

THE EFFECTIVENESS OF SHADOW READING IN STUDENTS' PRONOUNCING CONSONANTS

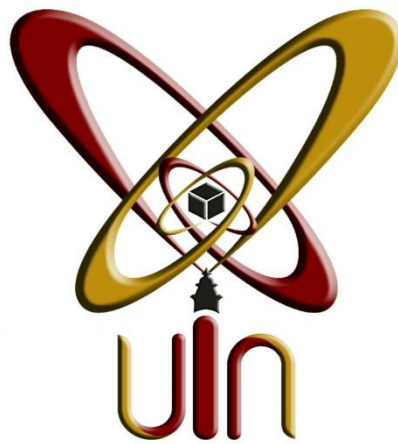
(An Experimental Research At First Grade In SMPN 1 Cinangka)

A PAPER

Submitted to Department of English Education

Faculty of Education and Teaching Training

As a Partial Fulfillment of the Requirement for the Sarjana Degree



By :

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2017 A.D. / 1439 H

STATEMENT OF ORIGINALITY

Herewith I declare that the research paper I wrote as a partial fulfillment of the requirements for undergraduate degree and submitted to the English Education Department, Faculty of Education and Teacher Trainee wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is later on proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

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ABSTRACT

Novia selvia, SRN, 142301747 the effectiveness of shadow reading in students' pronouncing consonants (an experimental research at first grade in SMPN 1 Cinangka)

The research was conducted based on the main problem: 1). How is the students' ability in pronouncing consonants at second grade of SMPN 1 Cinangka . 2). How is shadow reading technique applied in teaching pronunciation? 3). How is the influence of shadow reading in students' pronouncing consonants and based on the objectives of Research :

The population of this research was the students of "SMPN 1 Cinangka, especially at second grade of students", the writer took 50 of 54 students as the sample and divided into two classes, one class is as the experiment class and another one is as control class, by applied experimental class and another one is as control class, by applied experimental research method. 25 students used as experiment class come from class VIII G and 25 students as control class come from class VIII F.

Keywords:

THE ADVISERS' APPROVAL

This is to certify that undergraduate research paper of **Novia Selvia, SRN: 142301747** entitled "**The Effectiveness of shadow reading in students' pronouncing consonants**" has been approved by the research paper advisers for further approval by the Board of Examiners.

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CONSONANTS**

(an experimental research at first grade in SMPN 1 Cinangka)

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DEDICATION

This paper is dedicated to researcher's beloved parents Mrs. Mardiah and Mr. Saefudin, my brother Andri Zaenal Firdaus and Andre Zaenal Firdaus and all my beloved big family who always give me support every moment. and my true friends thanks for all who always pray and give support and motivation to finish this paper.

Thank you so much.

MOTTO

Learning from failure is wise!

A BRIEF BIOGRAPHY

The writer, NOVIA SELVIA, was born in serang, Banten on November 19th, 1996. She is the first son of a couple Mr. Saefudin and Mrs, Mardiah. She graduated from Elementary school at SDN Kosambi 2 in 2008. Then she continued her study to junior at MTS Sindanglaya in 2011 and senior high school at Islamic boarding school of Al-Ihsan Pandeglan Banten in 2014.

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ACKNOWLEDGMENT

In the name of Allah, the most gracious, most merciful. All praises and gratitude be to Allah SWT, the king of the king. The lord of the world, and the master of everything. Because of his graciousness and mercifulness the researcher can write well.

Peace and solutions be upon our prophet Muhammad SAW, his families, his companions. This world becomes peace because of his hard effort in giving the human being advices.

Finally the researcher finished this research on time and here the researcher would like to express her gratitude to:

1. The rector of State Islamic University “Sultan Maulana Hasanuddin” Banten. Prof. Dr. H. Fauzul Iman, M.A
2. Mr. Dr. H. Subhan, M.Ed. the Dean of Education and Teacher Training Faculty, State Islamic University “Sultan Maulana Hasanuddin” Banten, who gave the researcher his valuable advice especially in connection with selection of the topple of this paper.
3. Mr. Dr. H. Abdul Muin, S.Ag, M.M . the head of English Education Department and Teacher Training faculty, State Islamic University “Sultan Maulana Hasanuddin” Banten,
4. Hj. Eulis Rahmawati, M.Pd .as The first adviser and Emiliya Sukma Dara Damanik, M.Hum as the second adviser who already guided the writer on process of paper arrangement.
5. All lecture in the state Islamic University “Sultan Maulana Hasanuddin” Banten, especially the lecturers of English Education Department who gave the researcher valuable knowledge during the researcher studies in this campus.
6. The head master of SMPN 1 Cinangka Mr, Julhaeni,M.MPd and who has given permission to the researcher to conduct this research ‘
7. The English teacher, Mrs. Lista Qoriatul Najilah,S.Pd for her helping and contribution to the researcher while she was doing the research.
8. My Beloved parents, Mr. Saefudin and Mrs.Mardiah who always gave the researcher support and love.
9. My Beloved brother , Andri Zaenal Firdaus and Andre Zaenal Firdaus.
10. All my beloved friends, Neng Hardina fardini, feby fitriyani, fatmawati, Nurul Azizah, who always give support to the researcher.

11. All My beloved family TBI E 2014, KKN 32 Cimarga, PPLK MTsN 3 Kota Cilegon,
and My GMNI SERANG Thank fullness for all the time.

The researcher knows that this research needs to be received in order to get good result.
The researcher also hopes that this paper will be useful for us. Amiin.

Serang, 10 October 2018

Novia Selvia



TABLE OF CONTENTS

STATEMENT OF ORIGINALITY	
ABSTRACT	
THE ADVISER’S APPROVAL	
LEGALIZATION FROM THE DEAN	
THE BOARD OF EXAMINERS APPROVAL	
DEDICATION.....	
MOTTO	
A BRIEF BIOGRAPHY	
ACKNOWLEDGEMENT	
TABLE OF CONTENTS	
LIST OF APPENDICES	
LIST OF TABLES	
LIST OF GRAPHICS	
CHAPTER I INTRODUCTION	1
A. Background of the research	1
B. Identification of the Problems	3
C. Limitation of the Problem	4
D. The Research Question	4
E. Objectives of the Research	4
F. Importance of the Research	4
G. The Hypothesis	5
H. The Previous Study.....	5
CHAPTER II THEORITICAL REVIEW	6

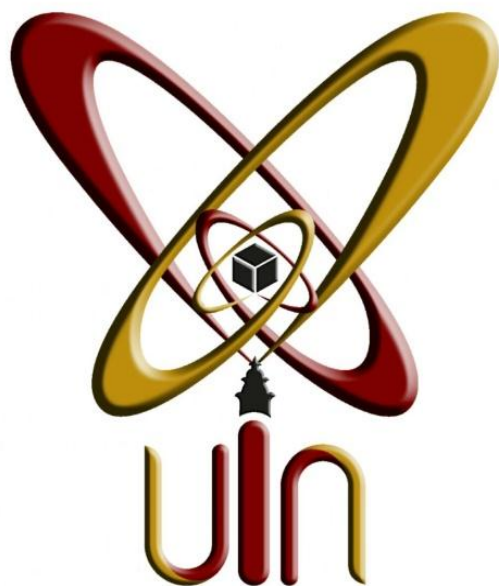
A. Pronunciation	6
1. Definition of Pronunciation	6
2. Aim of Pronunciation.....	7
3. Type of pronunciation.....	7
4. Organs of Speech	8
5. Classification of English Sounds	9
B. Shadow Reading	14
1. Definition of Shadow Reading Technique.....	14
2. The Steps of Shadow Reading Technique	15
3. Benefit of Shadow Reading Technique	15
CHAPTER III METHODOLOGY OF RESEARCH	17
A. Place and Time.....	17
B. The Research Procedure	17
1. The Method.....	17
2. The population and the sample of research.....	18
3. The research instrument	18
4. The Technique of Data collecting.....	19
5. The technique of data analyzing	19
CHAPTER IV RESULT AND STUDY	21
A. Description of Data	21
B. Analyzing of data	22
CHAPTER V CONCLUSION AND SUGGESTION	31
A. Conclusions	31
B. Suggestions	32
BIBLIOGRAPHY	
APPENDICES.....	

LIST OF TABLE

Table 2.1. the Organs of speech.....	
Table 2.2. English Consonants Sounds	
Table 2.3. The position of Tongue.....	

LIST OF GRAPHIC

Graphic 4.1. The score pre-test and post-test of experimental class.....	22
Graphic 4.2. The score pre-test and post-test of control class.....	24
Graphic 4.3. The score distribution frequency.....	26



CHAPTER I

INTRODUCTION

A. Background of the study

Communication is the most important thing that human needs to stay connected to another people in the world. Communication is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visual, signals, writing, or behavior .in general, communication is the activity of conveying information though the exchange of thoughts , messages, or information . as by speech , visual, signals, writing , or behavior. In general, communication done verbally and it can be understood by both of the communication doer. To make the communication. The most commonly component of communication is language.

English is an important language for communication with foreign people because English is an international language. Nowadays in Indonesia, from elementary school until university needed English is language and communication tools, language is expression of thought in written and spoken farms. Language must to learn in order to get a right communication with other.

To mastering the language we have to understand and learn about the four skills of language. They are speaking, reading, writing and listening. Each of them is important and has the relation each other.

There are many kinds of subject in teaching and learning English, one of the basic language skills is speaking. Speaking is one way to communicate which ideas and thought a message orally. To enable student to communicate, we need to apply the language in real communication.¹

Mastering the art of speaking is the single most important aspect of leaning a second language and success is measured in terms of the ability to carry out a conversation in the language.² The interaction in communication will not run smoothly if the speaker doesn't have the speaking ability. In speaking, we must give attention to how the way we speech the word. The way to speech the word is called pronunciation.

¹ Dedi Efrizal, "Improving Students' Speaking through Communicative Language Teaching," *International journal of humanities and Social Science*, Vol.2, No.20,(October 2012),127.

² David Nunan, *Language Teaching Methodology: A text book for teachers* (New York: Prantice Hall, 19991),93.

Pronunciation is the way important parts of speaking, pronunciation is the way in which a language or particular word or sound is spoken.³ Pronunciation used to make the speaker speak more fluently and easy to understand. Fluency can be thought of as the ability to keep going when speaking spontaneously.

To build student in pronouncing the world, speaking English can help students who fluently yet in pronouncing problems. It will appear that each problem is of a different nature, and accordingly needs a different way by the students. They have been learning English from pre- elementary school up till now, but their English pronunciation is far from being understood by the others even they have good understanding in English grammar. This is particularly unfortunate as it is oral communication that is most critical to student's achievement of life as spoken English is a lot more used than written English. This is because English-speaking listeners find it much easier to understand someone whose pronunciation is basically good but whose grammar remains weak than the reverse: excellent grammar can be completely masked by poor pronunciation. This means that learners who have better pronunciation will native speakers- and this itself is one of the surest paths to improvement in all aspects of language. It is obvious that pronunciation is a very important thing in English learning.

However, in teaching English, the teacher should have several special tricks to make their students motivated to learn English. The learners need a way of teaching that is enjoyable and practical so that finally they can integrate themselves into English.

Shadow-reading is a shadow method in teaching pronunciation and initially adapted from conversation shadowing in which it is one of the language learning methods. Shadow-reading method is used by repeating and imitating what someone's read from the text either in complete and selective or engaging in conversational interacting.⁴

³Victoria; Bull, *Oxford Learner's pocket Dictionary Forth Editing* (New York: Oxford University Press, 2008)352.

⁴ Millie commander & Maria, *Shadow-Reading in the ESL classroom: A brief report (peer spectives issue 9, summer,2012)*, 8-11.

Shadow-reading can help the student to comprehend the text by interacting with their pairs.⁵ In this method, each of the students acts as a reader and shadowed. They have to repeat what their pair's read. At the first time, they have trained on how to use shadow-reading based on the instruction. While doing shadow-reading, the students were also interacting with their partners and cooperating in a good pair. One helps the other to comprehend the text through repeating.

Based on background of study above, the writer intend to research the effectiveness of shadow reading on reading English in pronouncing at second grade of SMPN 1 Cinangka using experimental research with the title: "The Effectiveness Of Shadow Reading In Students' Pronouncing consonants .

B. Identification of the problem

Based on the observation by the researcher and supported by interviewing teachers at second grade at SMPN 1 Cinangka. It can be identified that the problems of students in language learning as following:

1. The students seemed to be shy or unconfident to use English as the voice that they uttered was not so clear.
2. The students used a mini dictionary in learning English; it did not contain phonetic transcription.
3. The students need the interesting technique so that they can understand the subject easier and enjoyed.

C. The limitation of problem

Based on the identification of the problem above, the writer limits the problem on the effectiveness of Shadow Reading in students' pronouncing consonants to increase pronunciation ability.

D. The Research Question

Based on the background of study above, the research problems on this research can be formulated as follow:

1. How is shadow reading applied in teaching pronunciation ?
2. How is the students' ability in pronouncing consonants at second grade of SMPN 1 Cinangka ?

⁵Millie Commander & Maria, *Reading as a social interactive process: The Impact of shadow-reading in L2 Classrooms*, Vol.25 , No.2, (October,2013), 170-191

3. How is the influence of Shadow Reading in students' pronunciation consonants ?

E. Objectives of the Research

Based on research of Question above, the writer tries to describe the objectives of research as follow:

1. To know the influence of shadow reading in students' pronouncing consonants
2. To explore the application of shadow reading in teaching in teaching pronunciation.
3. To know how the students' ability in pronouncing consonants at second grade of SMPN 1 Cinangka.

F. Importance of the Research.

The result of this research can contribute some benefits to researcher, teachers and students. There are three categories of the important of the research:

1. Research
 - a. It can add insight for writer.
2. Teacher
 - a. It can be used as a consideration in teaching pronunciation for young learners.
 - b. It can be used as an input for teacher in the teaching.
3. Students
 - a. Students are more motivated to learn because this technique is interesting and make learning process more enjoyable.

G. The Hypothesis

Hypothesis is simply put, a prediction of the possible outcomes of a study.

⁶Hypothesis is a temporary assumption from the research that we will execute.⁷ The truth of it is indeed necessary to be tasted to know whether it is right or wrong. The hypothesis of study could be stated as follow :

1. The experimental hypothesis (Ha) means that there is significance influence in teaching pronunciation consonants using shadow reading technique for the second grade students of SMPN 1 Cinangka.

⁶ Jack R. Fraenkel and Norman E . Wallen, *How To Design And Evaluate Research In Education* (New York: McGraw Hill Companies, Inc, 2008) ,45.

⁷ Darwyan Syah , et al. *pengantar statistik pendidikan* (Ciputat: Haja MAndiri, 2011), 60.

2. The null hypothesis (Ho) means that there is no significance influence in teaching pronouncing consonants using shadow reading for the second grade students of SMPN 1 Cinangka.

H. The previous study

The writer found many previous studies dealing with the research.

Those previous studies are :

- Bohari (062300144),2010, improving students' pronunciation skill through reading aloud technique (A Classroom Action Research at SMPN 1 Cinangka). This research investigates the applying of reading aloud technique in teaching pronunciations; the writer focuses in the title of this research: "improving students' pronunciation skills through read aloud techniques".
- Dwi wahdini (2015) wrote "*shadow –reading*" to Generate Students' Reading Comprehension from the perspective of Students' Motivation from the perspective of Students' Motivation (An Experimental Study at English Grade of SMP Negeri 1 Singkawang in the Academic year 2014/2015)". The research aim at revealing whether: (1) Shadow-Reading is more effective than Guided Reading to generate students' reading comprehension; (2) The students with high level of motivation have better reading comprehension than those with low level of motivation; (3) there is an interaction between teaching methods used and students' levels of motivation.

CHAPTER II

THEORITICAL REVIEW

A. Pronunciation

1. Definition of pronunciation

Language is an important thing for communication. To explain the language, people have to understand how to produce language correctly. It means that people have to know some knowledge about language. One of them is pronunciation. Pronunciation is one of important skills needed in speaking English. We can measure how fluent someone in speaking by his pronunciation. Pronunciation has some definition.

Pronunciation means how we say word. Most people speak the dialect of standard English with an accent that belongs to the part of the country they come from it live in. Learners of British English commonly hear RP (Received pronunciation), which is an accent often used on the BBC and other news media and in some course materials for language learners, but it is also common to hear a variety of regional accent of English from across the world.⁸

Pronunciation is an integral part of foreign language learning since it directly affects learner's communicative competence as well as performance. Limited pronunciation skills can decrease learner's self-confidence, restrict social interactions, and negatively affect estimations, of a speakers credibility and abilities.⁹

Jack C. Richards has stated that pronunciation (n) is the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer.¹⁰ In this case focus in English language. According to Oxford advanced learner's English Dictionary, pronunciation is a way in which a language or a particular word or sound is spoken.¹¹ This definition has clear information as follows :

⁸ *Cambridge Advanced Learner's dictionary and thesaurus for Learners of English*, Cambridge University Press, 2016.

⁹ Abbas pourhosein Gilakjani, "A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the strategies for Instruction," *international Journal of Humanities and social science*, Vol,2, No 3, (February 2012, 119)

¹⁰ Jack C. Richards and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics, Britain: Ms Media Shojaee, 2010, Fourth Edition, 469.*

¹¹ Victorial Bull, *Oxford Learner's Pocket Dictionary* (Oxford : Oxford University press, 2008, 4th Ed 352).

- a. Pronunciation is a way of producing something.
- b. The product of this act is language or word or sound.

But it does not have any important information about how a language or a particular word or a sound should be spoken.

2. Aim of pronunciation

There are many factors that influence language teaching especially English pronunciation teaching . Besides teacher should select the media that is suitable to be applied in teaching English pronunciation, they are also hoped to know to teach pronunciation well by knowing the good way in teaching English pronunciation.

According to Jeremy harmer's alternatives in pronunciation teaching :

" there have three alternatives to convey. First, whole lesson: making pronunciation the main focus of lesson does not mean that every minutes of the lesson has to be spent on pronunciation work. Second, discrete slots: some teachers insert short separates bits of pronunciation work into lesson sequence . And the last alternative is integrated phases: many teachers get students to focus on pronunciation issues as an integrated part of lesson.

In this case, teacher decides what alternative he or she chooses. By deciding the alternatives he or she uses in teaching English pronunciation, he or she can make a strategy based in the alternative to get a maximum result.

3. Type of pronunciation

There are no people that pronounce with the same pronunciation . Some reasons are about locality, early influence, social surrounding and also individual factor that difficult to account. The different speaker can be seen from their pronunciation . The types of pronunciation divided into two kinds,¹² there are :

- a. Good speech

According to Jones that "good speech defined as a way of speaking which is clearly intelligible to all ordinary people "¹³. It is mean who speak and their speaking is understood by their partner of communication, it is good. Speech because when speaker are mistake in their speech while effect to the meaning.

¹²Daniel jones, 4th Ed. *The Pronunciation of English* (London : Cambridge University Press, 1956),3.

¹³Daniel Jones, 4th Ed. *The Pronunciation of English* (London : Cambridge University Press, 1956),4.

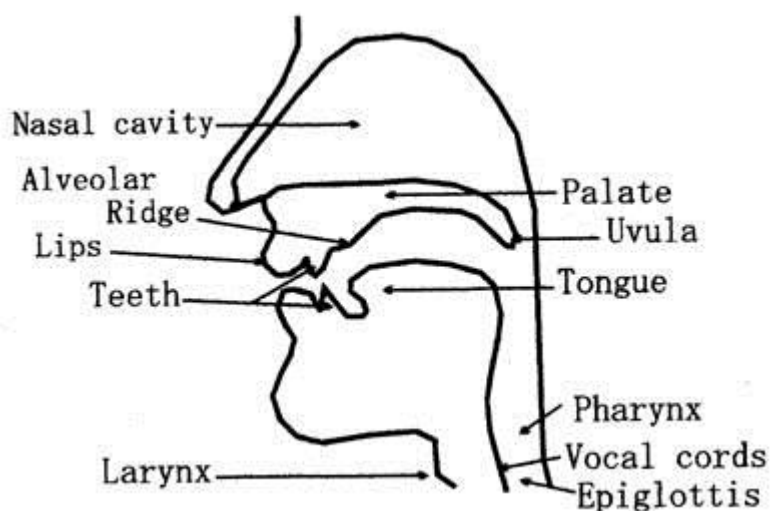
b. Bad speech

Another way Jones tells about bad speech. He said the bad speech is a way of taking which is difficult for most people to understand.¹⁴ It's mean, who speak and their speaking is difficult to be understood by their partner of communication called bad speech.

4. Organ of speech

Organ of speech are some important part of place for producing the language. Every organ has different function in producing the sound of language. April Mc Mahon has stated that : speech is produced by their air from the lungs and being processed or modified by all speech organ above the lungs: the glottis, pharynx, nose, tongue, and lips. Speech is audible because the movement of articulators cause the air to vibrate, forming sound waves which travel to the listeners.¹⁵ According to Gerald Kelly, the pictures of ' Organs of speech ' that used for produced a language are:

Figure 2.1 the Organs of speech ¹⁶



Based on the picture above, people know that human produce sound wit the air from the lungs. An air supply is provided by the lungs. The sound source is in the

¹⁴Daniel Jones ,4th ed. *The Pronunciation of English* (London : Cambridge University Press, 1956),4

¹⁵April Mc Mahon, *An Introduction to English Phonology*, Edinburgh: Edinburgh University Press, 2002,p .24

¹⁶Gerald Kelly, *How to Teach Pronunciation*, (England: person Education Limited,2000),p 54.

larynx (throat), where the vocal cords(voice box) are located. The larynx (throat) is the air flows out of the lungs up to the trachea (windpipe). The pharynx is the space behind the tongue an reaching up towards the nasal cavity. The tongue is the greatest variety of movement. There are four parts of tongue, they are blade, front, back and tip. The teeth are very important on forming certain consonants sound like /f/,/v/,/e/,and /ð/. The lips are particularly significant in the formation of vowel quality like /p/,/b/,and /m/. the lips have same positions they are rounded, natural and spread. The month is much more flexible than the nose it uses in the production of nearly all variations in human speech sound.

5. Classification of English Sound

Sound are heard. The sound which the organs of speech are capable of uttering are of many different kinds. Some of the continuous voiced sounds produced without obstruction in the mouth are what may be called ‘pure musical sound’ unaccompanied by any frictional noise. They are called vowels. All other articulated sound are called consonants. The classification of sound are:

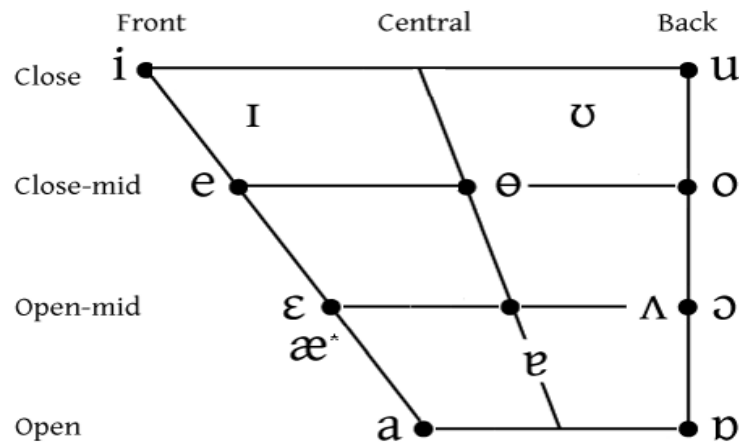
a. Vowels

Vowels are voiced sounds that produced without obstruction in the mouth. In the production of vowels the tongues held at such a distance from roof of the mouth that there is no perceptible fictional noise.¹⁷ The qualities of vowels depend upon the positions of the tongue and lips. The position of the tongue is a useful reference point for describing the difference between vowel sound. This is the diagram of the tongue:

Diagram 2.1 The position of Tongue¹⁸

¹⁷Daniel Jones 4th ed. *The Pronunciation of English* ,(London: Cambridge University Press, 1956), .

¹⁸ Gerald Kelly, *How to Teach Pronunciation*, (England: Person Education Limited, 2000),5.



Based on the diagram there are some parts. They are ‘Close’, ‘Mid’ and ‘Open’ refer to the distance between the tongue and the roof of the mouth, ‘front’, ‘Centre’, ‘Back’ and their corresponding ‘vertical’ lines refer to part of the tongue and the position of each phoneme represents the height of the tongue and the position of each phoneme represents the height of the tongue,¹⁹ and also the part of the tongue which is however relatively raised. This is the diagram to representation of the vowel space in the Centre of the mouth where vowel sounds are articulated.

1. Cardinal Vowels

There are eight vowels of cardinal vowels. They are represented phonetically by the letter I, e, ε, a, ɑ, ɔ, o, u. cardinal vowels do not possess any intrinsic merits as sounds. It is being understood that they are merely points of reference which it has been found convenient to select for the purpose of describing other vowels.

2. Diphthongs

When a sound is made by gliding from one vowel position to another, it is called diphthong. Diphthong is represented phonetically by sequences of two letters, the first showing the starting point and the second indicating the direction of movement. The example of diphthong are *ei, ou, ai, au, ɔi, iə, εə, ɔə, uə*.

b. Consonants

¹⁹ Daniel Jones, 4th ed. *The Pronunciation of English of English*, (London : Cambridge University Press, 1956), p 18.

Consonant sounds are the sounds that are produced with obstruction. Some consonants are breathless and others are voiced. Those which contain breath are called breathless, and those which contain voice are called voiced. The examples of breathless sounds are p, f, h and voiceless sounds are b, v. The classification of consonants is explained in the following tables:

Table 2.1 English Consonant Sounds²⁰

		MANNER	VOICING	PLACE					
				Bilabial	Labiodental	Interdental	Alveolar	Palatal	Velar
Obstruent	Stop	Voiceless	p			t		k	ʔ
		Voiced	b			d		g	
	Fricative	Voiceless		f	θ	s	ʃ		h
		Voiced		v	ð	z	ʒ		
	Affricate	Voiceless					tʃ		
		Voiced					dʒ		
Sonorant	Nasal	Voiced	m			n		ŋ	
	Liquid	Lateral				l			
		Rhotic	Voiced				r (ɹ)		
	Glide	Voiced	w				j	(w)	

Based on the table, it can be explained by two kinds, they are place of articulation and the manner of articulation they are :

1. The place of Articulation

a. Labial or lip sounds

1). Bi-labial: the sounds that articulated by the two lips like /p/, /m/ , /b/.

2). Labio-dental: the sounds that articulated by the lower lip against the upper teeth,

like /f/.

b. Dental : the sounds that articulated by the tip of the tongue against the upper teeth. They are /ð/ and /θ/ sounds. How to make the sounds /θ/ is making loose contact between the tongue and the back of the teeth and push the air through the gap and there is no voicing (vibration from the throat) .²¹ While how to make the sound /ð/ is making loose contact between the tongue and the back of the teeth and push the air through the gap. In the /ð/ sound there is voicing (vibration from the throat). /θ/ and /ð/ are also friction sounds. /θ/ is

²⁰ Gerald Kelly, *How to Teach Pronunciation*, (England: Person Education Limited ,2000), 7 .

²¹ Jonathan Marks , *English Pronunciation in Use Elementary*, (Cambridge : Cambridge University Press, 2007).38.

strong and /ð/ is weak. /θ/ is voiceless and /ð/ voiced. /θ/ and /ð/ sounds are using tongue - teeth action. For examples are 'three /θri/', they /ðei/.

c. Alveolar : An articulated sounds by the tip or blade of the tongue against the teeth-ridge . The examples are /t/, /d/, /n/, /s/, /z/.

d. Palato-alveolar: the sounds which alveolar articulation together with a simultaneous raising of the main body of the tongue towards the roof of the form of the mouth they are /ʃ/, /ʒ/, /tʃ/, /dʒ/.

e. Palatal: the sounds which articulated by the form of the tongue against the hard palate. An example is /j/.

f. Velar :An articulated sound by the back of the tongue against the soft palate. The sounds is /k/.

g. Glottal: the sounds which articulated in the glottis. The sounds us /h/.

2. The manner of Articulation

a. Plosive: formed by completely closing the air passage and suddenly removing the obstacle (or one of obstacle), so that the air escapes making an explosive sound. The example are /p/, /d/.

b. Affricative : resembling a plosive but with separation of the articulating organs performed less quickly, with the result that fricative sound is perceived during the process of separation. The example is /tʃ/

c. Nasal : formed by completely closing the mouth at the some point , the soft palate remaining lowered so that the air is free to pass out through the nose . Example is /m/.

d. Lateral : formed by an obstacle placed in the middle of the mouth, the air being free to escape at one or both sides. Example is /l/.

e. Roller : formed by a rapid secession of taps of some elastic part of the speech mechanism. Example rolled /r/.

f. Flapped : formed like a rolled consonants but consisting of a single tap only. Example flapped /r/.

g. Fricative: formed by a narrowing of the air passage at some point so that the air in escaping makes a kind hissing sounds. The example are /f/,/z/ and /r/.

h. Semi-vowel : A gliding sound in which the speech organs starts at or near a 'close' vowel and immediately move away to some other vowel for occasionally to some other sound of equal to greater prominence, such as syllabic D). Example is /w/.

listen. Circle the word the you hear.

- Few / view
- Leaf / leave
- Ferry / very
- Safe / save
- Lift / lived

listen. Circle the word the you hear.

- Pay / bay
- Pen / Ben
- P / B
- Pie / buy
- Pack / back

Listen. Circle the world you hear.

- Pear / fair
- Pull / full
- Past / fast
- Pete / feet
- Copy / coffee

B. Shadow reading

1. Definition of shadow reading technique

Shadowing was initially developed as a way for training simultaneous interpreters, but currently many junior high school and high school teachers are adapting the technique to their language classrooms. Shadow reading is an adaption of “conversational shadowing” a

pedagogical technique in which L2 learners "shadow " their interlocutors, that is repeat what other say, either completely or selectively, or engage in conversational interaction about what is being said. In shadow reading, shadowing is combined with summarizing and retelling in order to encourage not only meaningful imitation of L2 models but also reading comprehension and retention of written English.²²

However, Shoaib's study found that shadowing can also be used in the classroom without special equipment because it is the simple way to be applied into class.²³ Further, shadowing is divided into two types, one focusing on prosodic knowledge known as prosodic shadowing and another on meaning knowledge known as content shadowing. In order to understand the spoken utterance listener has to recognize the individual word in that utterance and prosodic shadowing helps in that utterance and content shadowing helps listener to recognize word by word and after the student recognizes all words, then he/she does content shadowing.

2. The steps of shadow reading technique

To perform shadow-reading effectively, students first need to understand the steps of shadowing and get some practice in doing it. Here are the steps to creating shadow reading.²⁴

- a. Teacher reads the text aloud and students follow, marking the text for sentence stress.
- b. Teacher reads the text a second time and the students mark for intonation.
- c. Individual chunks that show good examples of intonation patterns or problematic pronunciation can then be drilled.
- d. Students practice these aspects of pronunciation by reading the text to themselves before the teacher reads the text aloud again and they listen.
- e. Then the students read the text with the teacher and they have to start and finish at the same time as the teacher, who reads the text at normal speed.

²² Millie Commander & Maria, *Shadow-Reading in the ESL classroom: A brief report (peer Spectives issue 9, Summer. 2012)*, 8.

²³ Kazuko Shiota, *The Effectiveness of Shadowing on Students' Psychology in Language Learning*, 2012, <http://accentsasia.org/5-1/shiota.pdf>, accessed on March 23rd, 2016.

²⁴ Lucky Baylis, *Shadow Reading*, 2002, <http://www.teachingenglish.org.uk/article/shadow-reading>, accessed on March 23rd, 2016.

This work well after some exposure to the rules of pronunciation, connected speech, stress and intonation.

3. Benefit of shadow Reading Techniques

Shadow - reading has been stated as the successful method to teach reading in ESL setting by commander and de Guerrero. They believe that shadow - reading may be useful and effective to be applied in second or foreign language setting due to some benefits. The following benefits are.²⁵

- a. Shadow -reading offers the repeated chances in order to hear, articulate, understand, and internalize second language segments.
- b. It provides the opportunity to monitor each other's production, make corrections if necessary, and help each other to understand and produce the text. As the same process which provides affordance for mutual assistance in ZPD (zone of proximal development).
- c. It promotes intelligent, transformative imitation of second language material and transfer segment that has been learned to the new contexts, especially in summarizing and written retelling.
- d. It allows the students to engage in imitation in private speech (particularly during low voice and silent repetition), a process which might contribute to internalization.
- e. It can be applied at any proficiency level. It depends on the complexity of the text which is selected.
- f. It is an excellent way to develop paraphrasing and summarizing skills among advanced second or foreign language learners.

So, the benefit of shadow reading technique it's an extremely useful tool for increasing students accent and ability to be understood. Shadowing makes the students practice sounding as much like a native speaker as the students ' possibly can as quickly as the students ' possibly can. This has two primary effects on the students ' the first is it helps create all the neural connection in students ' brain to produce those phonemes, word and sentences quickly and accurately without having to think about it. This is extremely

²⁵ Cpmmander & de Guerrero, *Shadow-Reading in the ESL classroom: A brief report* (peer spectives issue 9, Summer . 2012) 10.

important when it comes to developing high levels of fluency since fluency itself requires the ability to respond without having to think too hard about it.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Place and time

This research is taking in the first year of SMPN 1 Cinangka.

The reason of choose this school is that easy to research. The reason of choose thin school is that easy to reach, the condition of students in English ability, especially pronunciation aspect that needs to be increase, it have good and comfortable environment in learning process. So, the writer interests in doing the research in SMPN 1 Cinangka. the writer hopes after finishing the research in this school, it can give contribution for education in this school. This research is conduct from august until September 2018

B. The Research Procedure

1. The method

Method is a way to conduct something in order to get the purpose or the goal as expect. In this research the writer using quantitative approach and using a quasi – experiment method. The aim of a quasi-experiment research is to know the cause-and-effect relationship from independent variable with dependent variable.

Experiment is a produce for testing a hypothesis by setting up a situation in which the strength of relationship between variables can be tested²⁶ Experimental research is unique in two very important respects: it is the only type of research that directly attempts to influence a particular variable, and when properly applied, it is the best type for testing hypothesis about cause-and-effect relationship.²⁷

There are three types of experiment such as:²⁸

- a. Pre-experiment: may have pre-and post-treatment test, but lack a control group
- b. Quasi – experiment: has both pre-and posttest and experimental and control groups, but no random assignment of subject
- c. True – experiment: has both pre-and posttests, experimental and control groups, and random assignment of subject.

²⁶ David Nunan, *Research Methode in Language Learning* (New York : Cambridge University press,1992), 230

²⁷ Jack R .Fraenkel and Norman E. wallen, *How To Design And Evaluate Research In Education* (New York : McGraw Hill Companies, Inc., 2008,261)

²⁸ David Nunan, *Research Methode in Language Learning* (New York : Cambridge University press,1992),41

It is different with qualitative research because it relies on deductive than heuristic. In this research the writer use a quasi-experimental method. Quasi experimental design was consonants .The researcher took two classes as control and experiment class. Experimental group will be taught pronunciation by not treatment. Both groups will be given pretest, and posttest. In this case, the researcher aimed to prove whether or not there is influence of shadow reading in students' pronouncing consonants .After conducting pretest, treatment and posttest, the data is interpreted.

2. The population and The sample of Research

a. Population

Population is a large subject research about which some information is desire²⁹. Nunan says that “population is all cases, situation or individuals who share one r more characteristics of interest can be widely depending on the research question and the purpose of the research’.³⁰ It means population is a research subject. The population of this research is the second grade of student's senior high school SMPN 1 Cinangka.

b. Sample

Sample is a subset of individuals or cases from within a population.³¹ The second SMPN 1 Cinangka are two classes they are random students. Then, the writer choosing the first class (VIII F) and (VIII G).

3. The research instrument

In this research, the writer used pretest and posttest as instrument. Pretest and posttest are research instruments that use as a device to know the result from two different classes which use Shadow Reading Technique in experiment and the traditional one.

Arikunto stated that research instrument is tools or facilities used by researcher in collecting the data, hope the result of research is more accurate, complete, systematic, and so the process is easier³²

²⁹ Arikunto Suharsimi, *Prosedur Penelitian suatu Pendekatan Praktek Edisi Revisi VI.*(Jakarta: Rineka cipta,2006),130.

³⁰ David Nunan, *Research Methode in Language Learning* (New York : Cambridge University press,1992),231

³¹ David Nunan, *Research Methode in Language Learning* (New York : Cambridge University press,1992),232

³² David Nunan, *Research Methode in Language Learning* (New York : Cambridge University press,1992),149.

Pretest is question to evaluate the subject that using the subject that using the conventional method in teaching to both of class, posttest is question to both of class and using shadow reading in experiment class and conventional method in control class.

4. The technique of Data Collecting

After the writer decide to choose the method in this research. It is determine where is and what is the technique use to get the data. In this research the writer use the test technique:

a. Interview

Interview is doing to English teacher of SMPN 1 Cinangka, in order to get information of teaching learning process aspects such as the number of student, the background of students, the general situation of the school, and also to find out how the teacher conduct the teaching learning process itself.

b. Test

The researcher use pretest and posttest as an instrument to know students' score for collecting data. Pretest and posttest doing at both classes to compare the result of two groups. After pretest the writer give treatment using shadow reading technique in class of VIII F for experiment class and using conventional method in class VIII G for the control class. The students were asked to pronounce words and sentences about consonant .

5. The Technique of Data Analyzing

Analyze the data is an activity that begun after the data collect from respondents or the resource data.³³ After the data collect, the researcher analyzed the data. The purpose of analyzing the data is to find out the influence of using shadow Reading Technique in students' pronouncing consonants . To analyze the significant difference of the mean score test in both experimental and control class. The researcher analyzed data through quantitative analysis and statistical procedure. The data came from the result of pre-test and post-test analyzed by using t-test application.

Because the writer wants to compare result of the research between experiment class students, the writer take step as follow:

- a. The result of the post-test in experiment class in named variable (X1)
- b. The result of the post-test in control class is named variable (X2)

³³Sugiyono ,*Metode Penelitian Kuantitatif kualitatif dan R&D* (Bandung:lfabeta,2009),147

The steps for statistic analyze are:

1). Determining mean of variable X1 with formula:

$$M^1 = \frac{\sum X1}{N^1}$$

2). Determining mean of variable X2 with formula:

$$M^2 = \frac{\sum X2}{N^2}$$

3). Determining derivation score variable X1 with formula:

$$X^1 = X1 - M^1$$

4). Determining derivation score variable x2 with formula:

$$X^2 = X2 - M^2$$

After getting the data from pre-test and post-test, the writer analyze it by using statistic calculation of t-test formula with the degree of significance 5% and 1% the formula as follow :

$$t = \frac{M1 - M2}{\frac{\sqrt{\frac{\sum X1^2 + \sum X2^2}{N1 + N2} - \frac{(\sum X1)^2}{N1} - \frac{(\sum X2)^2}{N2}}}{\sqrt{N1 + N2 - 2}}}$$

M^1 = the average score of experiment class (Mean X1)

M^2 = the average score of control class (Mean X2)

$\sum X^1$ = sum of square deviation of experiment class

$\sum X^{22}$ = sum of square deviation of control class

N^1 = Number of students of experiment class

N^2 = Number of students of control class

2 = constant number

df = degree of freedom

df = $N^1 + N^2 - 2$

5) Doing interpretation and calculation by comparing the result of calculation t-test with table.

CHAPTER IV

THE RESULT OF STUDY

A. Description of Data

In this chapter, the writer attempted to submit the data as outcome of research conducted at SMPN 1 Cinangka .this research was only directed to the students of the second grade. As stated in this chapter, she took 50 (fifty) students as the sample from 25 students (control class) and 25 students (experiment class) of second grade , especially for VIII G (experiment class) and VIII F (control class) .

Meanwhile, before used this technique the students had poor of pronunciation, they usually got difficulties in pronouncing consonants that gave with the writer, but after used shadow reading technique the students had more good achievement.

The influence of shadow reading students pronunciation consonants that to make easier in pronouncing consonants

Based on the result of the test, the writer got two data . The first data is the result of pretest and second one is the result of post-test. The result of post-test in experimental. Class is named variable (X1) and the result of post-test in control class is named variable (X2) .

The writer has conducted the research about four weeks which consisted of pre-test on 20 of August, the first treatment at experiment and control class on 27 of August, the second treatment at experiment and control class on 03 of September, the third treatment at experiment and control class on 06 of September, the four treatment at experiment and control class on 10 of September, and post-test implemented on 20 of September.

B. Analyzing of data

1. The score of pre-test and post-test at the Experimental Class

Table 4.1

The result score of pre-test and post-test in
Experiment Class

No	Nama	Score	
		Pre-test	Post-test
1	DLH	75	80
2	BN	70	75
3	M,R	60	80
4	SP	55	80
5	SF	70	95
6	AP	65	75
7	TU	50	80
8	PS	50	80
9	IR	60	80
10	NA	70	90
11	PG	40	70
12	AH	40	70
13	RH	50	65
14	FM	50	75
15	HL	50	80
16	VR	45	85
17	SR	40	80
18	NRP	55	65
19	SAR	55	80
20	FNS	55	80
21	SD	70	75
22	JY	60	80
23	ANR	55	70
24	MT	65	80
25	SNW	45	80

ΣX_1	1400	1950
M^1	56	78

Mean by formula

Pre-test

post-test

$$M^1 = \frac{\Sigma X_1}{N^1}$$

$$M^1 = \frac{\Sigma X_1}{N^1}$$

$$M^1 = \frac{\Sigma 1400}{25}$$

$$M^1 = \frac{\Sigma 1950}{25}$$

$$= 56$$

$$= 78$$

Note :

ΣX_1 : The score of pre-test and post-test experiment class

M^1 : Mean of pre-test and post-test experiment class

N^1 : Numbers of students of experiment class

The result of statistical calculation above, Mean (M^1) of post-test at the experimental class is 78.

Based on the table above, it showed that the result of experimental class got the significant improvement after giving treatment. It seem from average score of post-test that $78 > 56$ it means that using shadow reading technique is success in pronouncing consonants .

2. The second of pre-test and post-test at the control class

Table 4.2

The score of pre-test and post-test in control class

No	Nama	Score	
		Pre-test	Post-test
1	HN	45	60
2	NAM	45	75
3	RMS	55	70

4	MAM	60	80
5	WD	35	60
6	NO	45	75
7	GR	45	70
8	RT	55	65
9	RG	50	75
10	AF	55	75
11	SD	50	65
12	SS	60	75
13	AH	50	60
14	M,DR	50	80
15	MF	70	70
16	HM	40	65
17	DJ	55	60
18	SM	50	80
19	DJ	50	60
20	TA	50	75
21	MD	55	70
22	FA	50	65
23	AN	55	75
24	IF	60	70
25	AA	65	75
ΣX_2		1300	1750
M_2		52	70

Mean by formula :

Pre-test

post-test

$$M_2 = \frac{\Sigma X_2}{N_2}$$

$$M_2 = \frac{\Sigma X_2}{N_2}$$

$$M_2 = \frac{\Sigma 1400}{25}$$

$$= 56$$

$$M_2 = \frac{\Sigma 1750}{25}$$

$$= 70$$

The result of statistic calculation above, Mean (M^2) of post-test at the control class is 70

Based on the table above, it showed that the result of control class did not have the significant improvement, it is seen from average score of post-test that is score of pre-test $70 > 52$. This class also realized improvement but lower than experiment class.

After getting the data from pre-test and post-test score of two classes. Then the writer analyzed it by using test formula with the degree of significant 5% and 1% the writer used step as follows.

Table 4.3
The score of Distribution Frequency

No	Score		X ₁ (X ₁ - M ₁)	X ₂ (X ₂ -M ₂)	X ₁ ²	X ₂ ²
	X ₁	X ₂				
1	80	60	2	-10	4	100
2	75	75	-3	5	9	25
3	80	70	2	0	4	0
4	80	80	2	10	4	100
5	95	60	17	-10	289	100
6	75	75	-3	5	9	25
7	80	70	2	0	4	0
8	80	65	2	-5	4	25
9	80	75	2	5	4	25
10	90	75	12	5	144	25
11	70	65	-8	-5	64	25
12	70	75	-8	5	64	25
13	65	60	-13	-10	169	100
14	75	80	-3	10	9	100

15	80	70	2	0	4	0
16	85	65	7	-5	49	25
17	80	60	2	-10	4	100
18	65	80	-13	10	169	100
19	80	60	2	-10	4	100
20	80	75	2	5	4	25
21	75	70	-3	0	9	0
22	80	65	2	-5	4	25
23	70	75	-8	5	64	25
24	80	70	2	0	4	0
25	80	75	2	5	4	25
Σ	1950	1750			1100	1100

Note:

X_1 = Score post-test (Experiment class)

X_2 = Score post-test (Control class)

X_1 = $X_1 - M_1$ (Mean X_1)

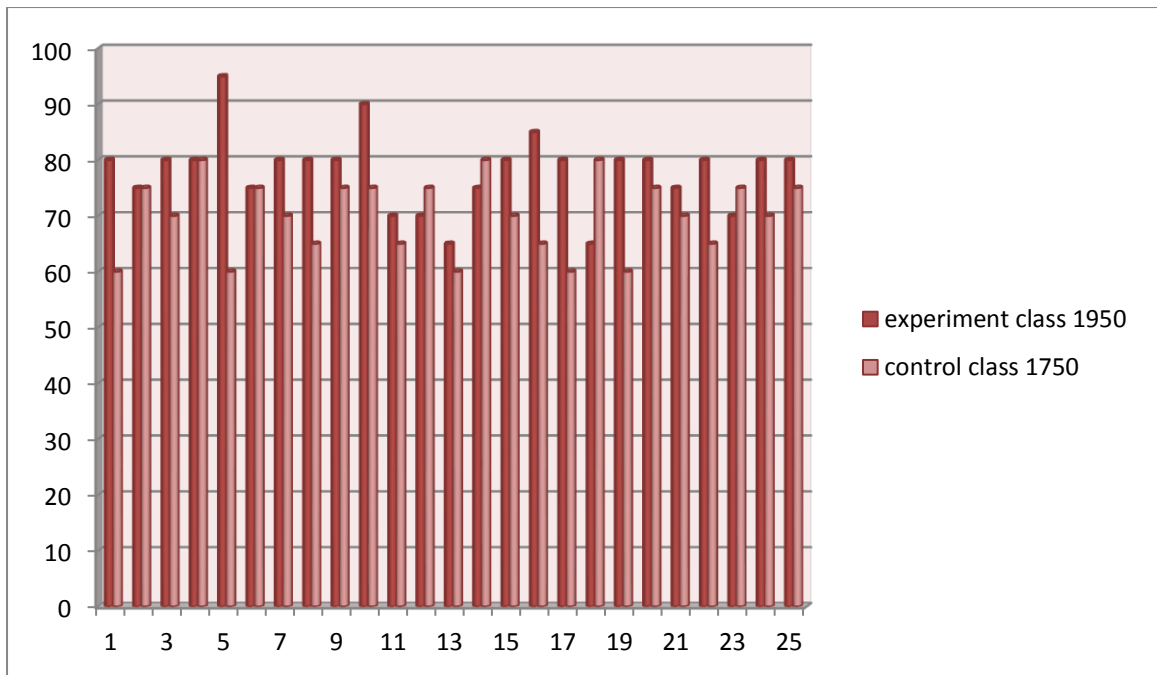
X_2 = $X_2 - M_2$ (Mean X_2)

X_1^2 = The squared value of X_1

X_2^2 = The squared value of X_2

Graphic 4.3

The Score of Distribution Frequency



Based on the graphic above the total score of post-test in experiment class 1950 that higher than the total score of control class 1750 . it was had different value .

The experiment class higher than the control class.

From the table above, the writer got the data $\sum X_1 = 1950$, $\sum X_2 = 1750$, $\sum X_1^2 = 1100$, and $\sum X_2^2 = 1100$, where as $N_1 = 25$ and $N_2 = 25$

After getting the data from post-test score of two classes, the writer analyzed it by using statistic calculation of t-test formula with the degree of significant 5% and 1% the Formula as follow :

1. Determine mean of variable X1 and X2

Variable X1

$$M_1 = \frac{\sum X_1}{N_1}$$

N_1

$$M_1 = \frac{\sum 1950}{25}$$

25

$$= 78$$

Variable X2

$$\frac{\sum X_1}{N_2}$$

N_2

$$M_2 = \frac{\sum 1750}{25}$$

25

$$= 70$$

2. Determine t-test

$$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum X^2_1 + \sum X^2_2}{N_1 + N_2 - 2}\right) \left(\frac{N^1 + N_2}{N^1 \cdot N_2}\right)}}$$

$$t = \frac{78 - 70}{\sqrt{\left(\frac{1100 + 1100}{25 + 25 - 2}\right) \left(\frac{25 + 25}{25 \cdot 25}\right)}}$$

$$t = \frac{8}{\sqrt{\left(\frac{2200}{48}\right) \left(\frac{50}{625}\right)}}$$

$$t = \frac{8}{\sqrt{(45.83)(0.08)}}$$

$$t = \frac{8}{\sqrt{3.66}}$$

$$t = \frac{8}{1.91}$$

$$t = 4.18$$

Note :

M_1 = The average score experiment class (Mean X_1)

M_2 = The average score of control class (Mean X_2)

$\sum X_1^2$ = Sum of the deviation score of experiment class

$\sum X_2^2$ = Sum of the squared deviation score of control class

N_1 = The number of student of experiment class

N_2 = The number of student of control class

2 = constants number

3. Degree of Freedom

$$df = N_1 + N_2 - 2$$

$$= 25+25+2$$

$$= 48$$

The degree of freedom (df) is 48 (obtained from N_1+N_2-2) $25+25-2 = 48$. In degree of significance 5% from 48 $t_t = 2.01$ and in degree of significance 1% from 48 $t_t = 2.68$

Based on the result statistic calculation, it is obtained that the score of t_o is = $4,18 > t_t = 2.01$ in degree of significant 5% .the score of $t_o = 4,18 > t_t = 2,68$ In degree of significance 1%. To prove the hypothesis , the date obtained from the experimental class is calculated by using t-test formula with assumption as follow:

If $t_{\text{observation}} > t_{\text{table}}$: the alternative hypothesis is accepted. It

means there is a significant influence of shadow reading Technique in student' pronouncing consonants .

If $t_{\text{observation}} < t_{\text{table}}$: The alternative hypothesis is rejected . it means there is no significant influence of shadow reading Technique in students' pronouncing consonants .

C. Interpretation of data

From the result of post-test in experiment class and control class, the writer can be concluded that the lowest score in post-test of control class is 60 and the highest score in post-test of control class is 80. It is difference score of post-test in experiment class after the writer conducted treatment consonants by using Shadow Reading , the lowest score in post-test of experiment class is 65 and the highest score in post test is 95.

Before deciding the result of hypothesis, the writer proposes interpretation towards with procedure as follow :

- a. $H_a : t_{\text{observation}} > t_{\text{table}} =$ It means there is a significant influence of Shadow Reading Technique in students' pronouncing consonants

- b. $H_0 : t_{\text{observation}} < t_{\text{table}}$ = it means there is no significant influence of Shadow Reading Technique in students' pronouncing consonants' .

According to the data, the value of $t_{\text{observation}}$ is bigger than t_{table} . $t_{\text{observation}} = 4.18 > t_{\text{table}} = 2.01(5\%)$ or $t_{\text{observation}} = 4.18 > t_{\text{table}} = 2,68(1\%)$, so H_0 is rejected and H_a is accepted.

From the result above , the writer give conclusion that it means there is a significant influence of Shadow Reading Technique in students' pronouncing consonants . it cant be seen that the students' got good or better score by Shadow Reading .

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the analysis of the date on the research about “The Effectiveness Of Shadow Reading Technique in students' Pronouncing Consonants. (An Experimental Research at school grade of SMPN 1 Cinangka) “ the research described the conclusion as follows :

1. From the result of the research that it can be concluded that the students; pronouncing consonants at second grade of SMPN 1 Cinangka was good enough, it can be seen from the result of posttest in control class is 95 . and the result of post-test in control class is 80. The writer can conclude that experiment class by using shadow reading technique is better than control class which without using shadow reading technique.
2. Shadow reading is one of the techniques that can be used un teaching pronunciation. Shadowing is the activity which occurs between speaker and listener. This activity involves listener and speaker in conversational

interaction where the listeners can actively repeat and imitate what the speaker's say and say it in the same language or close paraphrase. After applying the treatment with shadow reading technique in pronouncing consonants, most of students get better score and easy to know how to pronounce it.

3. The result of the research showed that the influence of shadow reading technique in teaching pronunciation was significant. It can be seen from the result of t_o 4.18 and the degree of freedom (df):48, the result of t_t on significant 5% = 2.01. It means that $t_o > t_t$ (4.18 > 2.01) and the writer concluded the alternative hypothesis is accepted. It means that there is significant influence of shadow reading in students' pronouncing consonants.

B. SUGGESTION

After doing the research and collated the data, then the researcher given suggestion as follows:

a) For teacher

1. The teachers should teach more creative than before which they should developed the method of teaching as certainty in SMPN 1 Cinangka.
2. The teacher should motivated the students to more active in learning English inside or outside of classes in order the condition of the classes run well,
3. The teacher should be able to motivated the students to use shadow reading technique in pronunciation.
4. Teacher must create many media for teaching pronunciation to improve students' pronunciation.

b) For School

1. The researcher suggested that the teacher should add the teaching aids that support the improvement of students and teachers in teaching learning process.
2. The researcher suggested to use shadow reading which becomes the facilitator for students to learning a language.

c) For The Next Researchers:

1. The next researchers who want to conduct this technique should apply it in the wider subject to know whether it is effectiveness or not for students.
2. The next researchers should choose the appropriate material and conduct the research better
3. The result of this research can be a reference for another researcher who wants to conduct a research about teaching reading .

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RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMPN 1 Cinangka
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII G/ Ganjil (Experiment class)
 Materi Pokok : *Strategy reading consonants*
 Alokasi Waktu : 4 x 40 Menit (2 x pertemuan)

A. KOMPETENSI INTI

KI3 :Pengetahuan

Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak nyata.

KI4 : Keterampilan

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

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

No.	Kompetensi Dasar	Indikator
1.	<ul style="list-style-type: none"> Melafalkan makna percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat 	<ul style="list-style-type: none"> Melafalkan kosakata yang berhubungan dengan sesuatu yang berkaitan dengan konsonan yang ditentukan dengan benar

2.	<ul style="list-style-type: none"> Melafalkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat 	<ul style="list-style-type: none"> Menggunakan pelafalan kosakata yang benar kedalam bentuk kalimat
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C. TUJUAN PEMBELAJARAN

- Siswa dapat melafalkan konsonan kosa kata yang berhubungan dengan sesuatu yang berkaitan dengan konsonan yang ditentukan dengan benar
- Siswa dapat menggunakan pelafalan kosa kata yang benar kedalam bentuk kalimat

Jenis teks : konsonan

Skill : membaca

D. LANGKAH – LANGKAH PEMBELAJARAN

Pertemuan Pertama

1. Pendahuluan (5 menit)

Apersepsi
<ul style="list-style-type: none"> Mengawali pelajaran dengan berdo'a. Memeriksa daftar hadir siswa. Memperkenalkan topik dan tujuan pembelajaran

2. Inti (70 menit)

SISWA	GURU	WAKTU
Mengamati (Observing)		5 menit
<ul style="list-style-type: none"> Siswa diminta untuk membaca dan menggaris bawahi kata yang termasuk consonants Siswa diminta untuk 	<ul style="list-style-type: none"> Guru memberikan table consonants 	

membuat poin-poin penting dari consonants		
Menanyakan (Questioning)		25 menit
<ul style="list-style-type: none"> • Siswa mencari consonants yang sulit • Siswa membahas tentang consonants tersebut • siswa memperhatikan guru • siswa memperhatikan QAR 	<ul style="list-style-type: none"> • Guru membahas kosa kata yang sulit • Guru bersama siswa membahas jenis jenis consonants • Guru menjelaskan QAR • Guru meminta siswa menjawab pertanyaan QAR terkait consonants tersebut 	
Mencoba (Experimenting)		25 menit
<ul style="list-style-type: none"> • Siswa diminta untuk membacakan consonants • Siswa memperhatikan guru • Siswa menjawab dan membaca consonants 	<ul style="list-style-type: none"> • Guru meminta satu persatu siswa membacakan consonants yang sudah dipelajari • Guru menjelaskan procedure kegiatan • Guru mengamati siswa 	•
Menalar (Associating)		5 menit
<ul style="list-style-type: none"> • siswa mendiskusikan hasil dari membaca 	<ul style="list-style-type: none"> • Mengamati peserta didik 	
Mengkomunikasikan (Networking)		10 menit
<ul style="list-style-type: none"> • Setiap siswa mengulang semua yang dibacakan dan membacakan hasil QAR 	<ul style="list-style-type: none"> • Mengamati dan menilai penampilan percakapan peserta didik di depan kelas. 	

3. Penutup (5 menit)

- | |
|--|
| - Guru memberi penegasan terhadap materi pembelajaran. |
|--|

- Bersama-sama dengan siswa menyimpulkan topik pembelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- mengakhiri pembelajaran, berdoa, dan salam.

Pertemuan kedua

1. Inti (70 menit)

SISWA	GURU	WAKTU
Mengamati (Observing)		5 menit
<ul style="list-style-type: none"> • Siswa diminta untuk membaca kata yang termasuk consonants • Siswa diminta untuk membuat poin-poin penting dari consonants 	<ul style="list-style-type: none"> • Guru memberikan table consonants <ul style="list-style-type: none"> • Guru mendampingi siswa 	
Menanyakan (Questioning)		25 menit
<ul style="list-style-type: none"> • Siswa mencari consonants yang sulit • Siswa membahas tentang consonants tersebut • siswa memperhatikan guru • siswa memperhatikan QAR 	<ul style="list-style-type: none"> • Guru membahas kosa kata yang sulit • Guru bersama siswa membahas jenis jenis consonants • Guru menjelaskan QAR • Guru meminta siswa menjawab pertanyaan QAR terkait consonants tersebut 	
Mencoba (Experimenting)		25 menit

<ul style="list-style-type: none"> • Siswa diminta satu persatu untuk membaca consonan • Siswa memperhatikan guru • Siswa menjawab dan membaca consonants 	<ul style="list-style-type: none"> • Guru meminta satu persatu siswa membacakan consonants yang sudah dipelajari • Guru mengamati siswa 	<ul style="list-style-type: none"> •
Menalar (Associating)		5 menit
<ul style="list-style-type: none"> • siswa mendiskusikan hasil dari membaca 	<ul style="list-style-type: none"> • Mengamati peserta didik 	
Mengkomunikasikan (Networking)		10 menit
<ul style="list-style-type: none"> • Setiap siswa mengulang semua yang dibacakan dan membacakan hasil QAR 	<ul style="list-style-type: none"> • Mengamati dan menilai penampilan percakapan peserta didik di depan kelas. 	

2. Penutup (5 menit)

<ul style="list-style-type: none"> - Guru memberi penegasan terhadap materi pembelajaran. - Bersama-sama dengan siswa menyimpulkan topik pembelajaran. - Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. - mengakhiri pembelajaran, berdoa, dan salam.

E. METODE PEMBELAJARAN

1. Pendekatan : Pendekatan ilmiah/ scientific
2. Model : Scientific Learning
3. Metode : Conventional Teaching
4. Strategi : Reading, Question Answer Relationship (QAR)

F. MATERI PEMBELAJARAN

a. Definitional of Labiodental fricative

A labiodentals fricative is a sound in which the flow of air out the body is constricted by upper teeth to the lower lip, creating turbulence for the air, but not stopping its passage out of the mouth. English has two labiodentals fricatives -/f/

in which the vocal chords are not used (voiceless) as in fire and laughter, and /v/ in which they are used as in very and of.

b. Characteristics of labio-dental fricatives /f/ and /v/ :

- /f/ is strong consonant and /v/ is weak consonant
- The lower lip makes light contact with the upper teeth.
This forms the narrowing and when the air is pushed through this narrowing it will cause slight friction
- The soft palate is raised so that no air can pass the nose. It is forced through the oral cavity (the mouth)
- The tongue is not directly concerned in making these sound. It takes up the position for the following sound.

c. Example of labio-dental fricative. The V sounds are in blue, the F sound are in green

- His wife will drive the van
- I have five knives and four forks
- Will you phone before you visit the farm ?
- My family loves to laugh on vacation
- Save four wolves who live in the cave

Consonants (konsonan)					
P	<u>P</u> ack, <u>p</u> en, stop	L	<u>l</u> ook, <u>l</u> eg	f	<u>F</u> ish, <u>w</u> ish
K	<u>k</u> ate, <u>c</u> an	n	<u>n</u> ight, <u>n</u> ame	ɛ	<u>T</u> his, <u>t</u> hat
B	<u>b</u> ig, <u>b</u> ack	m	<u>m</u> ine, <u>m</u> ouse	tʃ	<u>ch</u> air, <u>rich</u>
F	<u>f</u> ree, <u>f</u> ew, <u>f</u> an	r	<u>w</u> rite, <u>r</u> un	dʒ	<u>m</u> ajor, <u>j</u> udge
S	<u>v</u> ice, <u>s</u> un	v	<u>n</u> ever, <u>v</u> ery	ʒ	<u>u</u> sual, <u>t</u> ele <u>v</u> ision
T	<u>t</u> ry, <u>t</u> ell	w	<u>w</u> ell, <u>w</u> in	ɪ	<u>S</u> ing, <u>k</u> ing
D	<u>d</u> ig, <u>d</u> ot, <u>d</u> og	j	<u>y</u> ear, <u>n</u> ew		
G	<u>g</u> ood, <u>g</u> ate	z	<u>s</u> ize, <u>z</u> oo		

Give the three vocabulary found in the symbol!

1. This symbol is include in the word /b/
2. This symbol is include in the word /v/
3. This symbol is include in the word /c/
4. This symbol is include in the word /s/

5. This symbol is include in the word /f/

G. MEDIA,ALAT DAN SUMBER PEMBELAJARAN

1. Media

- White board, kamus

2. Alat

- Spidol,

3. Sumber Belajar

- Internet
- Buku *English pronunciation in use* karangan jonathan marks

H. TEKNIK PENILAIAN

1. Penilaian sikap

- a. Teknik penilaian : pengamatan
- b. Bentuk instrumen : uraian bebas
- c. Format penilaian sikap

No	Nama	Aspek		Nilai	predikat
		Jujur	Bertanggung jawan		
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

2. Penilaian pengetahuan

- a. Teknik penilaian : Tes tulis
- b. Bentuk instrumen : sheet of pronunciation test
- c. Kisi-kisi :

No	Kisi –kisi pencapaian
1.	Disajikan beberapa teks consonants dan 5 butir soal essay
2.	Disajikan beberapa teks consonants dan 5 butir soal essay dan siswa memilih salah satu pilihan yang dianggap benar
3.	Disajikan beberapa teks consonants dan 5 butir soal essay dan siswa menjawabnya dengan benar

d. Pedoman Penskoran multiple choice: setiap jawaban yang benar diberi nilai 1

$$NA = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$$

e. Pedoman Penskoran essay: setiap jawaban yang benar diberi nilai 2

$$NA = \text{skor perolehan} \times 2$$

3. Penilaian Keterampilan

- Teknik penilaian : unjuk kerja
- Bentuk instrumen : tes keterampilan berbicara
- Kisi-kisi

No	Kisi –kisi pencapaian	Butir instrumen
1.	Disajian pertanyaan teks consonant dan siswa dapat menjawabnya dengan benar.	Part A
2.	Disajian teks consonant dan siswa dapat membacanya dengan benar.	Part B

d. Rubrik tes keterampilan berbicara :

Aspek	Keterangan	Score
Pronunciation (pelafalan)	• sangat jelas sehingga mudah dipahami	4
	• mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi	3
	• ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh	2
	• ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1
Fluency (kelancaran)	• sangat lancar	4
	• kelancaran sedikit terganggu oleh masalah bahasa	3
	• sering ragu-ragu dan terhenti karena keterbatasan bahasa	2
	• bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi	1

Grammar (tata bahasa)	• tidak ada atau sedikit kesalahan tata bahasa	4
	• kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna	3
	• sering membuat kesalahan sehingga makna sulit dipahami	2
	• kesalahan tata bahasa sangat parah sehingga tidak bisa dipahami	1
Vocabulary (kosa kata)	• menggunakan kosa kata dan ungkapan yang tepat	4
	• kadang-kadang menggunakan kosa kata yang kurang tepat sehingga harus menjelaskan lagi	3
	• sering menggunakan kosa kata yang tidak tepat	2
	• kosa kata sangat terbatas sehingga percakapan tidak mungkin terjadi	1

e. Format penilaian keterampilan berbicara :

No	Nama	Aspek				Nilai	Predikat
		Pelafalan	Kelancaran	Tatabahasa	Kosakata		
1.							
2.							
3.							
4.							
5.							
6.							

Konversi keterampilan sikap, pengetahuan, dan keterampilan :

Predikat	Nilai kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB (Sangat Baik)
A-	3.66	3.66	
B+	3.33	3.33	B (Baik)
B	3	3	
B-	2.66	2.66	C (Cukup)
C+	2.33	2.33	
C	2	2	
C-	1.66	1.66	K (Kurang)
D+	1.33	1.33	
D-	1	1	

Guru Mata Pelajaran

Praktikan

LISTA QORIATUN NAJILAH, S.Pd
NIP.

NOVIA SELVIA
NIM. 142301747

Mengetahui,
Kepala Sekolah

JULHAENI, M.MPd
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RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMPN 1 Cinangka
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII F/ Ganjil (control class)
Materi Pokok : consonants
Alokasi Waktu : 4 x 40 Menit (2 x pertemuan)

I. KOMPETENSI INTI

KI3 :Pengetahuan

Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak nyata.

KI4 : Keterampilan

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

J. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

No.	Kompetensi Dasar	Indikator
1.	<ul style="list-style-type: none">Melafalkan makna percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat	<ul style="list-style-type: none">Melafalkan kosakata yang berhubungan dengan sesuatu yang berkaitan dengan konsonan yang ditentukan dengan benar

2.	<ul style="list-style-type: none"> Melafalkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat 	<ul style="list-style-type: none"> Menggunakan pelafalan kosakata yang benar kedalam bentuk kalimat
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K. TUJUAN PEMBELAJARAN

- Siswa dapat melafalkan konsonan kosa kata yang berhubungan dengan sesuatu yang berkaitan dengan konsonan yang ditentukan dengan benar
 - Siswa dapat menggunakan pelafalan kosa kata yang benar kedalam bentuk kalimat
- Jenis teks : konsonan
Skill : membaca

L. LANGKAH – LANGKAH PEMBELAJARAN

Pertemuan Pertama

1. Pendahuluan (5 menit)

Apersepsi
<ul style="list-style-type: none"> Mengawali pelajaran dengan berdo'a. Memeriksa daftar hadir siswa. Guru memperkenalkan diri. Memperkenalkan topik dan tujuan pembelajaran

2. Inti (60 menit)

SISWA	GURU	WAKTU
Mengamati (Observing)		5 menit
<ul style="list-style-type: none"> Siswa diminta untuk membaca dan menggaris bawahi kata yang termasuk kedalam consonants 	<ul style="list-style-type: none"> Guru memberikan teks tentang consonants kepada siswa 	

Menanyakan (Questioning)		25 menit
<ul style="list-style-type: none"> Siswa membahas consonants yang sulit Siswa membahas tentang consonants tersebut 	<ul style="list-style-type: none"> Guru membahas consonants yang sulit Guru bersama siswa membahas consonants tersebut 	
Mencoba (Experimenting)		25 menit
<ul style="list-style-type: none"> Siswa diminta satu persatu untuk melafalkan bunyi consonants dalam contoh. 	<ul style="list-style-type: none"> Guru meminta siswa melafalkan bunyi consonants 	
Menalar (Associating)		5 menit
<ul style="list-style-type: none"> Siswa memeriksa jawabannya masing-masing 	<ul style="list-style-type: none"> guru membimbing siswa 	
Mengkomunikasikan (Networking)		10 menit
<ul style="list-style-type: none"> Siswa menyebutkan nilai lembar kerja miliknya 	<ul style="list-style-type: none"> guru membimbing siswa 	

3. Penutup (5 menit)

<ul style="list-style-type: none"> Guru memberi penegasan terhadap materi pembelajaran. Bersama-sama dengan siswa menyimpulkan topik pembelajaran. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. mengakhiri pembelajaran, berdoa, dan salam.

Pertemuan kedua

1. Inti (60 menit)

SISWA	GURU	WAKTU
Mengamati (Observing)		5 menit
<ul style="list-style-type: none"> Siswa diminta untuk menggaris bawahi dan 	<ul style="list-style-type: none"> Guru memberikan teks tentang consonants kepada 	

membaca kata yang sudah diberikan oleh guru	siswa	
Menanyakan (Questioning)		25 menit
• Siswa membahas tentang consonants tersebut	• Guru bersama siswa membahas consonants tersebut	
Mencoba (Experimenting)		25 menit
• Siswa diminta satu persatu untuk melafalkan bunyi consonants dalam contoh.	• Guru meminta siswa melafalkan bunyi consonants	•
Menalar (Associating)		5 menit
• Siswa diminta untuk membaca consonan	• guru membimbing siswa	
Mengkomunikasikan (Networking)		10 menit
• Siswa membaca ulang consonan	• guru membimbing siswa	

2. Penutup (5 menit)

<ul style="list-style-type: none"> - Guru memberi penegasan terhadap materi pembelajaran. - Bersama-sama dengan siswa menyimpulkan topik pembelajaran. - Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. - mengakhiri pembelajaran, berdoa, dan salam.

M. METODE PEMBELAJARAN

5. Pendekatan : Pendekatan ilmiah/ scientific
6. Model : Scientific Learning
7. Metode : Conventional Teaching

N. MATERI PEMBELAJARAN

- d. Definitional of Labiodental fricative

A labiodentals fricative is a sound in which the flow of air out the body is constricted by upper teeth to the lower lip, creating turbulence for the air, but not stopping its passage out of the mouth. English has two labiodentals fricatives -/f/ in which the vocal chords are not used (voiceless) as in fire and laughter, and /v/ in which they are used as in very and of.

e. Characteristics of labio-dental fricatives /f/ and /v/ :

- /f/ is strong consonant and /v/ is weak consonant
- The lower lip makes light contact with the upper teeth. This forms the narrowing and when the air is pushed through this narrowing it will cause slight friction
- The soft palate is raised so that no air can pass the nose. It is forced through the oral cavity (the mouth)
- The tongue is not directly concerned in making these sound. It takes up the position for the following sound.

f. Example of labio-dental fricative. The V sounds are in blue, the F sound are in green

- His wife will drive the van
- I have five knives and four forks
- Will you phone before you visit the farm ?
- My family loves to laugh on vacation
- Save four wolves who live in the cave

Question

Please underline pronounce of the sentence bellow !

1. chair, rich , mine, mouse
2. big, back , write, run
3. look, leg , Fish, wish
4. vice, sun , good, gate
5. Sing , king , year. New

O. MEDIA,ALAT DAN SUMBER PEMBELAJARAN

4. Media

- White board, kamus

5. Alat

- Spidol,

6. Sumber Belajar

- Internet

- Buku *English pronunciation in use* karangan jonathan marks

P. TEKNIK PENILAIAN

4. Penilaian sikap

- d. Teknik penilaian : pengamatan
- e. Bentuk instrumen : uraian bebas
- f. Format penilaian sikap

No	Nama	Aspek		Nilai	predikat
		Jujur	Bertanggung jawab		
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

5. Penilaian pengetahuan

- e. Teknik penilaian : Tes tulis
- f. Bentuk instrumen : sheet of pronunciation test
- g. Kisi-kisi :

No	Kisi –kisi pencapaian
1.	Disajikan beberapa teks consonants dan 5 butir soal essay
2.	Disajikan beberapa teks consonants dan 5 butir soal essay dan siswa memilih salah satu pilihan yang dianggap benar
3.	Disajikan beberapa teks consonants dan 5 butir soal essay dan siswa menjawabnya dengan benar

- h. Pedoman Penskoran multiple choice: setiap jawaban yang benar diberi nilai 1

$$NA = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$$

e. Pedoman Penskoran essay: setiap jawaban yang benar diberi nilai 2

$$NA = \text{skor perolehan} \times 2$$

6. Penilaian Keterampilan

- f. Teknik penilaian : unjuk kerja
 g. Bentuk instrumen : tes keterampilan berbicara
 h. Kisi-kisi

No	Kisi –kisi pencapaian	Butir instrumen
1.	Disajian pertanyaan teks consonant dan siswa dapat menjawabnya dengan benar.	Part A
2.	Disajian teks consonant dan siswa dapat membacanya dengan benar.	Part B

i. Rubrik tes keterampilan berbicara :

Aspek	Keterangan	Score
Pronunciation (pelafalan)	• sangat jelas sehingga mudah dipahami	4
	• mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi	3
	• ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh	2
	• ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1
Fluency (kelancaran)	• sangat lancar	4
	• kelancaran sedikit terganggu oleh masalah bahasa	3
	• sering ragu-ragu dan terhenti karena keterbatasan bahasa	2
	• bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi	1
Grammar (tata bahasa)	• tidak ada atau sedikit kesalahan tatabahasa	4
	• kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna	3
	• sering membuat kesalahan sehingga makna sulit dipahami	2
	• kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami	1
Vocabulary (kosa kata)	• menggunakan kosa kata dan ungkapan yang tepat	4
	• kadang-kadang menggunakan kosa kata yang kurang tepat sehingga harus menjelaskan lagi	3
	• sering menggunakan kosa kata yang tidak tepat	2
	• kosa kata sangat terbatas sehingga	1

	percakapan tidak mungkin terjadi	
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j. Format penilaian keterampilan berbicara :

No	Nama	Aspek				Nilai	Predikat
		Pelafalan	Kelancaran	Tatabahasa	Kosakata		
1.							
2.							
3.							
4.							
5.							
6.							

Konversi keterampilan sikap, pengetahuan, dan keterampilan :

Predikat	Nilai kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB (Sangat Baik)
A-	3.66	3.66	
B+	3.33	3.33	B (Baik)
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C (Cukup)
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	K (Kurang)
D-	1	1	

Serang, 31 agustus 2018

Guru Mata Pelajaran

Praktikan

LISTA QORIATUN NAJILAH, S.Pd
NIP.

NOVIA SELVIA
NIM. 142301747

Mengetahui,

Kepala Sekolah

JULHAENI, M.MPd

NUP. 196509121989031012

INTERVIEW SHEET

The result of interview with English teacher in AMPN 1 Cinangka

Date : 19 August 2018

Teacher : Lisna qoriatun nazilah.S.Pd

1. **Researcher** : ibu, apa saja kesulitan yang dialami siswa dalam belajar bahasa inggris ?

Teacher : mereka sangat sulit sekali dalam berbicara bahasa inggris

2. **Research** : pa yang ibu bisa lakukan untuk menanggulangi masalah pengucapan siswa ?

Teacher : biasanya saya mempraktekan bagaimana cara pengucapan bahasa inggris , tapi mereka selalu mengeluh susah dalam mengucapkan bahasa inggris

3. **Research** : bagaimana minat siswa dalam belajar bahasa inggris ?

Teacher : tidak begitu banyak tang minat dalam belajar bahasa inggris , alasannya ereka selalu bilang sulit/ susah dalam mengucapkannya.

4. **Research** : dalam kesulitan berbicara bahasa inggris bagaimana pengucapan (pronunciation) siswa ?

Teacher : hamper semua siswa dalam pengucapan ahasa inggris sangat rendah , namun ada beberapa siswa yang mampu mengucapkan nya dengan baik.

5. **Research**: Apakah ibu berkenan, jika saya mengadakan penelitian mengenai pronunciation dalam bahasa inggris ?

Teacher : tentu boleh, saya sangat senang denga adanya penalitian ini semoga membantu siswa untuk lebih baik dalam belajar bahasa inggris dan mereka tidak kesulitan lagi dalam belajarnya .

Instrument of criteria level in pronouncing consonants /f/ and /v/ test the of students' pronunciation ability before using shadow reading technique in teaching pronunciation.

INSTRUCTION SHET

Pre-test

Nama :

Class :

1. Deciding the sound /f/ and /v/ of the word by checklist () the box !

- | | | | |
|----------|-----|------|-----|
| 1. Fun | () | van | () |
| 2. Fine | () | vine | () |
| 3. Gift | () | give | () |
| 4. Offer | () | over | () |
| 5. Safe | () | save | () |

2. Please underline pronounce of the sentences bellow !

1. His wife will drive the car
2. I have five people in my family
3. There is one dancer standing there, and everybody follows
4. Somebody gave my mother flower seeds
5. I believe the children are our future

Good luck !!!

Instrument of criteria level in pronouncing consonants /f/ and /v/ test the of students' pronunciation ability before using shadow reading technique in teaching pronunciation.

INSTRUCTION SHET

Post-test

Nama :

Class :

3. Deciding the sound /f/ and /v/ of the word by checklist (√) the box !

- | | | | |
|----------|-----|-------|-----|
| 6. Leaf | () | leave | () |
| 7. face | () | vase | () |
| 8. lived | () | lift | () |
| 9. vree | () | free | () |
| 10. vew | () | few | () |

4. Please underline pronounce of the sentences bellow !

6. Your friends had better apologize to Mr, tom ,or he will
7. The new Mr, bean movie is really funny
8. Rita and I arrived this morning, and we just left 10 minutes ago
9. She has breakfast at seven thirty
- 10.**Jack often travels by trains

Good luck !!!

Table “T” for the significant 5% and 1%

Df/db	5%	1%	Df/db	5%	1%
1	12.71	63.66	24	2.06	2.80
2	4.30	9.92	25	2.06	2.79
3	3.18	5.84	26	2.06	2.78
4	2.78	4.60	27	2.05	2.77
5	2.57	4.03	28	2.05	2.76
6	2.45	3.71	29	2.04	2.76
7	2.36	3.50	30	2.04	2.75
8	2.31	2.36	35	2.03	2.72
9	2.26	3.25	40	2.02	2.71
10	2.23	3.17	45	2.02	2.69
11	2.20	3.11	50	2.01	2.68
12	2.18	3.06	60	2.00	2.65
13	2.16	3.01	70	2.00	2.65
14	2.14	2.92	80	1.99	2.64
15	2.13	2.90	90	1.99	2.63
16	2.12	2.92	100	1.98	2.63
17	2.11	2.90	125	1.98	2.62
18	2.10	2.88	150	1.98	2.61
19	2.09	2.86	200	1.97	2.60
20	2.09	2.84	300	1.97	2.59
21	2.08	2.83	400	1.97	2.59
22	2.07	2.82	500	1.96	2.59
23	2.07	2.81	600	1.96	2.58

Accepted from : Prof. Drs. Anas Sudijono, Pengantar Statistik pendidikan, Jakarta : PT .Raja

Grafindo Persada , p.404-405







