they are as speakers of English, which has further encouraged teaching pronunciation for adult learners of English. For example, there is an increasing awareness in our field about the importance of emotion, affect, collaborative dialogue, use of drama, and collaborative learning. Teaching various aspects of pronunciation helps students to express emotion and other social aspects of language, which are essential parts of communication. If students can improve their communicability in class, it can save them from possible difficult situations in the future.

B. Speaking

a. Concept of Speaking

Speaking is a speech production that becomes a part of our daily activities.¹⁴ While Cameron say that “speaking is the active use of language to express meanings so that

¹³Abbas Pourhosein Gilakjani. *A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction*. (Islamic Azad University, Lahijan Branch. Lahijan Iran, 2012), p. 1

other people can make sense of them".¹⁵ From that statement, speaking is the speech production to express meanings. Good speaking is come from the speaker and the listener. Both of them needs another to create a conversation, the conversation usually called by communication. In our live, we need to speak up,we need to extend our aims, what we want, what we need, etc. Speaking need language, all of the human in this world need language to communicate with the other to make a sense with the other. By using language all of our purposes in communicate will be delivered maximally.

Speaking involves two essential skills: oral interaction (dialogue) and oral speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in order to communicate well with one another. Any gap in commutation results in misunderstandings and problems presentation. In dialogue we usually called it as a communication. In communication as the speaker need a partner of listener. The aim in speaking is to deliver our meaning correctly. By using language in speaking the communication will be created instantly.

¹⁴Scott, Thornburry. *How to Teach Speaking*. (Longman, Kanisius. Kesainc Blanc, 1994),p.8

¹⁵Lynne, Cameron. *Teaching Languages to Young Learners*. (Cambridge, Cambridge University Press,2001), p. 40

Having good English speaking is very essential especially for the students because it becomes the bridge for them to know the world. Next, improving the English speaking competence is very important for the Indonesian students where we know Speaking is extremely need to gives the big contribution to students to perform their communication skill better. Speaking in foreign language especially English will make the students to know how the world increasing. English become an important part, not just at school but also at all of the parts in this world. English become an international language that all human used it. Speaking English need some aspect, pronunciation, grammar, vocabulary, etc.

As a successful adult, the students are highly intelligent. Yet, you probably have a lot of negative beliefs about your English learning ability. Some common negative beliefs include:

- * English speaking is difficult
- * I am not good at English
- * I am nervous when I speak English
- * I must speak English perfectly every time
- * I can't make mistakes
- * There is only one right answer
- * I must memorize and follow all grammar rules
- * People from my country can't speak English well
- * It's impossible to speak English easily and quickly

Where did these beliefs come from? For most people, these beliefs were created in school. Very few children believe these things. When the teacher taught small children it was very easy, because the students were fearless. They believed that English was fun and the teacher can encouraged them to believe that. The children also believed that speaking English was easy. They never worried about mistakes. They were not nervous. The children in class gradually learned to speak with nearly perfect grammar, yet they never studied grammar rules.

Unfortunately, in Middle School, High School, and University, most students learn new negative beliefs. The teachers force the students to memorize grammar rules and take tests. Students learn to believe that there is only one right answer for every question. They learn to fear mistakes. In school, students are embarrassed to make mistakes and thus they fear speaking.

By the time they are adults, most English speakers have many negative beliefs about speaking English. These beliefs destroy students' confidence. These beliefs, therefore, destroy their motivation. Most adult English learners feel stressed and nervous. To speak English easily, the students must destroy these negative beliefs. The teacher may give motivation to the students to tell themselves every day if these beliefs are wrong.

Speaking involves three areas of knowledge. They are mechanics (pronunciation, grammar and vocabulary). It is the ability to use the right words in the right order

with correct pronunciation, function, (transaction and interaction), knowing when clarity of message is essential (transactional/information exchange), and when precise understanding is not required (interaction/relation building), and also social culture rules and norms. It consists of the knowledge of turn-talking, rate of speech: length of pauses between speakers, relative's roles of participants. It is an ability to understand how to take into account who is speaking to whom, in what circumstances, about what and for what reason. Then Weir defines that there are five aspects have to pay attention in speaking, they are content, vocabulary, grammar, performance, and fluency. There are many requirements for making a good speech, such as speech of speaking, voice and delivery, vocabulary profanity, grammar, and self-improvement suggestions.

Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts.¹⁶ Speaking is a crucial part of second language learning and teaching.¹⁷ Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking jus as a repetition of drills or memorization of dialogues.

Speaking is special thing in life. Speaking is become an important part of processing meaning through verbal or non verbal symbol. However, today's world requires that the goal of teaching speaking should improve students' communicative skill.

¹⁶ A.L, Chaney. and T.L, Burk, in Ayu Diyah Harni Susanti, *Ibid*, p. 13

¹⁷Hayriye, Kayi. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. (University of Nevada, Nevada USA: 2017), P, 01

Because, only in that way, students' can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Speaking is different with other language skills, even though when it is compared with writing, the answer must be writing. What makes speaking difficult is just because the language, English. English will be felt hard when we do not try to learn more about it. In fact, speaking English make all the students can improve their ability. The good habit when the students speak by using English is they will remember much of vocabularies.

Speaking is a linguistic activity which, like language itself, consists of several elements: pronunciation (sounds), morphology and lexis (words and their parts), grammar and syntax (structure), semantics, discourse (conversation and utterances), pragmatics (usage and its rules), fluency (ease of speech, confidence, coherence, and speed).¹⁸ It is a foreign language and the use of it is very seldom. We can see easily of many things in our life using English in the written form and it doesn't need to be read aloud, so we don't need to be embarrassed.

From the description above about speaking, it can be concluded speaking is the process of communication used verbal and non verbal symbols in variety of context. Speaking becomes an important process of sharing and building meaning, speaking

¹⁸Fahad Hamad Aljumah, Ph.D, *Developing Saudi EFL Students' Oral Skills: An Integrative Approach, Vol. 3.* (College of Arabic and Social Studies, Qassim University: 2011), p. 01

also became an active used of language to express the meaning in communication. In communication as the speaker need a partner of listener. The aim in speaking is to deliver our meaning correctly. By using language in speaking the communication will be created instantly.

b. Concept of Speaking Ability

Speaking ability is one of language abilities that have to be learned and mastered by the students in learning foreign language. In addition Loma states, “Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well”.¹⁹

McDonough states, “Speaking ability is enables us to produce utterances, when genuinely communicative, speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions, expressing a wish or desire to do something, negotiating and or solving a particular problem, or establishing and maintaining social relationships and friendships”.²⁰

¹⁹Sari, Loma, *Assessing Speaking*, (Cambridge: Cambridge University Press, 2004), p. 1

²⁰Jo, McDonough, Et. Al, *Materials and Method in ELT*, (Malden: Wiley Blackwell, 2013),

Lado in Kumaryati said, “Speaking ability is described as the ability to report acts or situation, in precise words, or the ability to covers or to express a sequence of ideas fluently”.²¹

From the descriptions above, the researcher concluded that speaking ability is the ability to produce utterances to communicate that conducted of some indicators such as pronunciation, grammar, vocabulary, fluency, and comprehension. Speaking ability also the ability is describe a report act or situation in that way we communicate with the others.



From the theories above, it can be concluded that speaking ability is the ability to make an action or situation by précising words. Good speaking ability will make the people who become our partners in communication can understand what we said. A good speaker will convey their aims in a communication by clearly explanation and the others can get the purpose without any misconception. Furthermore, Speaking is

²¹Robert Lado in Sri Endang Kusmaryati, Improving *English Speaking Ability Through Classroom Discussion*, 2012, p. 32,

²²Qur'an, available at: <http://quran.com/20/25/28> (Accessed 08:46 am, on june 30th 2017)

become an important part of processing meaning through verbal or non verbal symbol. In conveying the purpose the speaker always hopes if the listener will easy understand about the aim in communication. The good communication is not just depends on one person. As we know the purpose of communication is to get the information from another accurately.

c. Concept of Teaching Speaking

Speaking is so much part of daily life that we take it for granted.²³ Speaking is one important skill that learners need in their study. Speaking can become a skill that's make students' increase their knowledge about vocabularies. The classroom is sometimes called as an ratification environment for learning and using a foreign language but it is also a real social context in this own right, where learners and teachers enter into the real social relationship with each other.

The language teaching aim is to equip learners for different context and the usefulness of language learning does not depend only on what specific pieces of language the learners encounter but not whether they master the more general principles, which underline them. In the same way, the structures and skill that foreign language learners acquire during classroom interaction can later be transferred to the other kinds of situation.

²³Scott, Thornburry. *Op. Cit.* p. 01

There are four approaches to exploiting the classroom environment as a social context for foreign language, namely:

1. Using the foreign language for classroom management.

Foreign language is used not only the planned activities, but also the classroom management that revolves around them. It is important to provide learners with the language needed for routine classroom affairs such as giving instructions, discussing the materials, in order to establish the foreign language as the medium for organizing learning activities.

2. Using the foreign language as a teaching medium.

There are differences between learning a language and learning through a language:

- a. There are bilingual schools in which all or most of the lesson are conducted in a non native language. Students' reach a high degree of proficiency in the second language without receiving formal instruction in it, and do not suffer in other aspects of their education.
- b. It is also bilingual school in a modified form. Learners have a small number of formal language lessons. In addition, they study one or two of their school subjects (e.g. history and/or geography) through the medium of foreign language. They also gain a higher level of proficiency.
- c. An individual language teacher teaches another subject through foreign language but it is still related to the foreign country, e.g. its history,

geography, literature or cultural background in a small proportion of classroom time (e.g. one lesson per week). The teaching then has a dual role: to provide learners with useful knowledge, and to engage them in purposeful communication in the foreign language.

3. Using the foreign language for conversation or discussion sessions.

This approach can help students' to develop communicative ability. For example:

- a. It opens up to rich stimulus for communicative interaction. The varied experienced, interest and opinions of the learners can motivate learners to talk in foreign language.
- b. It provides a context for wider range of communicative functions and meanings. For example introducing a new topic, turn taking or sustaining the conversation.
- c. It provides learners with opportunities to express their own personality and experience through the foreign language. It gives them valuable experience in using the language for their own social relationships.

4. By dialogue and role-plays on school experience.

- a. It exploits the foreign language learners with the communicative needs they require stimulated by the environment in which learning takes place.
- b. In exploring the problems of the learners' world, it introduces into the language classroom a nonlinguistic subject matter that motivates communication.

- c. It uses discussion as an important means for simultaneously exploring this subject matter and developing learners' communicative competence.²⁴

From some approaches above, the researcher conclude the teacher can improve students speaking ability in some ways. The ways in improving students speaking ability is done when the teacher give the materials subject for the students in classroom. It will make the students think if they must be tried to speak English in classroom. The teacher must be growth some good habits to improve students speaking ability in classroom especially in teaching and learning process.

In teaching speaking, the researcher can be used some activities to promote students' speaking ability. According to Kayi, those are some activities to promote speaking:²⁵

- a. Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solution in their discussion groups.

- b. Role Play

One other way of getting students to speak is role-playing.

²⁴ Littlewood. *Communication Language Teaching: An Introduction*. (Cambridge: Cambridge University Press, 1981), p. 45

²⁵ Hayriye, Kayi. *Op. Cit.* (University of Nevada, Nevada USA: 2017), P, 02

c. Simulations

Simulations are very similar to role plays but what simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment.

d. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information Gap activities serve many purposes such as solving a problem or collecting information.

e. Brainstorming

On a given topic, students can produce ideas in a limited time.

f. Storytelling

Students can briefly summarize a tale or story the heard from somebody beforehand, or they may create their own stories to tell their classmates.

g. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what the type of question they can ask or what path to follow.

h. Story Completion

This is a very enjoyable, whole class, free speaking activity for which students sit in a circle.

i. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class they report to their friends what they find as the most interesting news.

j. Playing Cards

In this game, the students should form groups of four. Each suit will represent a topic.

k. Picture Narrating

This activity is based on several sequential pictures.

l. Picture Describing

Another way to make use of picture in a speaking activity is to give student just one picture and having them describe what it is in the picture.

m. Find the Difference

For this activity the students can work in pairs and each couple is given two differences pictures, for example, picture of boys playing football and another picture of girls playing tennis.

Based on some activities to promote speaking above, the researcher concluded in teaching speaking the teacher should be used some activities to support students' speaking ability. The activities can help them to improve their speaking ability. The students can express their speaking correctly, and most important they can interact with the other maximally. By using some activities above in classroom, the students

will more interest when they learned English. It is also can improve their speaking ability because the students think an enjoyable way make them want to try more again and again. In speaking English there are some aspects that must know by the students. In this case the teacher can help them to understand about speaking English.

C. The Correlation between Students' Pronunciation Mastery and Their Speaking Ability

Correlation research is carried out for one of two basic purposes either to help explain important human behaviors or to predict likely outcomes.²⁶ According to Balnaves, Correlation research is non experimental research that is similar to ex post facto research in that they both employ data derived from pre existing variables.²⁷ Correlational designs provide an opportunity for you to predict scores and explain the relationship among variables.

In correlational research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. From both of the definitions above, correlation research is a research that carried out of both employ data from pre exist the variables without manipulating the data.

²⁶Jack C Fraenkel and Norman E Wallen, *How to Design and Evaluate Research and Education*, (Singapore: McGraw, 2009), p. 329

²⁷Mark Balnaves and Peter Caputi, *Introduction to Quantitative Research Methods, an Investigation Approach*, (London: Sage Publication, 2001), p. 349

Consistent production of target pronunciation is a challenge for many second-language-learners. Without immediate feedback from a teacher, and even with active monitoring, learners are often uncertain if they have succeeded in produce target sounds or prosodic patterns. Pronunciation features such as intonation, emphasis and pausing are “discourse signals” which are helpful for listeners to understand the flow of conversations.²⁸

Teaching pronunciation involves a variety of challenges.²⁹ To begin with, teachers often find that they do not have enough time in class to give proper attention to this aspect of English instruction. Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.³⁰ To achieve the goals of pronunciation instruction not as helping students to create the sound like native speakers but as helping them to learn the core elements of spoken English so that they can be easily understood by others.

²⁸J. B. Gilbert. In J. Morley (Ed). *Op. Cit.* p. 6

²⁹*Ibid*, p. 01

³⁰Adult Migrant English Program Research Centre. *Op. Cit.* p. 01

Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts.³¹ Speaking is a crucial part of second language learning and teaching. While Thornbury states, “Speaking is interactive and requires the ability to co-operate in the management of speaking turns”.³² From that’s statement, speaking is an interactive process of building and sharing meaning, good speech is come the speaker and listener. Both of them need another to create a conversation, the conversation usually called by communication.

The language teaching aim is to equip learners for different context and the usefulness of language learning does not depend only on what specific pieces of language the learners encounter but not whether they master the more general principles, which underline them. In the same way, the structures and skill that foreign language learners acquire during classroom interaction can later be transferred to the other kinds of situation.

Both of pronunciation and speaking is the skill that must be mastered. Between pronunciation and speaking there is a correlation. As we know, in speaking ability includes of some indicators such as: Pronunciation, vocabulary, grammar, fluency and comprehension.³³ By using pronunciation in speaking, it will be created good communication. Pronunciation is the production of sounds that we used in communication to make meaning of the words with the others.

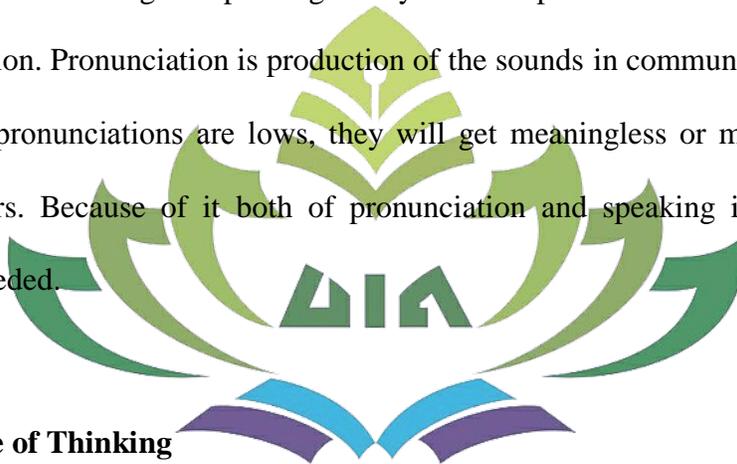
³¹A.L, Chaney. and T.L, Burk. in Ayu Diyah Harni Susanti. *Op. Cit.* p. 13

³²Scott, Thornbury. *Op. Cit.* p. iv

³³ H.D Brown, *Op.Cit.* p. 88

Speaking is different with other language skills, even though when it is compared with writing, the answer must be writing. What makes speaking difficult is just because the language, English. We can see easily of many things in our life using English in the written form and it doesn't need to be read aloud, so we don't need to be embarrassed.

From the theories above, the researcher assumed that the students should have master in pronunciation and good speaking ability. Both of pronunciation and speaking there is correlation. Pronunciation is production of the sounds in communication. When the students' pronunciations are lows, they will get meaningless or miscommunication with others. Because of it both of pronunciation and speaking is something that always needed.

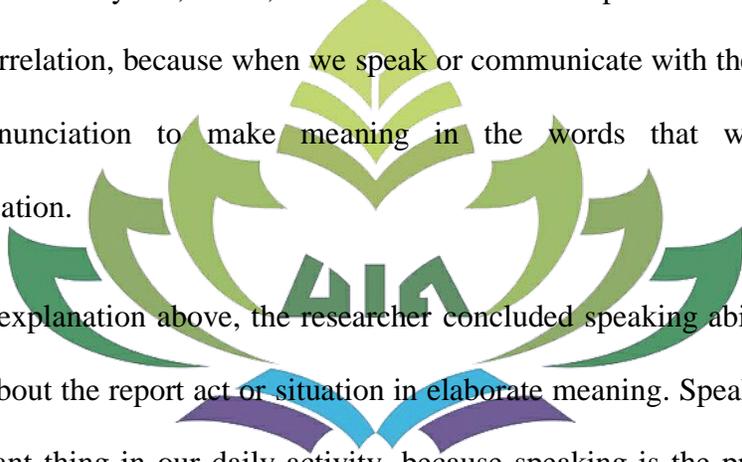


D. Frame of Thinking

Speaking is an interactive and requires process to use language to express, building, and sharing meaning. In speaking there are some indicators such as, pronunciation, grammar, vocabulary, fluency, and comprehension. That meanwhile in speaking we will production the means to the listeners. There are interactions it conducted of though and emotions. In another words, by speaking we can express our ideas, information, and feelings.

Speaking English is the key to get results with English. Automatic speaking makes it easy to connect with native speakers. Speaking conduct of pronunciation, when our pronunciation well, our speech will be well too.

Pronunciation refers to the production of sounds that we use to make meaning. The section includes a brief overview of the various aspects of English pronunciation: sounds, stress, rhythm, and intonation. It means, pronunciation is the production of sounds involves rhythm, stress, and intonation. Both of pronunciation and speaking there is correlation, because when we speak or communicate with the others, we need good pronunciation to make meaning in the words that we used in our communication.



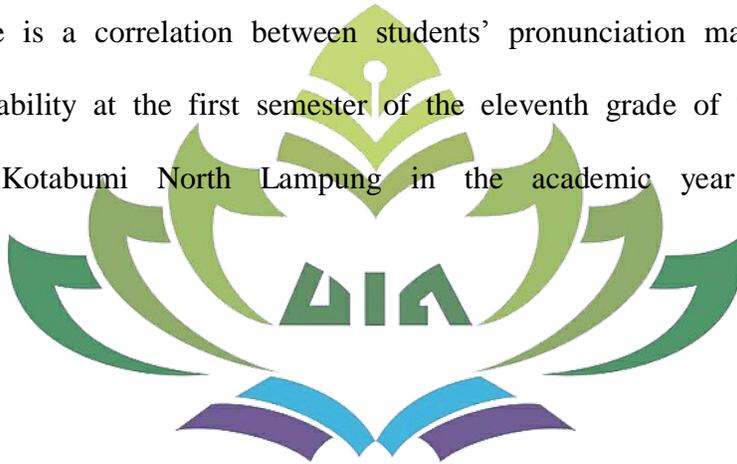
Based on explanation above, the researcher concluded speaking ability is the ability describe about the report act or situation in elaborate meaning. Speaking also became an important thing in our daily activity, because speaking is the process of sharing meaning as the communication with the others. In speaking there is conducted of pronunciation, as we know pronunciation refers to production of sounds. Furthermore, we need pronunciation in communicate with the others. Having good pronunciation in speaking will make the others can easier understanding the purpose in communication.

J. Hypothesis

Based on theoretical assumptions above, the writer formulates the hypothesis as follows:

Ho: There is no correlation between students' pronunciation mastery and their speaking ability at the first semester of the eleventh grade of SMA N1 Abung Pekurun Kotabumi North Lampung in the academic year of 2017/2018.

Ha: There is a correlation between students' pronunciation mastery and their speaking ability at the first semester of the eleventh grade of SMA N1 Abung Pekurun Kotabumi North Lampung in the academic year of 2017/2018.





CHAPTER III RESEARCH METHODOLOGY

A. Research Design

Research design is a plan or program made by researcher as the activity target is done.¹ This research used the correlation research design. Correlation research is non experimental research that is similar to ex post facto research in that they both employ data derived from preexisting variables. There is no manipulation of the variables in either type of research.² According to Fraenkel and Wallen, correlation research is also sometimes referred to as form of descriptive research because it describes an existing relationship between two variables.³

Correlational designs provide an opportunity for you to predict scores and explain the relationship among variables. In correlational research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. The purpose of correlation research is to clarify our understanding of important phenomena by identifying relationships among variables.⁴

¹Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2012), p. 1

²Donald Ary, et. Al., *“Introduction to Research in Education”*, (8th Edition), (Canada: Wadsworth, Cengage Learning, 2006), p. 349

³Jack C Fraenkel and Norman E Wallen, *How to Design and Evaluate Research and Education*, (Singapore: McGraw, 2009), p. 328

⁴Jack C Fraenkel and Norman E Wallen, *Ibid*, p. 329

Based on the distinction above, it can be concluded that correlation research is a research that is done to find out whether there is a relationship between two variables to existing data without manipulating the data, variable X and variable Y. In this case, variable X is the students' pronunciation mastery and variable Y is the students' speaking ability.

B. Variable of the Research

A variable is a characteristic or attribute of an individual or an organization that a writer can measure or observe and varies among individuals or organization study. There are two variables in this research namely: independent variable and dependent variable.

An independent variable is variable selected by the writer to determine their effect on the relationship with the dependent variable. The dependent variable is observed to determine what effect, if any the other types of variable may have on it. Independent variables are those that the researcher chooses to study in order to assess their possible effect on one or more other variables. An independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable. The variable that the independent variable is presumed to affect is called a dependent variable.⁵

⁵Jack R, Fraenkel and Norman R. Wallen, *Op. Cit*, p. 42

In this research, there are two variables investigated, they are as follow:

1. Independent variable

The independent variable in this research is students' pronunciation mastery that symbolized by (X).

2. Dependent variable the dependent variable in this research is the students' Speaking Ability that is symbolized by (Y).

C. Operational Definition of Variable

In this research the writer give the operational definition as follows:

- 1) Students' pronunciation mastery is the great ability or skill to understanding about the act or manner of pronouncing words that conducted of some indicators such as sound, intonation, phrasing, stress, timing, and rhythm.
- 2) Students' speaking ability is the ability to produce utterances to communicate that conducted of some indicators such as pronunciation, grammar, vocabulary, fluency, and comprehension.

D. Population, Sample, and Sampling Technique

a. Population

According to Creswell, a population is a group of individuals who have the same characteristic.⁶ A population is defined as all members of any well defined class, events, or objects.⁷ Population of the research are the entire students at the eleventh grade of SMA N1 Abung Pekurun, Kotabumi, Lampung Utara, which consists of 88 students that are divided into three classes, those are IPA 1, IPA 2, and IPA 3. The following table shows the number of the population:

Table 3.1
The Number of the Students at Eleventh Grade of SMA N1 Abung Pekurun, Kotabumi, Lampung Utara in 2017-2018 Academic Year

No	Class	Gender		Number Student
		Male	Female	
1	XI IPA 1	09	21	30
2	XI IPA 2	16	17	33
3	XI IPA 3	08	16	24
Total		33	55	87

Source: The data of students at Eleventh Grade of SMA N1 Abung Pekurun, Lampung Utara

⁶ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*; fourth edition, (Boston: Person Education, Inc. 2002) p.142

⁷Donald Ary, et. All, *Op. Cit.* p. 148

b. Sample

According to Mark and Peter, sample is part estimates of population parameter.⁸ It means that the sample is a core of population that used to do the observation whether there is significant correlation between students' pronunciation mastery and their speaking ability. The populations at the second semester of the eleventh grade of SMA N1 Abung Pekurun Kotabumi North Lampung in the academic year of 2017/2018 are divided on three classes. These are IPA 1, IPA 2, and IPA 3.

c. Sampling Technique

In taking sample, the writer used cluster random sampling technique. The selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling.⁹ The writer conducted the research at the eleventh grade consists of three classes.

The steps in determining the experimental class and control class as follows:

- a. The first, the name of each class was written in small pieces of paper. Each paper is a name of each class those are XI IPA1, XI IPA 2, and XI IPA 3.
- b. The second, these pieces of paper was rolled and put into the glass.
- c. Third, the writer shook the glass and take one of the pieces of the paper.

⁸ Mark Balnaves and Peter Caputi, *Introduction to Quantitative Research Methods, an Investigation Approach*, (London: Sage Publication, 2001), p. 177

⁹ Jack R. Fraenkel and Norman R. Wallen, *Op Cit*, p.95

d. Next, a piece of paper that taken from the glass to be chosen as a sample of the research.

E. Data Collecting Technique

The data of this research will be collected by administering the test to the students the test consists of two kinds:

a. Pronunciation Mastery Test

The writer gave about 40 vocabularies to the students. Next, the researcher asked to the students to read the vocabularies. If students can read all of the vocabularies by right pronunciation of the words the students will get highest score.

b. Speaking Ability Test

In speaking test, the writer will ask to the students to make dialogue with their friend orally based on definite theme by the researcher. The dialogue will perform in front of the class in seven minutes.

F. Procedure of the Research

Before do the research, the writer will ask permission to the headmaster of SMA N1 Abung Pekurun, the researcher will conduct at the eleventh grade of SMA N1 Abung Pekurun, Kotabumi, North Lampung in the academic year of 2017-2018. Bellow is the procedure of the research:

1. Planning

- a. Making instrument.
- b. Consulting the instrument to the English teacher.
- c. Asking the permission to the headmaster of SMA N1 Abung Pekurun, Kotabumi, North Lampung to research.
- d. Asking to the English teacher to help giving test to the students.

2. Implementing

- a. Giving the test to the students of the sample, it is to know the level reliability of instrument test of students' pronunciation mastery and their speaking ability.
- b. Dividing the scores of pronunciation mastery test to know the reliability of the test.
- c. After knowing the validity, reliability, and readability of the students' pronunciation mastery and their speaking ability, the next steps are giving the pronunciation test and speaking test to know the correlation between both of the variables.

3. Reporting

- a. Giving the score.
- b. Collecting the data.
- c. Calculating the test result by using formula.
- d. Taking conclusion from the result of the research

G. Instrument of Research

Instrument is the important thing in an experiment in which the reliability of the instrument will automatically affect the reliability of the data obtained. Instrument is a means of collecting data. It can be in the form of observational sheet, questionnaire, interview, and test. In line with the purpose of the study, that is to find out the correlation between students' pronunciations mastery and their speaking ability at the eleventh grade of SMA N1 Abung Pekurun, the writer will use two instruments. The instruments are pronunciation test and speaking test.

The first instrument is pronunciation test. In first test, the writer will get the data of pronunciation mastery by using vowel, consonant and diphthong. The specification of the test for pronunciation mastery as follows:

Table 3.2
The Specification of Test for Pronunciation Mastery as Follows:

Aspect	Indicator	Number of Items
Sound	1). Students are able to pronounce the Vowel of the words accurately	1,3,4,8,9,10,11,16,17,19,21,22,23,25,32,37
	2). Students are able to pronounce the Consonant of the words accurately	2,6,20,27,28,29,30,31,33,34,35,36,38,40
	3). Students are able to pronounce the Diphthong of the words accurately	5,7,12,13,14,15,18,24,26,39
Total		40

The second, the writer will get the data of speaking ability by oral test. The tests are speaking form, this test aim to measure the students' speaking ability. In this case, the students will perform dialogue with friend orally in front of the class in seven minutes for time allocation. The writer will give topic that must be present by students.

Table 3.3
Table Specification of Test for Speaking Ability as Follows:

No	Concept	The topic
1	Congratulation is the act of expressing joy or acknowledgment, as for the achievement or good fortune of another or the act of telling someone that you are happy because of his or her success or good luck.	Congratulation
2	Compliment is a formal act or expression of civility, respect, or regard. Compliment to have meaning an act of giving praise or administration.	Compliment

H. Scoring Procedure

In scoring the pronunciation test, the writer use oral test consists of 40 words that students must mastery in phonetic symbols of the words.

The formula is:

$$\text{Score} : \frac{\sum B}{N} \times 100$$

Notes :

$\sum B$: Total of the test which is correct

N : Total of the test.¹⁰

In evaluating students' pronunciation mastery, the researcher used oral English rating sheet. Based on this oral rating sheet, there are four aspects to be considered: Sounds, Rhythm, Stress and Intonation.

Table 3. 4
The Rating Sheet Score of Students' Pronunciation Mastery

No	Aspect	Rating Score	Comments
1	Sounds	5	Almost complete
		4	There is a mistake but do not disturb the meaning
		3	There are some mistakes and disturb the meaning
		2	Many mistakes with the result that hard understanding
		1	Too much mistakes until the words harder understanding
2	Rhythm	5	Almost complete
		4	There is a mistake but do not disturb the meaning

¹⁰Sumarna Suraprana, *Panduan Penulisan Tes Tertulis Implementasi Kurikulum*, (Jakarta: Rosda, 2004), p. 176

		3	There are some mistakes and disturb the meaning
		2	Many mistakes with the result that hard understanding
		1	Too much mistakes until the words harder understanding
3	Stress	5	Almost complete
		4	There is a mistake but do not disturb the meaning
		3	There are some mistakes and disturb the meaning
		2	Many mistakes with the result that hard understanding
		1	Too much mistakes until the words harder understanding
4	Intonation	5	Almost complete
		4	There is a mistake but do not disturb the meaning
		3	There are some mistakes and disturb the meaning
		2	Many mistakes with the result that hard understanding
		1	Too much mistakes until the words harder understanding

In evaluating students' speaking ability, the writer used oral English rating sheet proposed by Brown. Based on this oral rating sheet, there are five aspects to be considered: Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension.

Table 3.5
The Rating Sheet Score of Students' Speaking Ability

No	Criteria	Rating	Comments
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		Score	
1	Pronunciation	5	Equivalent to and fully accepted by educated native speaker
		4	Errors in pronunciations are quite rare
		3	Errors never interface with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
		2	Accent is the intelligible though often quite faulty.
		1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak students' language.
2	Grammar	5	Equivalent to that of an educative native speaker.
		4	Able to use the language accurately on a level normally pertinent to professional needs. Errors in Grammar are quite rare.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		2	Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar.
		1	Errors in grammar are frequent, but speaker can be understood by a native speaker use to dealing with foreigners attempting to speak students' language.
3	Vocabulary	5	Speech on levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.
		4	Can understand and participate in any conversation within the range of students'

			experience with a high degree of precision of vocabulary.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics. Vocabulary is broad enough that she/he rarely has to grope for a word.
		2	Has speaking vocabulary sufficient to express themselves simply with some circumlocutions.
		1	Speaking vocabulary inadequate to express anything but the most elementary needs.
4	Fluency	5	Has complete fluency in the language such that students' speech is fully accepted native speaker.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
		2	Can handle with confidence but not with facility most social situations, including introductions and casual conversation about current events, as well as work, family, and autobiographical information.
		1	No specific fluency description. Refer to other four language areas for implied level of fluency.
5	Comprehension	5	Equivalent to that of an educated native speaker.
		4	Can understand any conversation within the range of his experience.
		3	Comprehension is quite complete at a

			normal rate of speech.
		2	Can get the gist of most conversation non technical subject (i.e. topics that required no specialized knowledge).
		1	Within the scope of students is very limited language experience, can understand simple question and statements if deliver with slowed speech repetition, or phrase.

Criteria of the scores:

5 = Excellent

4 = Very Good

3 = Good

2 = Average

1 = Poor.¹¹

I. Validity, Reliability, and Readability

a. Validity of the Test

Validity is the most important criteria in measuring an instrument. Validity is the touchstone of all types of educational research¹². A test said to be valid when it can measure what is intended to be measured. According to Cohen in his book “*Research Methods in Education*”¹³ with regard to validity, it is important to note here that an effective test will ensure adequate:

- a) **Content validity** is adequate and representative coverage of program and test objectives in the test items, a key features of domain sampling,

¹¹H. Douglas Brown, *Language Assesment Principle and Classroom Practice*, (USA: University Press: 2004), p. 172-173

¹²L. Cohen, *Op.Cit*, p. 133

¹³*Op.Cit*, p. 137-140

b) **Construct validity** is the clear relatedness of a test item to its proposed construct/unobservable quality or trait, demonstrated by both empirical data and logical analysis and debate, i.e. the extent to which particular constructs or concepts can give an account for performance on the test,

b. Reliability of the Test

The meaning of reliability differs in quantitative and qualitative research.¹⁴ Reliability is concerned with how consistently you are measuring whatever you are measuring.¹⁵ Reliability in quantitative research is essentially a synonym for dependability, consistency and replicability over time, over instruments and over groups of respondents. For observational data, reliability is addressed in the training sessions for researchers where they work on material to ensure parity in how they enter the data.

In collecting the data, the researcher used rank spearman to calculate the students' reliability score in pronunciation and speaking. While the formula as follow:

$$r_s = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

Note:

r_s = Coefficient score

¹⁴L. Cohen, *Op.Cit*, p. 146

¹⁵Donald Ary, et. All, *Op. Cit*, p. 239

d^2 = Difference score X and Y

n = Total of the sample

Table 3.5
Criteria of Reliability

No	Criteria of Reliability	Scores
1	Very High Reliability	0.800 – 1.000
2	High Reliability	0.800 – 0.600
3	Medium Reliability	0.600 – 0.400
4	Low Reliability	0.400 – 0.200
5	Very Low Reliability	0.200– 0.000



c. Readability of the Test

Readability tests are indicators that measure how easy a document can be read and understood for evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents.¹⁶ The essential information in an evaluation document should be easily understandable. The implementation of readability tests of

¹⁶Julien B. Kuoame, *Using Test to Improve the Accuracy of Evaluation Documents Intended for Low Literate Participants: Journal of Multi Disciplinary Evaluation Vol. VI Number 14 August 2010*, (Michigan: Western Michigan University, 2010), p. 02

prior to pilot testing results in the more efficient use of evaluators' time, a critical resource. Readability testing can also increase the validity and reliability of data collection instruments as well as the credibility of the evaluator. To know the readability of the test, the researcher follows Kuoame's research. The student is asked to evaluate instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.¹⁷ The question will be tested individually the questionnaire for readability is attached.

J. Data Analysis

a. Normality Test

The normality test is used to measure weather the data in the pronunciation class and speaking ability class are normally distribute or not. In this research, the researcher used Lilliefors formula to test the normality of the data as follow:

- a) For $X_1, X_2, X_3, \dots, X_n$ were assumes as number $Z_1, Z_2, Z_3, \dots, Z_n$
by using the formula: $z_i = x_i - \bar{x}$
- b) For each this absolute number is arrange in the normal distribution, then it is calculate $F(z_i) = P(z \leq z_i)$

¹⁷*Ibid.* p. 02

- c) Next calculate the proportion $z_1, z_2, z_3, \dots, z_n$ that can be smaller or just the same as z_i . If the proportion is present by $S(z_i)$, so $S(z_i) = \frac{z_1, z_2, z_3, \dots, z_n}{n}$
- d) Calculate $F(z_i) - S(z_i)$ and calculate the absolute number.
- e) Calculate the highest number among those absolute numbers and called the number as t_{observed} .¹⁸

The hypotheses of normality test were formulated as follow:

H_0 = the data have normal distribution

H_a = the data have not normal distribution.

While the criteria acceptance or rejection of normality test are:

H_0 is accepted if L_{observed} is lower than L_{critical} , means the distribution of the data is normally distribution.

H_a is rejected if L_{observed} is higher than L_{critical} , means the distribution of the data is not normally distribution.

b. Homogeneity Test

Homogeneity is a method based on the chi-square statistic for testing whether two or more multinomial distributions are equal. Homogeneity test is a test about same or not the varieties two or more distributions. To know the homogeneity of the test the researcher used homogeneity formulas as follow:

¹⁸Sudjana, *Metode Statistika*, Tarsito Bandung, 2009, p. 466

$$Sx^2 = \sqrt{\frac{n \cdot \sum X^2 - (\sum X)^2}{n(n-1)}}$$

$$Sy^2 = \sqrt{\frac{n \cdot \sum Y^2 - (\sum Y)^2}{n(n-1)}}$$

To know the F_{observed} from varieties X and Y by using formulas as follows:

$$F = \frac{S \text{ besar}}{S \text{ kecil}}$$

The hypotheses of normality test were formulated as follow:

H_0 = the data have homogeneity distribution

H_a = the data have not homogeneity distribution.

While the criteria acceptance or rejection of normality test are:

H_0 is accepted if F_{observed} is lower than F_{critical} , means the distribution of the data is homogeneity distribution.

H_a is rejected if F_{observed} is higher than F_{critical} , means the distribution of the data is not homogeneity distribution.

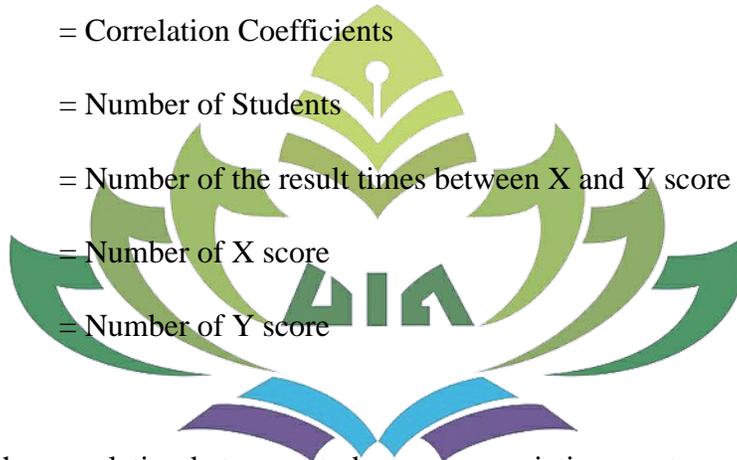
c. Hypothetical Testing

To know the correlation between students' pronunciation mastery and their speaking ability, the researcher used product moment formulas as follow:¹⁹

$$r_{xy} = \frac{n \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \cdot \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

Note:

r_{xy}	= Correlation Coefficients
n	= Number of Students
$\sum XY$	= Number of the result times between X and Y score
$\sum X$	= Number of X score
$\sum Y$	= Number of Y score



To know the correlation between students; pronunciation mastery and their speaking ability, the researcher used diagram or correlation.

¹⁹SuharsimiArikunto, *ProsedurPenelitianPendekatanPraktik*, 2013, p. 314

- a) 0.800 – 1.000 is very high correlation
- b) 0.600 – 0.800 is high correlation
- c) 0.400 – 0.600 is enough correlation
- d) 0.200 – 0.400 is low correlation
- e) 0.000 – 0.200 is very low correlation

The above formula is very important due to finding out whether or not the (H_0) null hypothesis is accepted to this research.

The hypotheses are:

H_a : There is Correlations Between Students' Pronunciation Mastery and Their Speaking Ability at the First Semester of the Eleventh Grade at SMA N1 Abung Pekurun, Kotabumi North Lampung in the Academic Year of 2017/2018.

H_0 : There is no Correlations Between Students' Pronunciation Mastery and Their Speaking Ability at the First Semester of the Eleventh Grade at SMA N1 Abung Pekurun, Kotabumi North Lampung in the Academic Year of 2017/2018.

CHAPTER IV

RESULT AND DISCUSSION

A. The Situation of SMA N1 Abung Pekurun, Kotabumi, North Lampung

SMA N1 Abung Pekurun is located at Kotabumi North Lampung. For teaching and learning process, SMA N1 Abung Pekurun, Kotabumi, North Lampung has used its own buildings. The activities of teaching and learning process are done in the morning, it is begin at 07.15^{am} in the morning and finish at 13.00^{pm}. There are some rooms at the school, namely headmaster room, teacher room, and administration room. There are also some school's facilities like classroom, office room, headmaster's room, advisor's room, teacher's room, students' table and chair, teachers' table and chair, white board, toilet, library, computer laboratory, science laboratory, school yard, canteen, and Mushola.

In this research, the researcher took English class students to analyze the correlation between students' pronunciation mastery and their speaking ability. This school is managed by structural. There are 47 people of the teacher and staff in SMA N1 Abung Pekurun, Kotabumi, North Lampung in the academic year of 2017/2018, they are:

- Headmaster : 1 people
- The vice of headmaster : 4 people
- The teacher : 34 people
- The administration staff : 6 people
- The security : 2 people

B. Number of the Students

In the academic year of 2017/2018 SMA N1 Abung Pekurun Kotabumi North Lampung have 479 students. It changes in several classes from class X until XII.

Table 4.1

The total number of SMA N1 Abung Pekurun, Kotabumi, North Lampung in the Academic Year of 2017/2018

Class	Number of the Students		Total
	Male	Female	
X A	11	21	32
X B	09	17	26
X C	11	21	32
X D	10	18	28
XI IPA 1	09	22	31
XI IPA 2	16	17	33
XI IPA 3	08	16	24
XI IPS 1	11	19	30
XI IPS 2	09	21	30
XI IPS 3	09	21	30
XII IPA 1	11	21	32
XII IPA 2	12	18	30
XII IPA 3	12	20	32
XII IPS 1	14	16	30
XII IPS 2	13	17	30
XII IPS 3	17	12	29
Total			479

Source: Documentation of SMA N1 Abung Pekurun, Kotabumi, North Lampung in the Academic Year of 2017/2018

From the table above, we can see those are in SMA N1 Abung Pekurun, Kotabumi, North Lampung in the academic year of 2017/2018 the total number of students for each class from class X, XI, and XII are 479 students.

C. The Data Description

The first day, the researcher asked permission to the headmaster and the teacher did the research in SMA N1 Abung Pekurun. Furthermore, the English teacher have chosen randomly the class which the researcher did the research. After getting the class, the English teacher brought the researcher to the class and introduced the researcher to the students.

Furthermore, the researcher told to the students if the researcher did the test in their class about pronunciation and speaking. Next, the researcher asked to the students about the definition of pronunciation and speaking. Almost all of the students know what is pronunciation and speaking, but they convey their understanding about pronunciation and speaking by their own knowledge. Next, the researcher also gave a reminder to the students, if the pronunciation and pronoun both of them have really differences meaning, and the students can understand it.

Furthermore, the researcher gave test to the students about pronunciation and speaking test. In pronunciation test, the researcher gave to the students about 40 lists of words or vocabularies. Next, the students read the vocabularies to know their pronunciation. After got the score, next the researcher gave speaking test to the students. The speaking test is the students performed a dialogue with a friend in definite theme and topic that was given by the researcher. Furthermore, the students performed the short dialogue in front of the class, and the dialogue performed in a group. In a group those was two persons. Next, the researcher got the score and calculated it to know the positive or negative correlation between students' pronunciation mastery and their speaking ability.

From the test above, the researcher got the result and calculated the pronunciation and speaking score by using the person product moment correlation to get the result and both of two variables there is correlation. By seeing the table criteria of coefficient correlation both of pronunciation and speaking in this research is average correlation.

D. The Data Analysis

a. Result of the Normality Test

Normality test is used to test whether the data sample has normal distribution.

The criteria are as follow:

Ha : the data were normal

Ho : the data were not normal

From the calculation for the pronunciation the data were normal. It can be seen as follows:

$L_{\text{-observed}}$: 0,0296

$L_{\text{-critical}}$: 0,1610

$L_{\text{-observed}} < L_{\text{-critical}}$, $0,0296 < 0,1610$, it means that the data were normal.

Then, the calculation for the speaking, the data were normal. It can be seen as follows:

$L_{\text{-observed}}$: 0,0438

$L_{\text{-critical}}$: 0,1610

$L_{\text{-observed}} < L_{\text{-critical}}$, $0,0438 < 0,1610$, it means that the data was normal.

b. Result of Homogeneity Test

Homogeneity test used to test whether the data sample has homogeneity distribution or not.

The criteria are as follow:

Ha : the data were homogenous

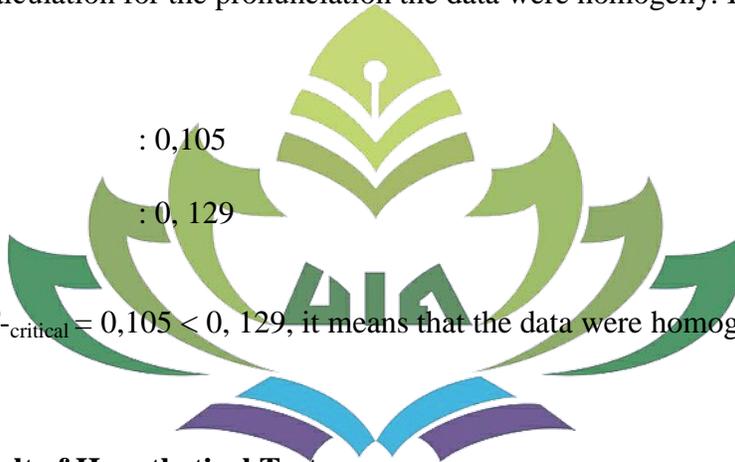
Ho : the data were not homogenous

From the calculation for the pronunciation the data were homogeny. It can be seen as follows:

$F_{\text{observed}} : 0,105$

$F_{\text{critical}} : 0,129$

$F_{\text{observed}} < F_{\text{critical}} = 0,105 < 0,129$, it means that the data were homogenous.



c. Result of Hypothetical Test

Having collecting both data of pronunciation and speaking with using test, to find out the correlation of two variables above, the researcher used Person's product moment formula to compute the data.

The Result of data analysis:

$N = 30$

$\sum X = 1800$

$$\sum Y = 1551$$

$$\sum X^2 = 11095$$

$$\sum Y^2 = 81461$$

$$\sum XY = 94911$$

Putting the data above into the formula of Product moment correlation in order to get “ r_{observed} ”

$$r_{xy} = \frac{n \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \cdot \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

answer:

$$r_{xy} = \frac{(30) 94911 - (1800)(1551)}{\sqrt{\{(30) 110950 - (1800)^2\} \cdot \{(30) 81461 - (1551)^2\}}}$$

$$r_{xy} = \frac{2847330 - 2791800}{\sqrt{\{3328500 - 3240000\} \cdot \{2443830 - 2405601\}}}$$

$$r_{xy} = \frac{55530}{\sqrt{\{88500\} \cdot \{38229\}}}$$

$$r_{xy} = \frac{55530}{\sqrt{3383266500}}$$

$$r_{xy} = \frac{55530}{5816585338}$$

$$=0,954$$

Therefore r_{observed} is 0,954

The correlation coefficient of the two variables is 0,954. In order to know the whether this correlation coefficient (0,954) is significant or not, it is necessary to find out its significance. The significance level used in this study is 5% (0,05). The critical value which is found out in the r table of product moment with 95% confidence and the number of sample 28 is 0,361. Since the obtain value (0,954) is higher than the table value or the critical value (0,361), means that there is positive correlation between students' pronunciation mastery and their speaking ability. The criteria that can be used to the eleventh grade the interpretation of the coefficient as follows.

Table 4.2
Criteria of Correlation Coefficient

No	Interpretation	Correlation Coefficient
1	Very High Correlation	0.80 – 1.00
2	High Correlation	0.60 – 0.79
3	Average Correlation	0.40 – 0.59
4	Low Correlation	0.20 – 0.39
5	Very Low Correlation	0.00 – 0.19

Based on the result of statistic calculation above, the correlation between the two variables X and Y is positive, it was 0,954. In other words, the correlation between students' pronunciation mastery and their speaking ability is considered very high correlation as seen in the table above.

E. Discussion of Research Finding

Based on the previous chapter, at the beginning of the activity, the test was administered to know level of the validity, reliability and readability of test instrument. After knowing the validity, reliability and readability of the instrument, the researcher gave the pronunciation test and speaking test to know the correlation among the variables.

Speaking is the process of sharing and building meaning through the use of verbal and non verbal symbols in variety of context.¹ Pronunciation refers to the production of sound.² Speaking and pronunciation is the process of produce sounds of the words in communication. Furthermore, in pronunciation and speaking test, the researcher gave different test to the students. In pronunciation test, the researcher gave about 40 vocabularies and then the students read the vocabulary to know the pronunciation. Besides that, in speaking test the researcher gave to the students a theme and a topic to the students. The speaking test was done in pair. Next, the researcher got the score and calculated it to get the result of the test.

The result of the data analysis showed the coefficient correlation between the two variables is 0,954 , while the critical value for 28 samples is 0,361. It means that there is average correlation between two variables. The value of correlation coefficient obtained is 0,954 , while the criteria correlation between 0.80 - 1.00 are considered very high correlation.

¹ Al. Chaney, *Op.Cit.* p. 16

² AMEP Research Center, *Op.Cit.* p.01

By seeing the result of the data calculation in previous chapter, where alternative hypothesis (H_a) is accepted, it means that there is correlation between students' pronunciation mastery and their speaking ability at the first semester of the eleventh grade of SMA N1 Abung Pekurun Kotabumi North Lampung in the academic year of 2017/2018. In other words, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the description in previous chapter, the data was calculated by using person product moment correlation to know the Correlation between Students Pronunciation Mastery and Their Speaking Ability at the First Semester of the Eleventh Grade of SMA N1 Abung Pekurun Kotabumi North Lampung in the Academic Year of 2017/2018, it is concluded that there was a correlation between students' pronunciation mastery and their speaking ability. The researcher calculated the data and got the result of the data calculation in the previous chapter shows that null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was accepted. It means that the researcher assumption was true that pronunciation mastery and speaking ability have a correlation. It was supported by the scores that students achieved after the researcher gave the test.

The result of Person Product Moment correlation showed that the result 0,954. The result of degree of freedom = 0,361 in the table are 5% for level significant 0,05. In other words, pronunciation mastery has correlation in speaking ability at the eleventh grade of SMA N1 Abung Pekurun Kotabumi North Lampung in the Academic Year of 2017/2018.

B. Suggestion

The researcher gave suggestion for all aspects, students, teachers and next researcher to support this thesis. The researcher also suggested this research can help all aspect to achieve teaching and learning process in the school especially about pronunciation and speaking ability.

a. For the Students

1. The students should be learned more about English in order to develop and increase their ability, especially about pronunciation. The students should practice to use English in their daily activity, with language they have learned with their environment even with their friends or teacher.
2. The students also should have motivation to learn English in order to improve their English ability. The students have to practice to communicate with their friends by using English especially it can make them improve their speaking ability.
3. The students should be more active in learning English. Never give up in learning English and practice English as much as possible.

C. For the Teacher

The English teacher are suggested to help more the students to increase their interest in learning English and also should motivate the students to be more active in English learning process by helping them enrich pronunciation, so the students can be easier in speaking ability.

The teacher also needs to use some activities or approaches in teaching and learning process about English. Because much of the students are interested in English subject, it is why the students have less motivation in English especially about speaking English. The students think if speaking English is really hard. The teacher should active in using English as the language communication in the classroom, and do not just give task from the textbook, but also the teacher can give materials to the students from the other source that appropriate with the subject that must be taught.

D. For the Next Researcher

The researcher focused on the correlation between students' pronunciation mastery and their speaking ability. Therefore, it is suggested for the next researcher to investigate the correlation of the other English skill such as writing, reading and listening. As the definition in previous chapter about correlational research, correlation research is non experimental research that is similar to ex post facto research in that they both employ data derived from preexisting variables. There is no manipulation of the variables in either type of research. Correlational research designs, investigators use the correlation statistical test to describe and measure the degree of association or relationship between two or more variables or sets of scores. The purpose of correlation research is to clarify our understanding of important phenomena by identifying relationships among variables.

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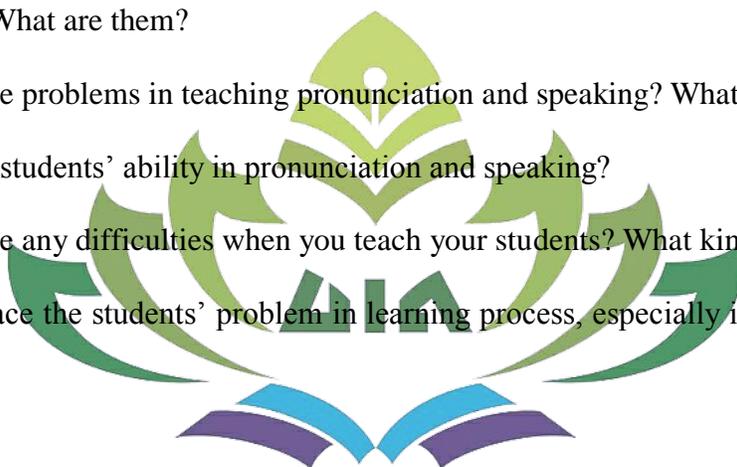
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Appendix 1

Interview Guidelines for the Teacher

1. How long have you been teaching English in SMA N1 Abung Pekurun?
2. Can you explain your experience in teaching English, especially in teaching pronunciation and speaking?
3. Do you have any strategies, methods, or techniques in teaching pronunciation and speaking? What are them?
4. Do you have problems in teaching pronunciation and speaking? What are them?
5. How about students' ability in pronunciation and speaking?
6. Do you have any difficulties when you teach your students? What kinds are?
7. How you face the students' problem in learning process, especially in pronunciation and speaking?



Appendix 2

THE RESULT OF INTERVIEW WITH THE ENGLISH TEACHER IN PRELIMINARY RESEARCH

Interview for the Teacher

NO	QUESTION	ANSWER	CONCLUSION
1	How long have you been teaching English in SMA N1 Abung Pekurun?	I think, I was teaching English about nine until ten years ago.	Based on the preliminary research, the teacher has teaching English for long time.
2	Can you explain your experience in teaching English, especially in teaching pronunciation and speaking?	In SMA N1 Abung Pekurun, it is hard to teach English, especially in teaching pronunciation and speaking ability. Because there is no English Lab in our school, and no support by the other teacher to make a learning center outside the school.	The teacher said, that she felt hard when she teaches English, especially in teaching pronunciation and speaking. Because they have no Lab and support by the other teacher to make a learning center outside the school.
3	Do you have any strategies, methods, or techniques in teaching pronunciation and speaking? What are them?	In teaching pronunciation, it usually I give the text to the students, and then the students can read and learn more by open their own dictionary to look at the phonetic symbol of the word. In teach speaking I usually give an instruction to the students to make dialogue with their friends about 2 or more students. Or by other ways, like game and role-play, etc.	Based on the preliminary research, the teacher has some strategies and techniques in learning process of English. Sometimes, the teacher gives text to read by students. And the students can open their dictionary to know the phonetics symbols of the word that they read.

4	Do you have problems in teaching pronunciation and speaking? What are them?	Yes, it is hard enough to me, because there is not enough of media that we can use to study in our school.	The teacher felt hard in learning process about English especially in speaking and pronunciation. Because in learning process, they are have not enough of the media to use.
5	How about students' ability in pronunciation and speaking?	I think it is good enough, because the students want to know about English more.	The teacher said, she thinks it is good enough. Because students want to know about English more. e.g. how English spelling, how English written, etc.
6	Do you have any difficulties when you teach your students? What kinds are?	Of course I have it. I teach students in much of kinds. From the students' background, their dialect, their habit, and many others.	The students have difficulties in teaching speaking and pronunciations. Because of some problems that students' have.
7	How you face the students' problem in learning process, especially in pronunciation and speaking?	I give some strategies to face it. When the students have some problems in learning pronunciations and speaking, I suggest to them if English is really easy to be learn. And I always motivate to the students to like first of English.	The teacher has some ways to face the students' problem in learning process about English.

Appendix 3**QUESTIONNAIRE FOR THE STUDENT IN PRELIMINARY RESEARCH****Name :****Class :**

Jawablah pertanyaan dibawah ini berdasarkan kemampuan kalian masing-masing, dengan memilih jawaban A atau B serta berikan alasannya !

1. Apakah anda suka dengan pelajaran bahasa inggris?

A. Ya B. Tidak

Alasan :

.....

2. Apakah anda merasa kesulitan dalam belajar bahasa inggris khususnya di *speaking*?

Kesulitannya dimana?

A. Ya B. Tidak

Alasan :

.....

3. Apakah anda merasa kesulitan dalam belajar *pronunciation*? Berikan alasan!

A. Ya B. Tidak

Alasan :

.....

4. Apakah cara mengajar yang diberikan oleh guru kalian itu menarik?

A. Ya B. Tidak

Alasan :

.....

5. Ketika ada tugas dari guru untuk melakukan dialog atau percakapan di depan kelas dengan teman kalian menggunakan bahasa inggris, apakah kalian merasa gugup?

A. Ya B. Tidak

Alasan :

.....



Appendix 4

**THE RESULT OF INTERVIEW WITH THE ENGLISH STUDENTS IN
PRELIMINARY RESEARCH**

No	Interview	YES	NO	Conclusion
1	Apakah anda suka dengan pelajaran bahasa inggris?	59 %	41 %	Almost much of the students do not like study about English, because they think English is something that really hard to be learn.
2	Apakah anda merasa kesulitan dalam belajar bahasa inggris khususnya di <i>speaking</i> ? Kesulitannya dimana?	65 %	35%	Based on the preliminary research, much students felt difficult in learn English. Especially in speaking, because they can't speak English well, they feel nervous and not comfortable when they speak English with others.
3	Apakah anda merasa kesulitan dalam belajar <i>pronunciation</i> ? Berikan alasan!	69 %	31 %	The students feel difficult in learning pronunciation, because they do not know about the English sound.
4	Apakah cara mengajar yang diberikan oleh guru kalian itu menarik?	56 %	44 %	Much of the students think if the teacher give an interesting way in the learning English.
5	Ketika ada tugas dari guru untuk melakukan	80 %	20 %	Almost all of the students feel nervous when they get

	dialog atau percakapan di depan kelas dengan teman kalian menggunakan bahasa inggris, apakah kalian merasa gugup?			task from the teacher to do some dialogues or conversations with their friend to perform it in front of the class.
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Appendix 5

Pronunciation Test

Name :

Class :

Direction: Pay attention to the following words and read the lists of words to know the pronunciation!

1. Congratulation	21. Compliment
2. Thank you	22. Fantastic
3. What	23. Excellent
4. English	24. Nice
5. Proud	25. Extremely
6. Happy	26. Wow
7. Like	27. Terrific
8. Glad	28. Smashing
9. Special	29. Lovely
10. Really	30. Super
11. Have	31. Look
12. Great	32. Adore
13. About	33. Beautiful
14. May	34. That
15. Congratulate	35. Think
16. Please	36. Thing
17. Actually	37. Certainly
18. Say	38. Perfectly
19. Good	39. How
20. Very Much	40. Well done

Appendix 6

Key Answer for Pronunciation Test

1. Congratulation	: /kən,grætʃu'leɪʃn/	21. Compliment	: /'kɒmplɪmənt;/
2. Thanks	: /θæŋks/	22. Fantastic	: /fæn'tæstɪk/
3. What	: /wɒt;/	23. Excellent	: /'eksələnt/
4. English	: /'ɪŋɡlɪʃ/	24. Nice	: /naɪs/
5. Proud	: /praʊd/	25. Extremely	: /ɪk'stri:mli/
6. Happy	: /'hæpi/	26. Wow	: /waʊ/
7. Like	: /laɪk/	27. Terrific	: /tə'rifɪk/
8. Glad	: /glæd/	28. Smashing	: /'smæʃɪŋ/
9. Special	: /'speʃl/	29. Lovely	: /'lʌvli/
10. Really	: /,ri:'əli;/	30. Super	: /'su:pə(r);/
11. Have	: /hæv;/	31. Look	: /lʊk/
12. Great	: /ɡreɪt/	32. Adore	: /ə'dɔ:(r)/
13. About	: /ə'baʊt/	33. Beautiful	: /'bjʊ:tɪfl/
14. May	: /'meɪ/	34. That	: /ðæt/
15. Congratulate	: /kən'grætʃuleɪt/	35. Think	: /θɪŋk/
16. Please	: /pli:z/	36. Thing	: /θɪŋ/
17. Actually	: /'æktʃuəli/	37. Certainly	: /'sɜ:tnli;/
18. Say	: /seɪ/	38. Perfectly	: /'pɜ:fɪktli;/
19. Good	: /ɡʊd/	39. How	: /haʊ/
20. Very Much	: /'veri:mʌtʃ/	40. Well done	: /welɪdn/

Appendix 8

Speaking Test

Instruction:

1. In pairs do the conversation in front of the class by choosing the title bellow:
 - a. Congratulation
 - b. Complementation
2. In definite theme: Friend's Birthday, Someone new dress, Someone graduation, Friend's wedding party

Direction for the Speaking Test:

3. The conversation to be performed by choosing one of the title, students must do it in some directions:
 - a. Time allocation about one minutes,
The students must do the conversation in one minute.
 - b. The conversation did by two students,
In conversation, there are two students. One student became a person who asked and one other became a person who answered the question.
 - c. The conversation performed in front of the class, and
In performing, the students do their conversation in front of the class and the other students.



Appendix 9

Students Reliability Test

Students' Code	X	Y	r_x	r_y	d	d^2
T-1	82,5	67	1,5	1	0,5	0,25
T-2	82,5	62	1,5	2,5	-1	1
T-3	75	62	3	2,5	0,5	0,25
T-4	72,5	58	4,5	5,5	-1	1
T-5	72,5	58	4,5	5,5	-1	1
T-6	70	58	6,5	5,5	1	1
T-7	70	58	6,5	5,5	1	1
T-8	65	55	9	9,5	-0,5	0,25
T-9	65	55	9	9,5	-0,5	0,25
T-10	65	55	9	9,5	-0,5	0,25
T-11	62,5	55	11	9,5	1,5	2,25
T-12	57,5	53	15,5	13,5	2	4
T-13	57,5	53	15,5	13,5	2	4
T-14	57,5	53	15,5	13,5	2	4
T-15	57,5	53	15,5	13,5	2	4
T-16	57,5	52	15,5	16,5	-1	1
T-17	57,5	52	15,5	16,5	-1	1
T-18	57,5	50	15,5	19	-3,5	12,25
T-19	57,5	50	15,5	19	-3,5	12,25
T-20	55	50	20,5	19	1,5	2,25
T-21	55	47	20,5	21	-0,5	0,25
T-22	52,5	45	29,5	25	4,5	20,25
T-23	52,5	45	29,5	25	4,5	20,25
T-24	50	45	26,5	25	1,5	2,25
T-25	50	45	26,5	25	1,5	2,25
T-26	50	45	26,5	25	1,5	2,25
T-27	50	45	26,5	25	1,5	2,25
T-28	50	45	26,5	25	1,5	2,25
T-29	50	40	26,5	29,5	-3	9
T-30	42,5	40	30	29,5	0,5	0,25
Σ	1800	1551				114,5

$$r_s = 1 - \frac{6 \Sigma d^2}{n(n^2-1)}$$

$$= 1 - \frac{6(114,5)^2}{30(30^2-1)} = 1 - \frac{78661,5}{30(900-1)} = 1 - \frac{78661,5}{26970} = 1 - 2,92 = -1,92$$

r_s hitung (1,92) > r_s table (0,362) it means the reliability test is high reliability

Appendix 12

The Sample of Post-Test

No	Name
1	Febri Ayu Setya Ningrum
2	Komang Ade Pravista
3	Peradina Utama
4	Nevi Aryani
5	Sania
6	Dwi Oktini
7	Mita Susanti
8	Anita Sari
9	Melia Agus Hana
10	Robi Adi Satrio
11	Silvia In Murni
12	Safitri Ayyuni
13	Agustina Eka Sari
14	Cahyayu Maghfira
15	Dicky Saputra
16	Yuni Widya Sari
17	Adam Lingga Andini Putra
18	Helsan AdityaThamrin
19	Ahmad Khomaini
20	Julham Yahya
21	Armitha Fitria Wardhani
22	Tri Mirdania Absar
23	Rini Indrawati
24	Sarina
25	Ayuni Ayutyasih
26	Eka Maya Sari
27	Wardi Utomo
28	Wawan Saputra
29	Eko Suristyو
30	M. Andika Adhitama

Appendix 13

The Students' pronunciation Score

Febri Ayu SN

Komang Ade Pravista

No	R1	R2		No	R1	R2
1	3	3		1	4	4
2	2	2		2	2	2
3	2	3		3	3	2
4	3	2		4	3	3
Total	10	10		Total	12	11

Peradina Utama

Nevi Aryani

No	R1	R2		No	R1	R2
1	3	3		1	4	3
2	3	3		2	2	2
3	2	2		3	2	2
4	3	2		4	3	3
Total	11	10		Total	11	10

Sania

Dwi Oktini

No	R1	R2		No	R1	R2
1	4	4		1	4	4
2	3	3		2	3	3
3	4	4		3	3	2
4	4	4		4	4	3
Total	15	15		Total	14	12

Mita Susanti

No	R1	R2
1	2	2
2	2	2
3	2	2
4	3	2
Total	9	8

Anita Sari

No	R1	R2
1	4	4
2	2	2
3	3	2
4	3	3
Total	12	11

Melia Agus Hana

No	R1	R2
1	3	3
2	2	2
3	2	3
4	3	2
Total	10	10

Robi Adi Satrio

No	R1	R2
1	4	4
2	2	3
3	3	2
4	4	4
Total	13	13

Silvia In Murni

No	R1	R2
1	3	3
2	2	2
3	2	3
4	4	4
Total	11	12

Safitri Ayyuni

No	R1	R2
1	4	4
2	2	2
3	2	2
4	3	3
Total	11	11

Agustina Eka Sari

No	R1	R2
1	4	4
2	3	2
3	4	4
4	4	4
Total	15	14

Cahyayu Maghfira

No	R1	R2
1	4	4
2	2	3
3	3	3
4	4	3
Total	13	13

Dicky Saputra

Yuni Widya Sari

No	R1	R2		No	R1	R2
1	4	4		1	4	4
2	3	3		2	2	3
3	4	3		3	4	4
4	4	4		4	4	3
Total	15	14		Total	14	14

Adam Lingga Andini Putra

Helsan Aditya Thamrin

No	R1	R2		No	R1	R2
1	4	4		1	4	4
2	4	4		2	3	3
3	4	4		3	3	4
4	4	5		4	3	4
Total	16	17		Total	13	15

Ahmad Khomaini

Julham Yahya

No	R1	R2		No	R1	R2
1	3	3		1	4	4
2	2	2		2	2	2
3	2	3		3	3	2
4	3	2		4	3	3
Total	10	10		Total	12	11

Arnita Fitria Wardhani

Tri Mirdania Absar

No	R1	R2		No	R1	R2
1	5	5		1	4	4
2	4	3		2	2	2
3	4	4		3	3	2
4	4	4		4	3	3
Total	17	16		Total	12	11

Rini Indrawati

Sarina

No	R1	R2		No	R1	R2
1	3	3		1	4	4
2	2	2		2	2	2
3	2	3		3	3	2
4	3	2		4	3	3
Total	10	10		Total	12	11

Ayuni Ayu Tyasih

Eka Maya Sari

No	R1	R2		No	R1	R2
1	3	3		1	4	4
2	2	2		2	3	2
3	2	3		3	3	3
4	4	4		4	3	3
Total	11	11		Total	13	12

Wardi Utomo

Wawan Saputra

No	R1	R2		No	R1	R2
1	3	3		1	4	4
2	2	2		2	2	2
3	2	3		3	3	2
4	3	2		4	3	3
Total	10	10		Total	12	11

Eko Suristyoyo

M. Andhika Adhitama

No	R1	R2		No	R1	R2
1	3	3		1	4	4
2	2	2		2	2	2
3	2	3		3	3	2
4	3	2		4	3	3
Total	10	10		Total	12	11

Appendix 14

The Students' Score in Pronunciation and Speaking

No	Students' Name	Students score	
		X	Y
1	Febri Ayu Setya Ningrum	50	45
2	Komang Ade Pravista	57,5	45
3	Peradina Utama	52,5	62
4	Nevi Aryani	52,5	67
5	Sania	75	58
6	Dwi Oktini	65	53
7	Mita Susanti	42,5	58
8	Anita Sari	57,5	53
9	Melia Agus Hana	50	50
10	Robi Adi Satrio	65	47
11	Silvia Iin Murni	57,5	52
12	Safitri Ayyuni	55	50
13	Agustina Eka Sari	72,5	62
14	Cahyayu Maghfira	65	55
15	Dicky Saputra	72,5	55
16	Yuni Widya Sari	70	53
17	Adam Lingga Andini Putra	82,5	45
18	Helsan Aditya Thamrin	70	58
19	Ahmad Khomaini	50	53
20	Julham Yahya	57,5	52
21	Arnitha FitriaWardhani	82,5	55
22	Tri Mirdania Absar	57,5	45
23	Rini Indrawati	50	50
24	Sarina	57,5	45
25	Ayuni Ayutyasih	55	55
26	Eka Maya Sari	62,5	58
27	Wardi Utomo	50	40
28	Wawan Saputra	57,5	40
29	Eko Suristyoyo	50	45
30	M. Andika Adhitama	57,5	45

Appendix 15

The Normality of pronunciation

	X	$x - \bar{x}$	$(x - \bar{x})^2$
1	42,5	-17,5	306,25
2	50	-10	100
3	50	-10	100
4	50	-10	100
5	50	-10	100
6	50	-10	100
7	50	-10	100
8	52,5	-7,5	56,25
9	52,5	-7,5	56,25
10	55	-5	25
11	55	-5	25
12	57,5	-2,5	6,25
13	57,5	-2,5	6,25
14	57,5	-2,5	6,25
15	57,5	-2,5	6,25
16	57,5	-2,5	6,25
17	57,5	-2,5	6,25
18	57,5	-2,5	6,25
19	57,5	-2,5	6,25
20	62,5	2,5	6,25
21	65	5	25
22	65	5	25
23	65	5	25
24	70	10	100
25	70	10	100
26	72,5	12,5	156,25
27	72,5	12,5	156,25
28	75	15	225
29	82,5	22,5	506,25
30	82,5	22,5	506,25
Σ	1800		2950

Appendix 16

Tabel Liliefors of Pronunciation

No	X	F _{kum}	Z	F(z)	S(z)	(F(z) - S(z))
1	42,5	1	-1,73	0,4582	0,03	0,4282
2	50	7	-0,99	0,3389	0,23	0,1089
3	50	7	-0,99	0,3389	0,23	0,1089
4	50	7	-0,99	0,3389	0,23	0,1089
5	50	7	-0,99	0,3389	0,23	0,1089
6	50	7	-0,99	0,3389	0,23	0,1089
7	50	7	-0,99	0,3389	0,23	0,1089
8	52,5	9	-0,74	0,2704	0,30	0,0296
9	52,5	9	-0,74	0,2704	0,30	0,0296
10	55	11	-0,49	0,1879	0,36	0,1721
11	55	11	-0,49	0,1879	0,36	0,1721
12	57,5	19	-0,25	0,0987	0,63	0,5313
13	57,5	19	-0,25	0,0987	0,63	0,5313
14	57,5	19	-0,25	0,0987	0,63	0,5313
15	57,5	19	-0,25	0,0987	0,63	0,5313
16	57,5	19	-0,25	0,0987	0,63	0,5313
17	57,5	19	-0,25	0,0987	0,63	0,5313
18	57,5	19	-0,25	0,0987	0,63	0,5313
19	57,5	19	-0,25	0,0987	0,63	0,5313
20	62,5	20	0,025	0,0987	0,66	0,5613

21	65	23	0,49	0,1879	0,76	0,5721
22	65	23	0,49	0,1879	0,76	0,5721
23	65	23	0,49	0,1879	0,76	0,5721
24	70	25	0,99	0,3389	0,83	0,4911
25	70	25	0,99	0,3389	0,83	0,4911
26	72,5	27	1,24	0,3925	0,90	0,5075
27	72,5	27	1,24	0,3925	0,90	0,5075
28	75	28	1,49	0,4319	0,93	0,4981
29	82,5	30	2,23	0,4871	1	0,5129
30	82,5	30	2,23	0,4871	1	0,5129
Σ	1800					
\bar{X}	60					
S^2	101,72					
S	10,09					
L_{observed}	0,0296					
L_{table}	0,1610					

Appendix 17

The Normality of Speaking

No	X	$x - \bar{x}$	$(x - \bar{x})^2$
1	40	-11,7	136,89
2	40	-11,7	136,89
3	45	-6,7	44,89
4	45	-6,7	44,89
5	45	-6,7	44,89
6	45	-6,7	44,89
7	45	-6,7	44,89
8	45	-6,7	44,89
9	45	-6,7	44,89
10	47	-4,7	22,09
11	50	-1,7	2,89
12	50	-1,7	2,89
13	50	-1,7	2,89
14	52	0,3	0,09
15	52	0,3	0,09
16	53	1,3	1,69
17	53	1,3	1,69
18	53	1,3	1,69
19	53	1,3	1,69
20	55	3,3	10,89
21	55	3,3	10,89
22	55	3,3	10,89
23	55	3,3	10,89
24	58	6,3	39,69
25	58	6,3	39,69
26	58	6,3	39,69
27	58	6,3	39,69
28	62	10,3	106,09
29	62	10,3	106,09
30	67	15,3	234,09
Σ	1551		1274,3

Appendix 18

Tabel Liliefors of Speaking

No	X	F _{kum}	Z	F(z)	S(z)	(F(z) - S(z))
1	40	2	1,76	0,4608	0,06	0,4008
2	40	2	1,76	0,4608	0,06	0,4008
3	45	9	1,01	0,3438	0,30	0,0438
4	45	9	1,01	0,3438	0,30	0,0438
5	45	9	1,01	0,3438	0,30	0,0438
6	45	9	1,01	0,3438	0,30	0,0438
7	45	9	1,01	0,3438	0,30	0,0438
8	45	9	1,01	0,3438	0,30	0,0438
9	45	9	1,01	0,3438	0,30	0,0438
10	47	10	0,71	0,2611	0,33	0,0689
11	50	13	0,25	0,0987	0,43	0,3313
12	50	13	0,25	0,0987	0,43	0,3313
13	50	13	0,25	0,0987	0,43	0,3313
14	52	15	0,04	0,0160	0,50	0,4840
15	52	15	0,04	0,0160	0,50	0,4840
16	53	19	1,19	0,3830	0,63	0,2740
17	53	19	1,19	0,3830	0,63	0,2740
18	53	19	1,19	0,3830	0,63	0,2740
19	53	19	1,19	0,3830	0,63	0,2740
20	55	23	0,49	0,1879	0,76	0,5721

21	55	23	0,49	0,1879	0,76	0,5721
22	55	23	0,49	0,1879	0,76	0,5721
23	55	23	0,49	0,1879	0,76	0,5721
24	58	27	0,95	0,3289	0,90	0,5711
25	58	27	0,95	0,3289	0,90	0,5711
26	58	27	0,95	0,3289	0,90	0,5711
27	58	27	0,95	0,3289	0,90	0,5711
28	62	29	1,55	0,4394	0,96	0,5206
29	62	29	1,55	0,4394	0,96	0,5206
30	67	30	2,31	0,4896	1	0,5104
Σ	1551					
\bar{X}	51,7					
S^2	43,94					
S	6,63					
L_{observed}	0,0438					
L_{table}	0,1610					

Appendix 19

The Result of Homogeneity Test

$$Sx^2 = \sqrt{\frac{n \cdot \sum X^2 - (\sum X)^2}{n(n-1)}}$$

$$Sx^2 = \sqrt{\frac{30(11095) - 32400}{30(30-1)}} = \sqrt{\frac{639.150}{870}} = \sqrt{0,734} = 0,856$$

$$Sy^2 = \sqrt{\frac{n \cdot \sum Y^2 - (\sum Y)^2}{n(n-1)}}$$

$$Sy^2 = \sqrt{\frac{30(81461) - 24056}{30(30-1)}} = \sqrt{\frac{57.405}{870}} = \sqrt{65,98} = 8,123$$

To know the F_{observed} from varieties X and Y by using formulas as follows:

$$F = \frac{S_{\text{besar}}}{S_{\text{kecil}}} = \frac{0,856}{8,123} = 0,105$$

$$F_{\text{observed}} = 0,105$$

$$F_{\text{critical}} = 0,129$$

$$F_{\text{observed}} < F_{\text{critical}} = 0,105 < 0,129$$

H_0 is accepted if F_{observed} is lower than F_{critical} , means the distribution of the data is homogeneity distribution.

Appendix 20

The Data of Correlation of Variable X (pronunciation) and Variable Y (speaking)

No	X	Y	X ²	Y ²	XY
1	42,5	40	1806,25	1600	1700
2	50	40	2500	1600	2000
3	50	45	2500	2025	2250
4	50	45	2500	2025	2250
5	50	45	2500	2025	2250
6	50	45	2500	2025	2250
7	50	45	2500	2025	2250
8	52,5	45	2756,25	2025	2362
9	52,5	45	2756,25	2025	2362
10	55	47	3025	2209	2585
11	55	50	3025	2500	2750
12	57,5	50	3306,25	2500	2875
13	57,5	50	3306,25	2500	2875
14	57,5	52	3306,25	2704	2990
15	57,5	52	3306,25	2704	2990
16	57,5	53	3306,25	2809	3047
17	57,5	53	3306,25	2809	3047
18	57,5	53	3306,25	2809	3047
19	57,5	53	3306,25	2809	3047
20	62,5	55	3906,25	3025	3437
21	65	55	4225	3025	3575
22	65	55	4225	3025	3575
23	65	55	4225	3025	3575
24	70	58	4900	3364	4060
25	70	58	4900	3364	4060
26	72,5	58	5256,25	3364	4205
27	72,5	58	5256,25	3364	4205
28	75	62	5625	3844	4650
29	82,5	62	6806,25	3844	5115
30	82,5	67	6806,25	4489	5527
Jumlah	1800	1551	11095	81461	94911

Appendix 21

The result of Hypothetical Testing

r_{observed} :

$$r_{xy} = \frac{n \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \cdot \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

answer:

$$r_{xy} = \frac{(30) 94911 - (1800)(1551)}{\sqrt{\{(30) 110950 - (1800)^2\} \cdot \{(30) 81461 - (1551)^2\}}}$$

$$r_{xy} = \frac{2847330 - 2791800}{\sqrt{\{3328500 - 3240000\} \cdot \{2443830 - 2405601\}}}$$

$$r_{xy} = \frac{55530}{\sqrt{\{88500\} \cdot \{38229\}}}$$

$$r_{xy} = \frac{55530}{\sqrt{3383266500}}$$

$$r_{xy} = \frac{55530}{5816585338}$$

$$=0,954$$

Therefore r_{observed} is 0,954

r_{observed} is correlation coefficient (r) as the result of the counting by using product moment correlation above.

Append ix 10

Students' Readability Score

NO	Students' Code	Pronunciation Test										Total	Average
		Timing		Intonation		Stress	Rhythm		Sound				
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	T-1	2	2	3	3	3	3	2	3	3	3	27	5,40
2	T-2	2	2	3	3	3	3	3	2	3	3	27	5,40
3	T-3	3	3	3	4	4	4	4	4	4	4	37	7,40
4	T-4	3	3	4	4	4	4	4	4	5	5	40	8,00
5	T-5	3	3	3	3	4	4	3	3	4	5	35	7,00
6	T-6	3	3	3	3	3	3	3	3	4	4	32	6,40
7	T-7	3	3	3	3	4	4	3	3	4	5	35	7,00
8	T-8	3	3	3	3	3	3	3	3	4	4	32	6,40
9	T-9	3	3	3	3	4	4	3	3	2	2	30	6,00
10	T-10	3	3	2	3	3	3	2	4	3	2	28	5,60
11	T-11	2	3	3	3	4	4	3	3	3	3	31	6,20
12	T-12	3	3	3	3	4	4	3	3	2	2	30	6,00
13	T-13	3	3	3	3	4	4	4	4	4	5	37	7,40
14	T-14	3	3	3	3	3	3	4	3	4	4	33	6,60
15	T-15	3	3	3	3	3	3	4	3	4	4	33	6,60
16	T-16	3	3	3	3	3	3	3	3	4	4	32	6,40
17	T-17	2	2	3	3	3	3	2	3	3	3	27	5,40
18	T-18	3	3	3	3	3	4	4	3	5	4	35	7,00
19	T-19	3	3	3	3	3	3	3	3	4	4	32	6,40
20	T-20	2	3	3	3	4	4	3	3	3	3	31	6,20
21	T-21	3	3	3	3	3	3	4	3	4	4	33	6,60
22	T-22	2	3	3	3	3	2	3	2	3	3	27	5,40
23	T-23	4	3	3	3	4	3	2	3	3	2	30	6,60
24	-24	2	2	3	3	3	3	2	3	3	3	27	5,40
25	T-25	4	4	3	3	4	4	2	3	3	3	33	6,60

26	T-26	4	4	3	3	4	4	4	3	3	3	35	7,70
27	T-27	2	2	2	3	3	3	3	2	2	2	24	4,80
28	T-28	2	3	2	3	2	3	2	3	2	2	24	4,80
29	T29	2	2	3	3	3	3	3	3	2	3	27	5,40
30	T-30	2	2	3	5	3	3	3	2	2	2	27	5,40



Appendix 11

Students' Readability Score

SPEAKING TEST													
NO	Students' Code	Grammar		Vocabulary		pronunciation		Fluency		comprehension		Total	Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	T-1	2	2	3	3	3	3	2	3	3	3	27	5,40
2	T-2	2	2	3	3	3	3	3	2	3	3	27	5,40
3	T-3	3	3	3	4	4	4	4	4	4	4	37	7,40
4	T-4	3	3	4	4	4	4	4	4	5	5	40	8,00
5	T-5	3	3	3	3	4	4	3	3	4	5	35	7,00
6	T-6	3	3	3	3	3	3	3	3	4	4	32	6,40
7	T-7	3	3	3	3	4	4	3	3	4	5	35	7,00
8	T-8	3	3	3	3	3	3	3	3	4	4	32	6,40
9	T-9	3	3	3	3	4	4	3	3	2	2	30	6,00
10	T-10	3	3	2	3	3	3	2	4	3	2	28	5,60
11	T-11	2	3	3	3	4	4	3	3	3	3	31	6,20
12	T-12	3	3	3	3	4	4	3	3	2	2	30	6,00
13	T-13	3	3	3	3	4	4	4	4	4	5	37	7,40
14	T-14	3	3	3	3	3	3	4	3	4	4	33	6,60
15	T-15	3	3	3	3	3	3	4	3	4	4	33	6,60
16	T-16	3	3	3	3	3	3	3	3	4	4	32	6,40
17	T-17	2	2	3	3	3	3	2	3	3	3	27	5,40
18	T-18	3	3	3	3	3	4	4	3	5	4	35	7,00
19	T-19	3	3	3	3	3	3	3	3	4	4	32	6,40
20	T-20	2	3	3	3	4	4	3	3	3	3	31	6,20
21	T-21	3	3	3	3	3	3	4	3	4	4	33	6,60
22	T-22	2	3	3	3	3	2	3	2	3	3	27	5,40
23	T-23	4	3	3	3	4	3	2	3	3	2	30	6,60
24	T-24	2	2	3	3	3	3	2	3	3	3	27	5,40
25	T-25	4	4	3	3	4	4	2	3	3	3	33	6,60

26	T-26	4	4	3	3	4	4	4	3	3	3	35	7,00
27	T-27	2	2	2	3	3	3	3	2	2	2	24	4,80
28	T-28	2	3	2	3	2	3	2	3	2	2	24	4,80
29	T-29	2	2	3	3	3	3	3	3	2	3	27	5,40
30	T-30	2	2	3	5	3	3	3	2	2	2	27	5,40

Note:

R1 = The Writer

R2= The English Teacher



SILABUS PEMBELAJARAN

Nama Sekolah : SMA
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / 1

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Mendengarkan 7. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari	7.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan	<ul style="list-style-type: none"> • Responding to expressions of congratulating and complimenting 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menyatakan sikap dan perasaan beserta responnya secara berkelompok. • Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal • Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok 	<ul style="list-style-type: none"> • Mengidentifikasi hubungan antar pembicara • Mengidentifikasi makna tindak tutur sikap terhadap sesuatu • Merespon tindak tutur menyatakan sikap terhadap sesuatu • Mengidentifikasi makna tindak tutur menyatakan perasaan sedih • Merespon tindak tutur menyatakan perasaan sedih • Mengidentifikasi makna tindak tutur menyatakan perasaan cinta • Merespon tindak tutur menyatakan perasaan cinta • Mengidentifikasi konteks situasi 	<p>Tertulis</p> <p>(PG dan Uraian)</p> <p>Quiz</p> <p>Tugas</p>	<p>1 x 45</p> <p>1 x 45</p>	<p>Developing English Competencies for Grade XI Senior High School (SMA/MA)</p> <p>Tape</p> <p>Kamus</p> <p>Kaset/CD</p> <p>Tape/CD Player</p> <p>OHP/LCD</p> <p>Foto/ Poster</p> <p>Gambar</p> <p>Koran berbahasa Inggris</p> <p>Majalah</p> <p>Internet</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	cinta, dan menyatakan perasaan sedih								
	7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel	<ul style="list-style-type: none"> • Responding to narrative texts 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menyatakan perasaan beserta responnya secara berkelompok. • Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal • Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok 	<ul style="list-style-type: none"> • Mengidentifikasi makna tindak tutur menyatakan perasaan malu • Merespon tindak tutur menyatakan perasaan malu • Mengidentifikasi makna tindak tutur menyatakan perasaan marah • Merespon tindak tutur menyatakan perasaan marah • Mengidentifikasi makna tindak tutur menyatakan perasaan jengkel • Merespon tindak tutur menyatakan perasaan jengkel 	<p>Tertulis</p> <p>(PG dan Uraian)</p> <p>Quiz</p> <p>Tugas</p>	<p>2 x 45</p> <p>2 x 45</p>	<p>Developing English Competencies for Grade XI Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
8. Memahami makna dalam teks fungsional pendek dan monolog berbentuk <i>narrative, spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari	8.1 Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	<ul style="list-style-type: none"> • Responding to expressions of congratulating and complimenting • Responding to narrative texts 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Mendengarkan sebuah pengumuman lisan. • Mendiskusikan isi teks yang didengar secara berpasangan. • Mendiskusikan bentuk bahasa lisan berdasarkan teks yang didengar secara kelompok. 	<ul style="list-style-type: none"> • Mengidentifikasi topik sebuah teks fungsional pendek yang didengar • Mengidentifikasi informasi tertentu teks yang didengar • Mengidentifikasi tujuan komunikasi teks fungsional pendek yang didengar. 	<p>Tertulis</p> <p>(PG dan Uraian)</p> <p>Quiz</p> <p>Tugas</p>	<p>1 x 45</p> <p>1 x 45</p> <p>1 x 45</p>	<p>Developing English Competencies</p> <p>for Grade XI Senior High School (SMA/MA)</p> <p>Tape</p> <p>Kamus</p> <p>Kaset/CD</p> <p>Tape/CD Player</p> <p>OHP/LCD</p> <p>Foto/ Poster</p> <p>Gambar</p> <p>Koran berbahasa Inggris</p> <p>Majalah</p> <p>Internet</p>
	8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima	<ul style="list-style-type: none"> • Responding to expressions of congratulating and complimenting • Responding to texts 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, 	<ul style="list-style-type: none"> • Mendengarkan sebuah <i>narrative/spoof/ hortatory exposition</i> secara klasikal. • Mendiskusikan isi teks yang didengar secara berpasangan. • Melakukan <i>case building</i> 	<ul style="list-style-type: none"> • Mengidentifikasi main idea dari teks <i>hortatory exposition</i> yang didengar • Mengidentifikasi tokoh dari cerita yang didengar • Mengidentifikasi kejadian dalam teks yang 	<p>Tertulis</p> <p>(PG dan Uraian)</p> <p>Tugas</p>	<p>1 x 45</p> <p>2 x 45</p> <p>1 x 45</p>	<p>Developing English Competencies</p> <p>for Grade XI Senior High School (SMA/MA)</p> <p>Tape</p> <p>Kamus</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>		cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	berdasarkan kelompok pro dan kontra.	didengar • Mengidentifikasi bagian cerita yang lucu • Mengidentifikasi solusi dalam sebuah cerita yang didengar • Mengidentifikasi kasus yang didengar • Mengidentifikasi argumen yang didengar	Quiz		Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
Berbicara 9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari	9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan	• Congratulating and complimenting	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Bermain peran secara berkelompok	• Menggunakan tindak tutur menyatakan sikap terhadap sesuatu • Merespon tindak tutur menyatakan sikap terhadap sesuatu • Menggunakan tindak tutur menyatakan perasaan cinta • Merespon tindak tutur menyatakan perasaan cinta • Menggunakan tindak tutur menyatakan perasaan sedih • Merespon tindak tutur menyatakan	Performans	6 x 45	Developing English Competencies for Grade XI Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris

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	sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih					sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih			Majalah Internet
	9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan	<ul style="list-style-type: none"> • Performing a monologue 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Bermain peran secara berkelompok 	<ul style="list-style-type: none"> • Menggunakan tindak tutur menyatakan perasaan malu • Merespon tindak tutur menyatakan perasaan malu • Menggunakan tindak tutur menyatakan perasaan marah • Merespon tindak tutur menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel 	<p>Tertulis</p> <p>(PG dan Uraian)</p> <p>Tugas</p> <p>Quiz</p>	<p>1 x 45</p> <p>2 x 45</p> <p>1 x 45</p>	<p>Developing English Competencies for Grade XI Senior High School (SMA/MA)</p> <p>Tape</p> <p>Kamus</p> <p>Kaset/CD</p> <p>Tape/CD Player</p> <p>OHP/LCD</p> <p>Foto/ Poster</p> <p>Gambar</p> <p>Koran berbahasa Inggris</p> <p>Majalah</p>

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	melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel								Internet
10 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk <i>narrative, spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari	10.1 Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	<ul style="list-style-type: none"> • Congratulating and complimenting • Performing a monologue 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin). • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Memberikan sebuah pengumuman lisan secara bergantian 	<ul style="list-style-type: none"> • Menggunakan bahasa lisan dalam menyampaikan teks fungsional pendek 	Tugas performance	4 x 45 4 x 45	Developing English Competencies for Grade XI Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbahasa Inggris Majalah Internet
	10.2 Mengungkap-	• Congratu-	• Religius, jujur,	• Percaya diri	• Mendongeng	• Menggunakan	Tugas	4 x 45	Developing

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	kan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>	<i>lating and complimenting</i> • <i>Performing a monologue</i>	toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	(keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Melakukan debat secara berkelompok	kalimat <i>past continuous</i> dalam menyampaikan spoof • Melakukan monolog berbentuk <i>narrative</i> • Melakukan monolog berbentuk <i>hortatory exposition</i> • Menggunakan modal “ <i>should</i> ” untuk menyampaikan saran • Melakukan debat	Performans	4 x 45	English Competencies for Grade XI Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
Membaca 11 Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk	11.1 Merespon makna dalam teks fungsional pendek (misalnya <i>banner</i> , <i>poster</i> , <i>pamphlet</i> , dll.) resmi dan tak resmi yang menggunakan ragam	• <i>Identifying meanings and information in a text</i>	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu	• Membaca nyaring bermakna sebuah <i>banner</i> , <i>poster</i> , <i>pamphlet</i> secara individu • Mendiskusikan isi teks yang dibaca secara berpasangan. • Mendiskusikan ciri-ciri	• Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar • Mengidentifikasi topic dari teks yang dibaca • Mengidentifikasi	Performans Tertulis (PG dan Uraian) Quiz Tugas	1 x 45 1 x 45 2 x 45	Developing English Competencies for Grade XI Senior High School (SMA/MA) Tape Kamus Kaset/CD

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mengakses ilmu pengetahuan	bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan		membaca, peduli lingkungan, peduli sosial, tanggung jawab	memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	gramatikal yang digunakan dalam teks yang dibaca secara berkelompok.	informasi tertentu dari <i>banner</i> , <i>poster</i> , <i>pamphlet</i>			Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
	11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i> , <i>spoof</i> , dan <i>hortatory</i>	• Reading texts	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Membaca nyaring bermakna teks <i>exposition</i> secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. • Berlatih menggunakan kalimat yang menyatakan argumen dan saran	• Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi makna kalimat dalam teks yang dibaca • Mengidentifikasi setting dalam sebuah cerita narasi • Mengidentifikasi komplikasi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi kasus yang dibahas dalam teks • Mengidentifikasi	Performans Tertulis (PG dan Uraian) Tugas Quiz	2 x45 4 x45 2 x45	Developing English Competencies for Grade XI Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	<i>exposition</i>					<p>argumen yang diberikan</p> <ul style="list-style-type: none"> • Mengidentifikasi saran yang diberikan • Mengidentifikasi langkahlangkah retorika dari teks • Mengidentifikasi tujuan komunikasi teks dibaca 			Internet
<p>Menulis</p> <p>12 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk <i>narrative, spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari</p>	<p>12.1 Mengungkapkan makna dalam teks fungsional pendek (misalnya <i>banner, poster, pamphlet, dll.</i>) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p>	<ul style="list-style-type: none"> • Developing a paragraph based on the pictures 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Menuliskan sebuah <i>banner, poster, pamphlet</i> secara berkelompok dan • Mempublikasikan di lingkungan sekolah 	<ul style="list-style-type: none"> • Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat • Menulis gagasan utama • Mengelaborasi gagasan utama • Membuat <i>draft</i>, merevisi, menyunting • Menghasilkan <i>banner, poster, atau pamphlet</i> 	<p>Tugas</p> <p>Unjuk kerja</p>	2 x 45	<p>Developing English Competencies for Grade XI Senior High School (SMA/MA)</p> <p>Tape Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
									Internet
	12.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>	<ul style="list-style-type: none"> • Writing texts 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Membuat <i>draft</i> teks <i>exposition</i> dengan melakukan <i>chain writing</i>. • Melakukan koreksi teman sejawat 	<ul style="list-style-type: none"> • Menggunakan kalimat <i>past continuous</i> dalam menulis <i>spoof</i> • Menggunakan kalimat <i>kompleks</i> dalam membuat sebuah cerita • Menggunakan modal "<i>should</i>" untuk menulis saran pada teks <i>hortatory exposition</i> • Menghasilkan teks berbentuk <i>spoof</i> 	Tugas Unjuk kerja	2 x 45 2 x 45	Developing English Competencies for Grade XI Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

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