CORRECTING MISPRONOUNCED WORDS
TO IMPROVE PRONUNCIATION OF GRADE 11 STUDENTS
OF SMA PANGUDI LUHUR SEDAYU

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements
to Obtain the Sarjana Pendidikan Degree
in English Language Education

By
Elizabeth Lintang Pamedhar
Student Number: 141214039

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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A Sarjana Pendidikan Thesis on

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By
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Yogyakarta, 9 July 2018
Faculty of Teachers Training and Education
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I truly dedicate this thesis to:

*My beloved mom and dad (Rini and Sularso)*

*My best friends (Ocik, Titis, Ros, Nadya, Vivin, Tito, Mae, Aan)*

“Come to me, all you who are weary and burdened, and I will give you rest. Take my yoke upon you and learn from me, for I am gentle and humble in heart, and you will find rest for your souls. For my yoke is easy and my burden is light.” – Matt 11: 28-30
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 9 July 2018

The Writer

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ABSTRACT


Pronunciation is one of the aspects which help people to deliver the right meaning to the listeners. The lack of example and source of correct pronunciation lead the students to the lack of knowledge and understanding of pronunciation. The lack of knowledge of pronunciation can lead people to confusion. People might not communicate well because of mispronunciation. Different pronunciation delivers different meaning.

This research applied the treatment of giving correction of mispronounced words to senior high school students and find how the correction of mispronounced words is implemented and how correction of mispronounced words improves the students’ pronunciation. Thus, there are two research questions formulated in this research: (1) how is the correction of mispronounced words implemented? and (2) how does the correction of mispronounced words improve the students’ pronunciation?

The researcher used classroom action research as the methodology. The participants of this research were the 11th grade students of SMA Pangudi Luhur Sedayu. Observation, pre-test, and post-test were used in gathering the data. The data analysis used was qualitative and quantitative.

The correction of mispronounced words was applied during the learning process and on the last thirty minutes of the lesson. The students practiced reading and the correction was given during the practice. The correction of mispronounced words also helps the students not to add sounds, leave sounds, and use the wrong sounds in pronouncing words. The students also able to put the stress on the right syllable of the words. The students’ behaviors during the learning process were also changing. They participated well during the lesson, became more active, and confident.

Keywords: correction, mispronounced words, classroom action research
ABSTRAK


Penelitian ini menerapkan perlakuan pemberian koreksi atas kesalahan pelafalan kepada siswa sekolah menengah atas dan mengetahui bagaimana perbaikan kesalahan pelafalan diterapkan dan bagaimana kesalahan pelafalan meningkatkan kemampuan pelafalan siswa. Oleh karena itu, terdapat dua pertanyaan penelitian yang dirumuskan dalam penelitian ini: (1) bagaimana perbaikan kesalahan pelafalan kata diterapkan? dan (2) bagaimana perbaikan kesalahan pelafalan kata meningkatkan kemampuan pelafalan siswa?


Kata kunci: correction, mispronounced words, classroom action research
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I hope this thesis will be useful for everyone, especially for the students of English Language Education Study Program.

Elizabeth Lintang Pamedhar
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CHAPTER I

INTRODUCTION

This chapter gives the introduction of the research. It consists of five parts; they are research background, research questions, research significance, problem limitation, and definition of terms.

A. Research Background

In this era, English is used as an international language. Thus, it becomes very important to learn English to be able to communicate. In Indonesia, English becomes one of the obligatory lessons to be learnt in high school level. Some kindergarten and elementary school also teach English to the students.

According to Nation and Newton (2009), a well-balanced language course should consist of four roughly equal strands. Two of them are learning through meaning-focused output and learning through deliberate attention to language items and language features. Learning through meaning-focused output has a focus on the ability of the learners to convey ideas and messages to another person. In learning through deliberate attention to language items and language features, one of the focus is on the sounds and spelling of the language.

Pronunciation is one of the aspects which help people to deliver the right meaning to the listeners. The lack of knowledge of pronunciation will bring confusion to the listeners. The incorrect pronunciation may deliver the different meaning. For example: when people want to say ship /ʃɪp/ but they pronounce it as sheep /ʃiːp/, people might think and interpret it differently with what the speaker
wants. Moreover, mispronunciation might also irritate the listeners, or even the speaker his/herself. When the speaker does not pronounce a word correctly, the listeners might be confused. It makes the listeners ask for the repetition. The more the asking of the repetition, the more irritating moment appears. Thus, it is very important to learn pronunciation while learning speaking.

In SMA Pangudi Luhur Sedayu, the researcher found that the students had a lack of knowledge of pronunciation. The students used the wrong sounds, left the sounds out, and added sounds. For example, when the student pronounced the word *example*, he/she pronounced it as /ˈɛksæmpl/. Another example was when the student pronounced the word *listen*. He/she pronounced it as /ˈlɪstn/. Also, they did not put the stress on the right syllable of the word. They also still used the wrong intonation pattern. During the teaching and learning process, the students also had a lack of confidence and willingness to participate in the teaching and learning process. They were not confident to answer the teacher’s questions and they did not really pay attention to the teacher.

Derwing and Munro (2005) suggest that learning pronunciation is important. It is related to the intelligibility, impression, and the work of the phonological loop. However, Poedjosoedarmo (2013) notes that pronunciation is important to be introduced to the students but it should not be the main point of a whole lesson. Thus, based on those two theories, the researcher was interested in conducting a research of correcting the students’ mispronunciation. Pronunciation class was not given to the students. The researcher gave a treatment, which was correcting mispronunciation, to the students during the English lesson.
Poedjosoedarmo (2013) also says that it could be done not more than 5 or 10 minutes at the most.

B. Research Questions

Based on the research background, there are two questions formulated, they are:

1. How is the correction of mispronounced words implemented?

2. How does the correction of mispronounced words improve the students’ pronunciation?

C. Research Significance

The researcher does hope that this research could give contribution and benefits for some parties. They are:

1. English Language Education Study Program

   This research makes the lecturer more aware with the importance of pronunciation. Therefore, the students of English Language Education Study Program will also have the awareness of the importance of pronunciation in teaching to the students.

2. Teachers

   This research will help the teachers to be more aware of the importance of correcting mispronounced words to the students. It also can help the teachers to know one of the appropriate ways to improve students’ speaking skills.
3. Students

This research also has a benefit to the students. It will help the students to increase their speaking skills and to make the students to be more aware of the importance of pronunciation in speaking.

4. Future Researchers

For the future researchers, this research can be used as the basis for the next research. Some theories might help the future researchers to do the deeper research.

D. Definition of Terms

1. Mispronunciation

According to Nordquist (2017), “mispronunciation is the act or habit of pronouncing a word in a way that is regarded as nonstandard, unconventional, or faulty.”

2. Correction

According to Tartal (2014), correction is the action to eliminate a detected nonconformity. Whereas corrective action is the action to eliminate the cause of a detected non-conformity or other undesirable situation. In this research, the researcher wanted to help the students to eliminate the mistake in pronunciation to avoid nonconformity. Mispronouncing words might irritate others and bring confusion. The researcher applied some types of correction to the students and wrote the effects of the treatment.
3. Pangudi Luhur Sedayu Senior High School

Pangudi Luhur Sedayu Senior High School is located in Argosari, Sedayu, Bantul, Yogyakarta. It is incorporated into Pangudi Luhur foundation which is located in Semarang. This school has thirteen classes; four classes for grade ten, four classes for grade eleven, and five classes for grade twelve. Either grade ten or grade eleven has two science classes and two social classes. However, for grade twelve, it has two science classes and three social classes.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes the theories used in the research. It is divided into two parts, which are theoretical framework and theoretical description. Theoretical description provides the theoretical review which is used in this research and theoretical framework helps the researcher to answer the research questions by providing the relation between the theories and the research.

A. Theoretical Description

In this part, the researcher presented all the major relevant theories used. The researcher divides the theories into some parts; they are pronunciation, teaching pronunciation, speaking skills, and types of correction.

1. Pronunciation

Pronunciation is one of the aspects which needs to be considered in learning English. There are some reasons why pronunciation is important. The first is to improve intelligibility (Derwing and Munro, 2005). The listeners might get confused when the speaker uses the wrong sounds, leaving the sounds out, adding sounds, putting stress on the wrong syllable of the word, putting stress on the wrong word in a sentence, and using the wrong intonation pattern. Different pronunciation delivers different meaning. It means, people might misinterpret someone’s saying if the words are not pronounced correctly. In order to improve
the intelligibility, the English learners need to practice to be more familiar with English sounds and stress.

Other than avoiding misinterpretation, intelligibility is needed because of the degree of the tolerance. Kenworthy (1990) notes people might get irritated because people ask for the repetition for many times. If it is too excessive, people might get irritated even resentful. Some might have huge tolerance and patience but the thing which needs to be considered is the conversation with non-native speakers have to be ‘comfortable’.

The second is to allow students to create favourable impression in situations, such as job interviews. It means, by having good pronunciation, people might get good impression when they are interviewed for job. For the students, they can also get good impression when they are applying for scholarship which requires English as requirement. When they are interviewed, they might bring good first impression to the examiners when their pronunciation is good.

The third is to help the work of phonological loop. “If learners do not have a stable pronunciation for a word, it cannot easily enter long-term memory because it cannot be held in the phonological loop” (Ellis and Beaton, 1993; Baddeley, Gathercole and Papagno, 1998; Singleton, 1999: 148 – 151). According to this theory, the researcher understands that stable pronunciation is needed in order to help the students bring the words to enter the long-term memory. By practicing and getting the correction from the teacher, the words will be repeated for several times and they will come and stay to the long-term memory. The phonological loop might work well when it is trained over and over.
2. **Teaching Pronunciation**

Kenworthy (1990) notes that one of the teacher’s role is to help the learners perceive sounds and to check that the learners are hearing the appropriate categories of sounds. This theory leads the researcher to the consideration that pronunciation is important. However, Poedjosoedarmo states that pronunciation is important to be introduced to the students but it should not be the main point of a whole lesson (Poedjosoedarmo, Teaching Pronunciation, 2003). Thus, these two theories lead the researcher to the consideration that pronunciation needs to be introduced by implying the pronunciation in the lesson. The researcher then realized that the researcher can use the correction to imply pronunciation in teaching English. The researcher will correct the students’ mispronounced words to introduce pronunciation and phonetic transcription to the students.

Kenworthy says the learners might find difficulties in assessing their own progress. However, the information about the progress is very crucial in developing their motivation. Thus, the teacher needs to provide the information about the students’ progresses. In this stage, the teacher also needs to notice the mispronunciations and point these out. Then, the learners need to take action and try to monitor their own efforts.

3. **Speaking Skills**

According to Nation and Newton (2009), a well-balanced language course should consist of four roughly equal strands:

a. Learning through meaning-focused input; that is, learning through listening and reading where the learner’s attention is on the ideas and messages conveyed by the language.
b. Learning through meaning-focused output; that is, learning through speaking and writing where the learner’s attention is on conveying ideas and messages to another person.

c. Learning through deliberate attention to language items and language features; that is, learning through direct vocabulary study, through grammar exercises and explanation, through attention to the sounds and spelling of the language, through attention to discourse features, and through deliberate learning practice of language learning and language use strategies.

d. Developing fluent use of known language items and features over the four skills of listening, speaking, reading, and writing; that is, becoming fluent with what is already known (p. 1).

Learning through meaning-focused output is learning through speaking and writing. The learners have to be able to convey their ideas and messages to others. The ability to convey the message in speaking needs the third strand which is learning through deliberate attention to language items and language features. It means the learning process occurs through direct vocabulary study, through grammar exercises and explanation, through attention to the sounds and spelling of the language, through attention to discourse features, and through deliberate learning practice of language learning and language use strategies. In short, having the ability to convey ideas and messages is needed. This ability could be maximizing by paying attention to the vocabulary, grammar, sounds, and spelling.

4. Feedback

Goodwin, Brinton, and Celce-Murcia (1994) suggest that learner assessment and error correction are included into feedback. The aim is to evaluate the students. Teachers should give continuous informal feedback for every student so they can improve during the period of instruction. There are three types of feedback as suggest by Goodwin, Brinton, and Celce-Murcia (1994); they are self-correction, peer feedback, and teacher correction.
Self-correction gives the students opportunity to analyze their own mistakes. Teachers can write the utterance on the board and underline the mispronounce words. Teachers can also ask the students to transcribe their recorded performance and analyze the errors without the guidance from the teachers.

Applying peer feedback in the classroom can lead the students to have classroom interaction, sharpen the students’ listening skills, and put their knowledge of pronunciation rules to immediate use. The students can work in pairs or groups. One person will read aloud while others are marking the words which they have understood and compare the notes.

In teacher correction, teachers can give feedback to the students during the lesson. Teacher can use an audio or videotape recorder. The students record a 3-5 minutes recording. Then, the teachers highlight the pronunciation error before returning the recording to the students. Thus, the students are able to hear their own mistakes and review the teachers’ correction more than once.

5. Types of Correction

According to Tartal (2014), correction is the action to eliminate a detected nonconformity. In this case, correcting mispronunciation is the action to eliminate mispronunciation. Cabal (2015) states there are two types of correction; they are implicit and explicit. “Implicit feedback takes place when a teacher corrects a learner and at the same time does not interrupt the conversation flow.” (p.27)

Yoshida (2008) and Dabaghi (2008) have different opinion about the effectiveness of the two types of correction. Yoshida (2008) states that implicit
correction is more suitable and there is less risk of discomfiture and intimidation on the learner’s side. Whereas, Dabaghi (2008) suggests that explicit correction is more effective. It was based on his findings that prepared tests which were distributed eight days after the corrective treatment of the students. Thus, he concluded that explicit correction will help the learner to avoid making error in the future.

On the other hand, according to Lyster and Ranta (1997), there are six types of corrective feedback; they are explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition.

a. **Explicit Correction**

   Explicit correction is when the teacher provides the correct form and clearly points out the error.

b. **Recast**

   In recast, the teacher will reformulate the students’ utterance and eliminate the error. It is usually called by “repetition with change” or “repetition with change and emphasis.” Recast is implicit because it is not introduced by phrases such as “you mean”, “you should say”, or “use this word”.

c. **Clarification Request**

   Clarification request indicates to the students’ error whether their utterances have been misunderstood or not well-formed so that a repetition or a reformulation is needed. It refers to problems in comprehensibility or accuracy.
Some phrases such as “Pardon me?” and “What do you mean by...?” might be used in this method.

d. Metalinguistic feedback

Metalinguistic feedback does not provide the correct form but it gives comments, information, or questions related to the students’ utterance. It shows the error by metalinguistic comments such as “Can you find the error?”

e. Elicitation

Elicitation refers to at least three techniques which are used by the teachers to elicit the correct form from the students directly. First, the teacher uses his/her utterance by pausing to allow students to “fill in the blank”. It uses metalinguistic comment such as “No, not that. It is a ...” or by repeating the error. Second, the teacher uses questions to elicit correct forms by asking “How do we say X in English?”, “Do we say that in English?” Last, the teacher asks the students to reformulate their utterance.

f. Repetition

Repetition means highlighting the error. The teacher will repeat the students’ utterance which consist error.

B. Theoretical Framework

This research has two research questions formulated. These research questions can be answered by applying the theories which have been described before. The first research question was how correction of mispronounced words is implemented. The theories to answer this question are the theory on the types of
correction by Lyster and Ranta (1997) and the theory of feedback by Goodwin, Brinton, and Celce-Murcia (1994). Lyster and Ratna (1997) note that there are six types of correction. The researcher would choose one of the types of the correction to be applied in the class. Then, the researcher could find out how the action of giving correction is implemented. According to Goodwin, Brinton, and Celce-Murcia (1994), feedback can be in the form of self-correction, peer feedback, and teacher correction.

The second research question was how correction of mispronounced words improves the students’ pronunciation. The theory of the importance of pronunciation might help the researcher to find the answer. The students could have better intelligibility after the treatment. The use of the wrong sounds might be decreasing. The students might not leave and add sounds. The students might not put the stress in the wrong syllable in a word.
CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the methodology used in this research. This chapter consists of six sections; they are research method, research setting, research participants, research instrument, data gathering technique, and data analysis technique.

A. Research Method

The research methodology used in this research was qualitative and quantitative research. Holloway (1997) noted that qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live. It is used to explore behavior, perspectives, and experiences of the people who are being observed. Thus, this research is going to be done using qualitative research because the researcher is going to explore and find out the subject behavior based on their experiences.

In conducting the research, the researcher is also going to use action research. According to Kemmis and McTaggart (1988), there are some steps which need to be done in conducting the action research. “Action research develops through the self-reflective spiral of cycles of planning, acting, observing, reflecting, and then re-planning, further implementation, observing, and reflecting” as suggested by Kemmis and McTaggart (1998). When the self-reflective spiral is thoughtfully and systematically followed, the cases and
understandings develop and evolve. The steps are going to be presented in the Figure 3.1.

The first step was planning. The researcher needed to have a plan to do the research. The processes in planning were preparing the learning material and deciding the treatment which was going to be applied. In planning, the researcher also prepared the instrument to collect and analyze the data.

The second step was acting. In this step, the researcher gave the treatment to the research participants. The treatment which was given was the correction of mispronounced words. This step has been applied in the first meeting until the forth meeting. On the last meeting, which was the fifth meeting, the researcher conducted a post test to get the data which was used to compare the students’ speaking skills before and after the treatment given.

The next step was observing. The researcher did the observation during the treatment. In doing the observation, the researcher was trying to find out the
effects of the treatment, which was correcting mispronounced words, to the students. The researcher observed the students’ behavior during the treatment and after the treatment given. The observation was done in order to know the difference of the students’ behavior before, during, and after the treatment.

After doing the third step, the researcher came to the last step which was reflecting. This step was done in every cycle. This step was used to evaluate the treatment. The researcher could reflect what have done well and what have not. If the treatment went well, the researcher could find out what could make it better. However, if it did not go well, the researcher could find out what made it did not go well and found other action to make the researcher went well.

B. Research Setting

This research was done in SMA Pangudi Luhur Sedayu, which is located at Jl. Wates KM 12 Argosari, Sedayu, Bantul, Yogyakarta. The school was chosen because the English teacher in this school already introduces phonetic transcription to the students. The research was started on April 2018 until Mei 2018.

C. Research Participants

The research participants of this research were the 11th grade students of SMA Pangudi Luhur Sedayu. There are four classes for the 11th grade in this school; there are two classes for science program and two others for social program. The number of the students in the 11th grade is 123 students. Thus, the researcher conducted the research in two classes only. The classes were chosen
randomly and with the consideration of the teacher so that the research could be conducted well.

D. Research Instruments

The researcher used some instruments to help the researcher to get the data. The research instruments used were observation sheet, pre-test, and post test. In this part, the researcher would explain each instruments.

According to Wahyuni (2015), observation is the selection and recording behaviors of people in their environment. The observation sheet consisted of some statements which were related to the teaching and learning process in the class before the treatment, during the treatment, and after the treatment in order to record the behaviors of the students in the classroom during the English learning.

Other instruments used was test. The researcher conducted two test in this research; they were pre-test and post test. The pre-test and the post-test were used to have the comparison on the result of the students’ speaking skills. The researcher compared whether the result would be decreasing. The assessment sheet was used as the guidelines and the recorded-result of the students’ pre-test and post-test.

E. Data Gathering Technique

In doing the research, the researcher used observation, pre-test, and post test to collect the data. Also, the researcher had a collaborator in this research in order to make the research went objectively. The collaborator was Miss Erna, who is the English teacher in SMA Pangudi Luhur Sedayu.
The data of this research is first gathered using observation. The researcher would observe the subjects of the research before, during, and after the treatment. Then, the researcher would analyze the effects of the treatment to the students from the beginning until the end of the treatment. It was an ongoing process. It is supported by the theory from Fraenkel, Wallen, and Hyun (2006).

The second was test. The researcher conducted tests before the treatment and after the treatment. The tests were used to compare the students’ speaking skills before and after the treatment. The pre-test and the post test were in the form of speaking test. The researcher used an assessment sheet to assess the students’ speaking skills. The assessment sheet was going to be attached in the appendix.

F. Data Analysis Technique

The researcher would analyze the effects of the treatment to the students from the beginning until the end of the treatment. The researcher was also going to compare the results of the students’ mispronounced words before and after the treatment. From the result, the researcher could conclude whether the treatment improved the students’ pronunciation accuracy and improved the students’ behavior in learning English, especially pronunciation.

There were two ways to analyze the data. The researcher used qualitative and quantitative analysis. In qualitative, the data were collected from the result of the observation which were done before, during, and after the treatment. The researcher would reported the students’ behavior in the classroom. However, in quantitative analysis, the researcher took the data from the pre-test and post test.
The scores of the students were going to be calculated and be compared. The researcher would compare the mean scores of the students’ pre-test and post test to know whether the treatment went well and could improve the students’ pronunciation accuracy. The analysis of the research would be in the form of narrative and descriptive statistics.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

In this chapter, the researcher will discuss the answers of the research questions; they are how the correction of mispronounced words is implemented and how the correction of mispronounced words improves the students’ pronunciation. The researcher applied Classroom Action Research answer the questions. There was a collaborator who helped the researcher in conducting the actions to avoid bias.

A. Implementation of the CAR’s Cycles

In this part, the researcher presents the implementation of the CAR’s cycles. The researcher has implemented two cycles which consisted of four steps; they were planning, action, observation, and reflection. There were two meetings for every cycle.

1. The Report of Cycle 1

a. Planning of Cycle 1

In every cycle, planning was conducted to avoid confusion while doing the actions. In doing the research, the researcher was assisted by the English teacher in SMA Pangudi Luhur Sedayu as the collaborator. In planning, the researcher had done an observation on April 16, 2018 to find out what the students needed. The researcher observed the students’ pronunciation, speaking skills, and behavior.
inclass. During the observation, the researcher attended the learning process from the beginning until the end. The material learnt was adverb.

In doing the observation, the researcher wanted to know whether the students use the wrong sounds, leave the sounds out, add sounds, or put stress on the wrong syllable of the word in pronouncing the words. Also, the researcher tried to find out their speaking proficiency. The things which were observed were the way the students put stress on a word in a sentence, the way they use the intonation pattern, their ability to speak loudly and clearly, and their ability to say words in English with the correct sounds. The researcher also wanted to know the students’ willingness in learning pronunciation before the researcher gave the treatment.

The results of the observation helped the researcher to conduct the research. The students still used the wrong sounds such as in pronouncing the word example. One of the students pronounced it as /ˈæksəmpəl/. Whereas, it should be pronounced as /ɪgˈzaːmpəl/. Another example was when the student pronounced the word as. It was pronounced as /əz/ rather than /az/. The students also still left sound in pronouncing some words. The example was when the student pronounced in front of. They did not pronounce it as /ɪn frənt əv/ but they pronounced it as /ɪn frən əv/. The student omitted the /h/ in the word front. The students also did not really pay attention on putting stress on the right syllable. One of the students pronounced the word explain as /ˈɛksplən/. The stress should be on the second syllable and be pronounced as /ɪkˈspən/. 
The observation sheet and the results of the observation are attached in the appendix. After doing the observation, the researcher discussed some things with the collaborator. The discussion was used to set the planning which was going to be done during the research.

The first thing which was discussed was the learning material. The collaborator gave the material to be learnt to the researcher. Another thing which was discussed was the treatment and the actions which were going to be applied. The researcher planned to implement explicit correction in the first cycle. The researcher assumed that explicit correction would be more effective because the researcher could point out the mispronounced words and directly gave the correct form of the pronunciation by giving the example of the right pronunciation. The students were also expected to be more engaged with the learning process and the treatment. Another action was the individual correction. The researcher planned to use the last thirty minutes to implement the individual correction. The students would come to the researcher one by one and read two until three sentences. Then, the researcher would give the correction when the students pronounced the words incorrectly.

b. Actions of Cycle 1

The actions of the first cycle were done in two meetings which were on April 19, 2018 and April 23, 2018. The learning material was Spoof. The researcher taught the material and the collaborator observed the learning process and the implementation of the action. The researcher would present the action of the first cycle below.
1) The Implementation of Explicit Correction

The explicit correction was the technique which was used by the teacher in every meeting to correct the students’ mispronounced words. The teacher used this technique during the learning process. The teacher implemented this type of correction in every meeting and the students could follow the process. Every student would get an opportunity to read a word or a sentence loudly in the class. The students were not allowed to ask their friends or to open dictionary to know the pronunciation. The students had to read it based on their understanding and their background knowledge.

On the first meeting of the first cycle, the researcher used the handout from the collaborator as the learning material. There were three texts provided in the handout. The first and the second text were used as the materials of listening section. There were some blank parts to be filled by the students. The researcher would read the texts for three times and the students filled in the blanks. Some of the students got confused because they have not heard some words which were pronounced by the researcher. The researcher gave times for the students to discuss the answers before the researcher discussed it with the whole class.

After the students finished discussing, the researcher asked some students to write their answers on the white board. The researcher did not point the students but the researcher let the students who wanted to do it to come in front and wrote their answers. The students were so excited to come in front and gave the answers. The students would write the answers based on what they have
heard. After the students were finished, the researcher checked the answer and discussed it with the whole class.

There were some mistakes which were made by the students. The words were taught and pupil. The researcher pronounced them as /tɔ:t/ and /'pju:p(ə)l/. However, most of the students wrote them as thought and people. Then, the researcher gave the right answers to the students along with the phonetic transcription of those words. The researcher gave the example of how to pronounce taught, thought, pupil, and people and wrote the phonetic transcription on the white board. First, the researcher wrote /tɔ:t/ and /θɔ:t/. Then, the researcher gave the example of how to pronounce them and later asked them to repeat after the researcher. It was quite hard for the students to pronounce /θ/ because this sound did not exist in their mother tongue. Then, the researcher wrote /'pju:p(ə)l/ and /'pi:p(ə)l/. Again, the researcher asked the students to repeat after the researcher. The students started being curious and wanted to know more about pronunciation because they thought that pronunciation was tricky. They started realizing that different pronunciation would bring different meaning.

During the learning process, the researcher would ask the students to read the text one by one. When there was a student who made mistake, the researcher would immediately point out the mistake and gave the correction to the students. Then, all students in the classroom would repeat the words which have been corrected by the researcher. Usually, the students left a sound or added a sound. For example, the students added sound in pronouncing the word listen. They used to pronounce it as /'listən/ rather than /'lis(ə)n/.
Also, the students did not pronounce the /–ed/ in the past tense form of regular verb. The example was when the students pronounced the word *opened*. There would be two versions when the students pronounced it. Some of the students would pronounce it as /ˈɒpən/. Others pronounced it as /ˈɒpənət/. However, the word *opened* should be pronounced as /əʊp(ə)nd/. It was quite hard to correct the students’ pronunciation related to the past form of regular verb. Thus, the researcher did it repeatedly to make the students became more familiar in pronouncing /–ed/ in the past form of regular verb.

2) **The Implementation of Individual Correction**

On the first and second meeting of the first cycle, the researcher used the last thirty minutes to do the treatment intensively to the students. The students came to the researcher one by one and read a passage. Others were practicing by themselves while there was a student who practiced pronunciation with the researcher. The researcher listened to the student when she or he was reading the text without interrupting the students. The researcher took notes in order to not forget the student’s mispronounced words. After the student finished reading the passage, the researcher told the student that the researcher would correct some mispronounced words. All of the students really paid attention when the researcher wanted to give the correction. Some of them decided to highlight their mistakes and wrote the phonetic transcription.

After the researcher corrected the mispronounced words, the student would repeat the words. Moreover, there were some students who wanted to ask more after the researcher gave the correction because they were wondering
whether they pronounced it correctly. The students seem so excited to follow the action, which was correcting the treatment. The students started wondering more about pronunciation.

c. Observation of Cycle 1

The implementation of explicit correction was successful to make the students engaged in the learning process and gave their full attention. The students started feeling excited and curious to know the correct pronunciation of the words which they did not know how to pronounce. The students became more confident in pronouncing the words although they made mistakes because they wanted to know whether they were pronouncing the words correctly.

The students could follow the treatment which was given by the researcher. They could follow the correction which was given and the number of the mistakes started decreasing. The students wanted to pay attention while the researcher was giving the correction and example to the students.

However, in applying the individual correction, the researcher thought that this method could not be continued because it was ineffective. This method took a long time. The allotted time could not be used to give the treatment to all of the students in time. There are twenty seven students in the science class and thirty three students in the social class. The treatment of giving correction individually could not be done in one meeting because of the huge number of students in every class. On the first meeting of the first cycle, the researcher could only give the individual correction to ten students in eleven science two and fifteen students in
eleven social one. The rest of the students, who have not been given the treatment, were given the treatment of individual correction on the second meeting of the first cycle.

d. Reflection of Cycle 1

After doing the treatment on the first and second meeting, the researcher had a discussion with the collaborator to reflect on what had been implemented by the researcher during the two meetings. The collaborator asked the researcher about what already went well and what did not go well in doing the treatment. Thus, the collaborator could give suggestion to make the research better.

The thing which went well was the treatment of giving explicit correction to the students. This method could engage the students during the learning process and made them became more active in the class because of their curiosity. The students were not afraid of making mistakes. They could even correct one another when there was a student who made a mistake.

However, there was also one thing which did not go well. It was the individual correction. As what has been mentioned before, the treatment of giving correction individually was ineffective due to the limited time. The researcher did the treatment at the last thirty minutes of the class. The researcher asked the students to come one by one to the researcher and practiced reading aloud. However, in every class, the researcher was not able to give the treatment to all students in one meeting. Thus, this treatment could not be done in one meeting. The researcher needed two meetings to apply this treatment to all students.
2. The Report of Cycle 2

a. Planning of Cycle 2

After implementing the first cycle, the researcher had a discussion with the collaborator to solve the problem in the first cycle. The problem was the ineffective treatment, which was individual correction. The researcher was still going to use the explicit correction because it already went well and could be followed by the students. Yet, the researcher would add some new actions in the second cycle in order to avoid ineffective treatment as what happened in the first cycle.

The first new action was group correction. The researcher would ask the students to gather in groups. Every group consisted of three to four people. The students may choose their own group member so that the students could be more comfortable and confident in practicing pronunciation. In this treatment, the students would read a passage one by one in the group. The researcher would go around monitoring the students to do the group practice so that it would not take so much time.

The second new action was using the clarification request. Because the researcher was going to apply a group correction, the researcher could use clarification request in order to make the students work well in the group. Using this activity, the students would be able to participate well in the group practice. Every member of the group could also contribute in the treatment. The researcher would not be the only source of the correct pronunciation. The students in the group would correct one another when someone pronounced words incorrectly and
others knew the correct one. The researcher might ask question such as “What do you mean by....?” and “Are you sure that we have the word .... in English?”.

b. Action of Cycle 2

The actions of the second cycle were done in two meetings. The first meeting of the second cycle was held on April 26, 2018 and the second meeting of the second cycle was held on April 30, 2018. In the second cycle, the researcher applied new actions by applying explicit correction, clarification request, and group correction. The researcher used the last thirty minutes to give a speaking practice for the students. The students gathered in group. Every group consisted of three to four students. They chose to work in groups with the person who sat next to them and sat in front of or behind them. The researcher did not decide the group to make the students felt comfortable in doing the group practice. In eleven science two, there were seven groups formed; They were six groups which consisted of four students and one group which consisted of three students. Whereas in eleven social one, there were nine groups formed; They were six groups which consisted of four students and three group which consisted of three students.

The students were given some funny stories to be practiced. The researcher did not use the story in the handout, which was given by the English teacher, anymore because the students were already familiar with the words in the stories. The researcher wanted to help the students to know and to acquire new vocabulary so that they could practice pronunciation. The researcher went around and accompanied the students while they were practicing. The researcher would
listen to every student while they were reading the text. Every student in the group got a turn to read two until three sentences.

In this cycle, the researcher did not immediately point the mistakes and give the correction after the students finished reading the text. Yet, the researcher gave a chance to other students in the group to analyze whether the students who were reading the text made mistake. It was shown in the excerpt below:

**Student A**: “/ðə prɪznər wɜːt bΛk ən wΛns. plʌnt ðə pʊntəʊs əf kɔrə/”
**R**: “Are you sure that we have /wɜːt/ in English?”
**Students**: “No, Miss.”
**Student B**: “It should be /rəʊt/. Is that correct, Miss?”
**R**: “Yes, you are right. We do not pronounce the W. It is pronounced as /rəʊt/. Could you please repeat after me? /rəʊt/.”
**Students**: “/rəʊt/”

(Appendix 21/Field note 4)

The researcher gave chances to other students in the group to give correction to one another. The researcher wanted to help other students in group to be more active and to pay attention when there was a student read the passage. The researcher gave a stimulus question and the students in group were responsible to correct if there was mistake. However, when the researcher was not in the group which had questions, the students would raised their hands and called the researcher. They became more active and had willingness to ask when they were not sure with the pronunciation. The students were so excited in following the activity.
c. **Observation of Cycle 2**

The new treatment in the second cycle was successfully done. In every meeting, the researcher asked other students in group, who have not got a turn to read the passage, to correct the student who read the passage. The students corrected each other enthusiastically. When they were not sure about the correction, they would ask the researcher whether the correction was correct. However, when the student made mistake but his or her friends in the group did not realize the mistake, the researcher would give the correction by explicitly pointing the mistakes. Then, the researcher would give the example to the students. All of the students in the group would repeat it. Also, when there were some words which they were not really sure about the pronunciation, they would confidently ask the researcher. The researcher would ask them to try to pronounce them first. Then, if the word was pronounced incorrectly, the researcher would correct it immediately.

Moreover, in the second cycle, which were in the third and the forth meeting, the number of mispronounced words were decreasing. The students started recalling what they have learnt before and tried not to make mistake in pronouncing words which have been corrected before. The students also started being able to pronounced the last /–ed/ in the regular verb of past tense. They did pay attention with past tense verb which they usually ignored. They were so enthusiastically and confidently practicing speaking in front of other students and in front of the researcher. They were not afraid of making mistakes.
d. Reflection of Cycle 2

After giving new treatments in the second cycle, the researcher had a discussion with the collaborator. The researcher and the collaborator tried to evaluate the actions on the second cycle. Also, in order to know the students’ opinion about the treatment, the researcher did an interview to some students randomly. The students said that this treatment could improve their confidences and increase their willingness to learn English. The evidence could be seen in the excerpt below:

\[ R \text{: What do you think about the implementation of correcting mispronounced words to the students?} \]
\[ \text{Student: It helps me, Miss. I become more confident to deliver my idea. So, one day, when Miss Erna gives me question, I will not keep silent. I will answer it.} \]
\[ R \text{: Okay, That is good. Keep it up!} \]

(Appendix 22/Interview A1)

The excerpt above proves that the student became more confident in learning English, especially speaking. Another evidence is written below:

\[ R \text{: How do you feel after I implemented the correction of mispronounced words?} \]
\[ \text{Student: I started to like learning English, Miss. At first, I thought English is difficult and boring. But now, I can enjoy learning English.} \]
\[ R \text{: That is really good. Keep your spirit up!} \]

(Appendix 22/Interview A2)

The explicit correction, clarification request, and group correction were successfully implemented. The students could follow the treatments which were
given by the researcher. Moreover, the students became more active in the classroom because they got their opportunity to correct each other.

B. How Correction of Mispronounced Words Improve the Students’ Pronunciation

In this part, the researcher will explain how correcting mispronounced words improves the students’ pronunciation by presenting the results of the test and describing the changes in the students’ behavior.

1. Pre-Test and Post Test Comparison

The first way to find out whether the actions of correcting mispronounced words improve the students’ pronunciation is by comparing the pre-test and post test results. Before giving the treatment, the researcher conducted a pre-test to know the students’ level of pronunciation accuracy. The researcher gave the treatment to 27 students in eleven science class and 33 students in eleven social one. On the pre-test, the students were given dialogue to be read. The students did the test in pair. On the post test, the students were given a passage to be read individually. The students read one up to two paragraphs. The tests were attached in the appendix. The score of the students’ pre-test and post test are presented below:
Table 4.1 The Results of Pre-Test and Post Test in Eleven Science Two

<table>
<thead>
<tr>
<th>Science Two</th>
<th>Pre-Test</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>Highest</td>
<td>85</td>
<td>100</td>
</tr>
<tr>
<td>Average</td>
<td>77.6</td>
<td>81.1</td>
</tr>
</tbody>
</table>

From the result above, the researcher could conclude that the students got better scores in the post test. The lowest score of eleven science two in the pre-test was 65. Whereas, the lowest score of eleven science two in the post test was 70. The highest score of eleven science two in the pre-test was 85 and the highest score of eleven science two in the post-test was 100. The scores were decreasing. The average score of eleven science two in the pre-test was 77.6. Yet, the average score of eleven science two in the post-test was 81.1. The students got better scores in their post test. There was an increase of 3.5 from the pre-test to the post test.

Table 4.2 The Results of Pre-Test and Post Test in Eleven Social One

<table>
<thead>
<tr>
<th>Social One</th>
<th>Pre-Test</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>Highest</td>
<td>85</td>
<td>95</td>
</tr>
<tr>
<td>Average</td>
<td>73.3</td>
<td>81.4</td>
</tr>
</tbody>
</table>

In social one, the lowest score in the pre-test was 65 and the lowest score in the post-test was 70. The highest score in eleven social one in the pre-test was
85. However, in the post-test, the highest score was 95. The students’ scores were higher. The average score of the pre-test in eleven social one was 73.3 and the average score of the post test was 81.4. In the social class, there was an increase of 8.1 from the pre-test to the post test.

2. The Changes in the Students’ Behavior

After doing the treatment in cycle 1 and cycle 2, the researcher could give the comparison of the students’ behavior. The comparison would be the students’ behavior before the treatment, after the treatment in the first cycle, and after the treatment in the second cycle.

Table 4.3 The Students’ Behavior

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Before the Treatment</th>
<th>After Cycle 1</th>
<th>After Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ Enthusiasm</td>
<td>The students had low enthusiasm in practicing reading.</td>
<td>The students started being enthusiastic in practicing reading.</td>
<td>The students were enthusiastic in practicing reading and having willingness to know the right pronunciation of the words which they did not know.</td>
</tr>
<tr>
<td>Students’ Participation</td>
<td>Some of the students were passive and did not want to practice reading in the class.</td>
<td>Some of the students were still passive. Yet, the passive students wanted to practice reading.</td>
<td>The students were active in the classroom. They had willingness to ask and answer the researcher’s questions without being ashamed of making mistake.</td>
</tr>
<tr>
<td>Students’ Confidence</td>
<td>The students were not confident to answer the researcher’s questions.</td>
<td>Some of the students started being confident in practicing reading.</td>
<td>The students became confident in stating their opinion without being ashamed. The students started to answer the researcher’s questions without being pointed.</td>
</tr>
</tbody>
</table>
Based on the table above, correcting mispronounced words of the students could help the students to improve enthusiasm, participation, and confidence. First, the improvement on the students’ enthusiasm in learning would be discussed. Before the treatment, most of the students did not want to practice reading in the class. Most of the students were only talking to one another and did not practice reading. However, after the first cycle, the students started having willingness to practice speaking and reading passages. The students started discussing about how to pronounce the words which they did not know. At the end of the actions, which was after the second cycle, all students were so enthusiastic in practicing reading. They became more curious about pronunciation. When the researcher asked them to practice, they would practice reading enthusiastically. They did not discuss other things anymore but only practicing reading. Also, they started having willingness to know the correct pronunciation and to practice the correct pronunciation with their friends. The students’ enthusiasm in learning could be seen in the field notes below:

In the group practice, every member in group gets a turn to practice. No one refuses to practice reading. Everyone wants to practice reading enthusiastically and wants to wait for their turns.

(Appendix 21/Field note 4)

The second was the changes on the students’ participation in the class. Before the treatment was given, most of the students were passive. They need to be asked for several times to practice reading or even only to answer the researcher’s questions. Then, after the first cycle, the passive students started
having willingness to practice reading. They did not need to be asked for many times to do the practice. Then, after the second cycle was done, three-quarter of the students were active in the class. They wanted to ask and answer the researcher’s questions. Also, they were practicing reading without being ashamed. Moreover, they were able to correct each other when there was someone making mistake. It was shown in the excerpt below.

Student A: /ən əbΛs, Ai sAw en Agli gɔ:l gɔt ən əkraɔd bΛs/
Student B: Are you sure? I think he made some mistakes, didn’t he?
R: Yes, you are right. Can you show me the mistakes?
Student B: On the word ‘saw’ and ‘an’, Miss. I think it should be /sɔw/ and /ən/.
R: Yes, thank you. However, there is still one mistake in your pronunciation. The word ‘saw’ should be pronounced as /sɔ/. We did not pronounce the ‘w’. Please repeat after me. /sɔ/.
Students: /sɔ/.

(Appendix 21/Field notes 4)

The last change was on the students’ confidence. The students were not confident to deliver and state their opinion before the treatment given. They did not want to read a sentence, ask to the researcher, or answer the researcher’s questions. They were afraid of making mistakes. Nonetheless, after the first cycle, most of the students started being confident in practicing reading, asking, and answering the researcher’s questions. Moreover, after the second cycle, all students became more confident. They started being confident in practicing reading. They were also not afraid of delivering and stating their idea. They were not afraid of making mistakes. When the researcher gave questions to the class,
the students would raise their hands confidently and enthusiastically. They did not
need to ask their friends first before answering the researcher’s question. They
would answer the researcher’s question confidently. Further more, most of the
students started having willingness to ask when they did not understand. The
changes in the students’ confidence could be seen in the field notes below:

When the researcher gave questions to the students, half of the class raised
their hands. They wanted to answer the researcher’s questions. Moreover,
they mentioned their names loudly so that the researcher would choose
them to answer the questions.

(Appendix 21/Field note 5)

In conclusion, the treatment of giving correction to the students’
mispronounced words could improve the students’ pronunciation accuracy and
change the students’ behaviors. The students’ pronunciation accuracy were getting
better. The students’ behaviors were also changing. The students became more
active, confident, and able to participate well in the teaching and learning process.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, there will be two sections; they are conclusions and recommendations. Those two sections will be presented below.

A. Conclusions

To conclude, this research was done to know how correcting mispronounced words is implemented and how correcting mispronounced words improves the students’ pronunciation. This research was done in SMA Pangudi Luhur Sedayu on April 16, 2018 until May 7, 2018. The method used in this research was qualitative and quantitative method using Classroom Action Research. In this research, the researcher implemented two cycles in doing the Classroom Action Research.

There were two results of this research. The first was the implementation of correction of mispronounced words. The correction of mispronounced words was successfully implemented. The researcher gave the treatment during the teaching and learning process and on the last thirty minutes in the teaching and learning process. The researcher applied the explicit correction. Thus, when the students made mistakes, the researcher would immediately point out the mistakes and correct it.

The second result was how the correction of mispronounced words improved the students’ pronunciation. The improvement of the students’ pronunciation could be seen from the result of the students’ pre-test and post test. The students’ scores in eleven science two in the post test was increasing 3.5
compared to the pre-test. In eleven social one, the score of the post test was increasing 8.1 compared to the pre-test.

The students’ behavior was also changing. The students started to be more enthusiastic in learning English. Moreover, the students started to participate well in the teaching and learning process. Also, they started to be more confident. They started having willingness to ask in the classroom. They were not ashamed and afraid of making mistakes in asking and answering the teacher’s questions.

As a conclusion, applying correction on the students’ mispronounced words could improve the students’ pronunciation and students’ behavior in the class. By considering the materials and the allotted time, this treatment could be done successfully.

B. Recommendations

After doing the treatment and concluding the results of the research, there are some suggestions which will be given to English teachers and other researchers. The suggestions are:

1. English Teachers

By considering what has been done by the researcher, the teachers are expected to prepare the learning materials to practice pronunciation by considering the allotted time. Also, teachers have to prepare the materials well so that the teachers can easily give the correction. It would be better if the teachers prepare English dictionary for the students so that they can practice intensively. Thus, the students’ pronunciation can be improved.
2. Further Researchers

For further researchers, this research can be used as a reference to do a research related to pronunciation. There are many types of correction which can be applied in the research which have not been done by the researcher to improve the students’ pronunciation, for example repetition, elicitation, metalinguistic feedback, and recast. It might be possible for other researchers to conduct a study in other grades or to use other type of correction and other activities in order to make the treatment better and more efficient.
REFERENCES


APPENDICES
Appendix 1: Observation Sheet Blueprint

<table>
<thead>
<tr>
<th>No.</th>
<th>Theories</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pronunciation is important because it improves intelligibility. The listeners might be confused when the speaker uses the wrong sounds, leaving the sounds out, adding sounds, putting stress on the wrong syllable of the word, putting stress on the wrong word in a sentence, and using the wrong intonation pattern (Derwing and Munro, 2005).</td>
<td>a. The students use the wrong sound.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. The students leave the sounds out.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. The students add sounds.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. The students put the stress on the wrong syllable of the word.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. The students put the stress on the wrong word in a sentence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. The students use the wrong intonation pattern.</td>
</tr>
<tr>
<td>2.</td>
<td>It is important that you speak loudly and clearly when you are learning your target language. You must always use spoken exercises. You are retraining your mind to respond to a new pattern of proprioceptive and auditory stimuli. This can only be done when you are speaking aloud at full volume.</td>
<td>g. The students are able to speak loudly and clearly.</td>
</tr>
<tr>
<td>3.</td>
<td>To add to the complexity, each phoneme has other phonemes or stops adjacent to it which change its sound slightly. (A stop is a</td>
<td>h. The students are able to say words in English with their sounds correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i. The students want to</td>
</tr>
</tbody>
</table>
break in the air flow.) The nasal "on" in "bonjour" is slightly different from the "on" in "mon frere." The objective is not to be able to write the letters representing the phoneme in the target language. The goal is not even to be able to say it with reasonable accuracy. The objective for the English-speaker learning French is to be able to say, "Bonjour, mon frere," so perfectly that a Frenchman would think he had just been greeted by a compatriot.

That degree of perfection will require thousands — if not tens of thousands — of repetitions. Therefore — to be somewhat facetious — the more quickly you correctly repeat a particularly difficult phoneme ten thousand times, the more quickly you will be able to use it fluently. That is what is meant by the statement, "The more you speak the language aloud, the more quickly you will learn to speak fluently."

4. When you are learning a language using this Feedback Training

j. The students use a sentence structure
Method, you are strongly reinforcing the learning process each time you speak. However, when you construct a sentence incorrectly, you have not only wasted the learning time used to construct your faulty sentence, but you must now invest even more time retraining your mind, mouth, and hearing so you can construct the sentence correctly. The more you use a sentence structure incorrectly, the longer it will take for your mind, mouth, and hearing to identify the correct syntax.

<table>
<thead>
<tr>
<th>Method, you are strongly reinforcing the learning process each time you speak. However, when you construct a sentence incorrectly, you have not only wasted the learning time used to construct your faulty sentence, but you must now invest even more time retraining your mind, mouth, and hearing so you can construct the sentence correctly. The more you use a sentence structure incorrectly, the longer it will take for your mind, mouth, and hearing to identify the correct syntax.</th>
</tr>
</thead>
</table>

**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
Appendix 2: Observation Sheet

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students use the wrong sound.</td>
<td>√</td>
<td></td>
<td>Example</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/ˈæksæmpəl/</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>As /ʌs/</td>
</tr>
<tr>
<td>2.</td>
<td>The students leave the sounds out.</td>
<td>√</td>
<td></td>
<td>In front of /ɪn frɒnt/</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Gently /ˈdʒɜːntli/</td>
</tr>
<tr>
<td>3.</td>
<td>The students add sounds.</td>
<td></td>
<td>√</td>
<td>Listen /ˈlɪst(ə)n/</td>
</tr>
<tr>
<td>4.</td>
<td>The students put the stress on the wrong syllable of the word.</td>
<td></td>
<td>√</td>
<td>Explain /ˈɛksplən/</td>
</tr>
<tr>
<td>5.</td>
<td>The students put the stress on the wrong word in a sentence.</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The students use the wrong intonation pattern.</td>
<td>√</td>
<td></td>
<td>When the students read 5W1H</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>questions, they raise the intonation at the end of the sentence.</td>
</tr>
<tr>
<td>7.</td>
<td>The students are able to speak loudly and clearly.</td>
<td></td>
<td>√</td>
<td>The students were not confident to deliver their idea.</td>
</tr>
<tr>
<td>8.</td>
<td>The students are able to say words in English with</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td>their sounds correctly.</td>
<td>☑</td>
<td>The teacher asked the students to repeat after the teacher.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------</td>
<td>---</td>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The students want to repeat particularly difficult phonemes for several times.</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The students use a sentence structure incorrectly.</td>
<td>☑</td>
<td><em>I am want to go to toilet</em>.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3: Observation Sheet

**Date**: April 16, 2018  
**School**: SMA Pangudi Luhur Sedayu  
**Class**: Eleven Social One

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Yes/No</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students use the wrong sound.</td>
<td>√</td>
<td><em>Student /stʌdən/</em></td>
</tr>
<tr>
<td>2.</td>
<td>The students leave the sounds out.</td>
<td>√</td>
<td>*Softly /*spoʊfl/</td>
</tr>
</tbody>
</table>
| 3.  | The students add sounds. | √ | *Listen /*lɪst(ə)n/  
Who /*ˈwʊ:/ |
| 4.  | The students put the stress on the wrong syllable of the word. | √ | *Explain /*ɪksplən/  
Example /*ɔksæmpl/ |
<p>| 5.  | The students put the stress on the wrong word in a sentence. | √ | |
| 6.  | The students use the wrong intonation pattern. | √ | When the students read 5W1H questions, they raise the intonation at the end of the sentence. |
| 7.  | The students are able to speak loudly and clearly. | √ | The students were ashamed. |
| 8.  | The students are able to say words in English with their sounds correctly. | √ | |</p>
<table>
<thead>
<tr>
<th></th>
<th>The students want to repeat particularly difficult phonemes for several times.</th>
<th>√</th>
<th>The teacher asked the students to repeat after the teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>The students use a sentence structure incorrectly.</td>
<td>√</td>
<td><em>I am not bring the handout.</em></td>
</tr>
</tbody>
</table>
### Appendix 4: Observation Sheet

**Date**: April 19, 2018  
**School**: SMA Pangudi Luhur Sedayu  
**Class**: Eleven Science Two

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Yes/No</th>
<th>Example</th>
</tr>
</thead>
</table>
| 1   | The students use the wrong sound.             | √      | Doing /ˈdɒ:ɪŋ/  
|     |                                               |        | Very /ˈferi/  
|     |                                               |        | One /ˈwʌn/  
|     |                                               |        | Know /nɔʊ/  
|     |                                               |        | Found /fon/  
|     |                                               |        | Great /ˈɡreɪt/  
|     |                                               |        | Busy /ˈbʌsɪ/  
|     |                                               |        | Named /nɛm/  
|     |                                               |        | Usually /ˈjuːʒuəli/  
|     |                                               |        | Taught /taʊt/  
|     |                                               |        | Asked /ɑːks/  
|     |                                               |        | Wearing /ˈwɛrɪŋ/  
|     |                                               |        | Through /ˈθruː/  
|     |                                               |        | Laziest /ˈlezɪst/  
|     |                                               |        | While /ˈwɪːl/  
| 2   | The students leave the sounds out.            | √      | Pink /pɪŋ/  
|     |                                               |        | Named /nɛm/  
|     |                                               |        | Liked /ˈlɪk/  
|     |                                               |        | Hand /hænd/  
| 3   | The students add sounds.                      | √      | Listen /ˈlɪst(ə)n/  
|     |                                               |        | Know /nɔʊ/  
|     |                                               |        | Who /wu:/  
| 4   | The students put the stress on the wrong syllable of | √      | Surprised /ˈsʌprɪzd/  

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>The students put the stress on the wrong word in a sentence.</td>
<td>√</td>
</tr>
<tr>
<td>6.</td>
<td>The students use the wrong intonation pattern.</td>
<td>√</td>
</tr>
<tr>
<td>7.</td>
<td>The students are able to speak loudly and clearly.</td>
<td>√</td>
</tr>
<tr>
<td>8.</td>
<td>The students are able to say words in English with their sounds correctly.</td>
<td>√</td>
</tr>
<tr>
<td>9.</td>
<td>The students want to repeat particularly difficult phonemes for several times.</td>
<td>√</td>
</tr>
<tr>
<td>10.</td>
<td>The students use a sentence structure incorrectly.</td>
<td>√</td>
</tr>
</tbody>
</table>
Appendix 5: Observation Sheet

Date: April 19, 2018
School: SMA Pangudi Luhur Sedayu
Class: Eleven Social One

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Example</th>
</tr>
</thead>
</table>
| 1.  | The students use the wrong sound. | √   |    | Students /stədən/  
                  |          |    |    | Doing /ˈdoːɪŋ/  
                  |          |    |    | Homework  
                  |          |    |    | /ˈhɒːməʊk/  
                  |          |    |    | Very /ˈfɛrɪ/  
                  |          |    |    | Great /ˈɡreɪt/  
                  |          |    |    | Busy /ˈbæsi/  
                  |          |    |    | Usually /ˈjuːsəli/  
                  |          |    |    | English /ˈɛŋglɪʃ/  
                  |          |    |    | Colors /ˈkɔːlərs/  
                  |          |    |    | Funny /ˈfʌni/  
                  |          |    |    | Taught /ˈθəʊt/  
                  |          |    |    | Through /ˈtrʌθ/  
                  |          |    |    | Laziest /ˈleɪzɪst/  
                  |          |    |    | Were /ˈwɛr/  
                  |          |    |    | Think /ˈtn/  |
| 2.  | The students leave the sounds out. | √   |    | Shocked /ʃɒk/  
                  |          |    |    | Surprised /ˈsəprəzd/  
                  |          |    |    | Pink /paɪnk/  
                  |          |    |    | Laziest /ˈleɪzɪst/  
                  |          |    |    | Think /ˈtn/  
                  |          |    |    | Liked /ˈlaɪk/  
                  |          |    |    | Hand /hænd/  |
| 3.  | The students add sounds. | √   |    | Listen /ˈlɪst(ə)n/  |
|   |   | Know /knəʊ/  
|   |   | Who /wu:/  
| 4. | The students put the stress on the wrong syllable of the word. | √ | Surprised /ˈsʌprɪzd/  
| 5. | The students put the stress on the wrong word in a sentence. | √  
| 6. | The students use the wrong intonation pattern. | √ | When the students read 5W1H questions, they raise the intonation at the end of the sentence.  
| 7. | The students are able to speak loudly and clearly. | √ | The students were not confident to deliver their idea.  
| 8. | The students are able to say words in English with their sounds correctly. | √  
| 9. | The students want to repeat particularly difficult phonemes for several times. | √ | The teacher asked the students to repeat after the teacher.  
| 10. | The students use a sentence structure incorrectly. | √ | Michael smart but lazy.  
|   |   | English teacher, James, and Johnny the participants in the story. |
# Appendix 6: Observation Sheet

**Date**: April 23, 2018  
**School**: SMA Pangudi Luhur Sedayu  
**Class**: Eleven Science Two

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Example</th>
</tr>
</thead>
</table>
| 1.  | The students use the wrong sound. | √ | | `Example /ɪɡsaːmpl/`  
`Meanwhile /ˈmenwi:l/`  
`Upon /ˈjʌpən/`  
`Same /səm/`  
`Counselor /ˈkɒnsələr/`  
`Recess /ˈreːses/`  
`Beach /ˈbɪʃ/`  
`Since /ˈsəns/` |
| 2.  | The students leave the sounds out. | √ | | `Test /ˈtes/`  
`Question /ˈkwɛʃən/`  
`Kept /ˈkɛpt/`  
`End /ˈend/` |
| 3.  | The students add sounds. | √ | | `Could /ˈkɑːld/`  
`Would /ˈwʊrd/` |
| 4.  | The students put the stress on the wrong syllable of the word. | √ | | `Example /ɪɡsaːmpl/`  
`Connectives /ˈkɒnɛktɪvz/`  
`Upon /ˈjʌpən/` |
<p>| 5.  | The students put the stress on the wrong word in a sentence. | | | |
| 6.  | The students use the | √ | | When the students... |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. The students are able to speak loudly and clearly.</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>6. The students were not confident to deliver their idea. The students asked their friend before answering the teacher’s question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The students are able to say words in English with their sounds correctly.</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>8. The students want to repeat particularly difficult phonemes for several times.</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>9. The teacher asked the students to repeat after the teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The students use a sentence structure incorrectly.</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Joe friend absent.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 7: Observation Sheet

Date: April 23, 2018
School: SMA Pangudi Luhur Sedayu
Class: Eleven Social One

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students use the wrong sound.</td>
<td>√</td>
<td></td>
<td>Connective /'konektif/ Meanwhile /'mi:nwi:l/ Dove /'doːf/ Once /'wəns/ Upon /'ʌpən/ River /'rɪfər/ Fortunately /'fɔrtənətli/</td>
</tr>
<tr>
<td>2.</td>
<td>The students leave the sounds out.</td>
<td>√</td>
<td></td>
<td>Test /'tes/ Question /'kwefən/ Picked /'pɪkt/ Next /'neks/</td>
</tr>
<tr>
<td>3.</td>
<td>The students add sounds.</td>
<td>√</td>
<td></td>
<td>Could /'kʊld/ Would /'wʊld/</td>
</tr>
<tr>
<td>4.</td>
<td>The students put the stress on the wrong syllable of the word.</td>
<td>√</td>
<td></td>
<td>Example /'ɪgsaːmpl/ Connective /'konektif/ Upon /'ʌpən/</td>
</tr>
<tr>
<td>5.</td>
<td>The students put the stress on the wrong word in a sentence.</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The students use the</td>
<td>√</td>
<td></td>
<td>When the students...</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wrong intonation pattern.</td>
<td>read 5W1H questions, they raise the intonation at the end of the sentence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The students are able to speak loudly and clearly.</td>
<td>√ The students were not confident to deliver their idea. The students asked their friend before answering the teacher’s question.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The students are able to say words in English with their sounds correctly.</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The students want to repeat particularly difficult phonemes for several times.</td>
<td>√ The teacher asked the students to repeat after the teacher.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The students use a sentence structure incorrectly.</td>
<td>√ He want to hunt.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 8: Observation Sheet

Date : April 26, 2018
School : SMA Pangudi Luhur Sedayu
Class : Eleven Science Two

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students use the wrong sound.</td>
<td>√</td>
<td></td>
<td>Think /ˈθɪŋ/</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sheep /ʃɪp/</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Saw /ˈsʌw/</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Very /ˈverɪ/</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Because /ˈbɪkaʊs/</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Policeman /ˈpɒlɪmən/</td>
</tr>
<tr>
<td>2.</td>
<td>The students leave the sounds out.</td>
<td>√</td>
<td></td>
<td>Right /ˈraɪɡ/</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pink /ˈpɪŋ/</td>
</tr>
<tr>
<td>3.</td>
<td>The students add sounds.</td>
<td>√</td>
<td></td>
<td>Right /ˈraɪɡ/</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Saw /ˈsʌw/</td>
</tr>
<tr>
<td>4.</td>
<td>The students put the stress on the wrong syllable of the word.</td>
<td>√</td>
<td></td>
<td>Because /ˈbɪkaʊs/</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>However /ˈhævəʊr/</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Policeman /ˈpɒlɪmən/</td>
</tr>
<tr>
<td>5.</td>
<td>The students put the stress on the wrong word in a sentence.</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The students use the wrong intonation pattern.</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The students are able to speak loudly and clearly.</td>
<td>√</td>
<td></td>
<td>The students started being confident and answering the teacher’s questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8.</strong></td>
<td>The students are able to say words in English with their sounds correctly.</td>
<td>✓</td>
<td>The students’ mispronounced words started decreasing. The students started realizing the importance of pronouncing the last –ed in the words. Most of the students did not omit the last –ed.</td>
<td></td>
</tr>
<tr>
<td><strong>9.</strong></td>
<td>The students want to repeat particularly difficult phonemes for several times.</td>
<td>✓</td>
<td>The teacher asked the students to repeat after the teacher.</td>
<td></td>
</tr>
<tr>
<td><strong>10.</strong></td>
<td>The students use a sentence structure incorrectly.</td>
<td>✓</td>
<td><em>I am not understand the story.</em></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 9: Observation Sheet

**Date**: April 26, 2018  
**School**: SMA Pangudi Luhur Sedayu  
**Class**: Eleven Social One

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Example</th>
</tr>
</thead>
</table>
| 1.  | The students use the wrong sound. | √   |    | Van /ˈvæn/  
|     |                                                      |    |    | Bag /ˈbæk/  
|     |                                                      |    |    | Potato /ˈpɔtətəʊ/  
|     |                                                      |    |    | Vampire /ˈvɔmpiər/  
|     |                                                      |    |    | An /ˈæn/  
|     |                                                      |    |    | Wrote /ˈwroʊt/  
| 2.  | The students leave the sounds out. | √   |    | Didn’t /ˈdɪnts/  
|     |                                                      |    |    | Just /ˈdʒʌst/  
| 3.  | The students add sounds. | √   |    | Knew /ˈknuː/  
|     |                                                      |    |    | Wrote /ˈwroʊt/  
| 4.  | The students put the stress on the wrong syllable of the word. | √   |    | Excitedly /ɪksəˈtɪdlɪ/  
|     |                                                      |    |    | Potato /ˈpɔtətəʊ/  
|     |                                                      |    |    | Approaching /əprəˈtiŋ/  
|     |                                                      |    |    | Suspiciously /səˈspiʃəˈli/  
<p>| 5.  | The students put the stress on the wrong word in a sentence. | √   |    |                           |
| 6.  | The students use the wrong intonation pattern. | √   |    |                           |
| 7.  | The students are able to speak loudly and clearly. | √   |    | The students started being confident and answering the |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>teacher’s questions louder and clearer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>The students are able to say words in English with their sounds correctly.</td>
<td>✓</td>
</tr>
<tr>
<td>9.</td>
<td>The students want to repeat particularly difficult phonemes for several times.</td>
<td>✓</td>
</tr>
<tr>
<td>10.</td>
<td>The students use a sentence structure incorrectly.</td>
<td>✓</td>
</tr>
</tbody>
</table>
### Appendix 10: Observation Sheet

**Date**: April 30, 2018  
**School**: SMA Pangudi Luhur Sedayu  
**Class**: Eleven Science Two

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Example</th>
</tr>
</thead>
</table>
| 1.  | The students use the wrong sound.                                        | √   |    | *Punctuation* /pʌŋtjuːfn/  
Feast /fes/                                                             |
| 2.  | The students leave the sounds out.                                       | √   |    | *Punctuation* /pʌŋtjuːfn/  
Feast /fes/                                                             |
| 3.  | The students add sounds.                                                 |     | √  |                                                                         |
| 4.  | The students put the stress on the wrong syllable of the word.           | √   |    | *Punctuation* /pʌŋtjuːfn/                                               |
| 5.  | The students put the stress on the wrong word in a sentence.             |     | √  |                                                                         |
| 6.  | The students use the wrong intonation pattern.                           |     | √  |                                                                         |
| 7.  | The students are able to speak loudly and clearly.                       |     | √  | The students started being confident and answering the teacher’s questions louder and clearer. |
| 8.  | The students are able to say words in English with their sounds correctly.|     | √  | The students’ mispronounced words started                               |
The students started realizing the importance of pronouncing the last –ed in the words. Most of the students did not omit the last –ed.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>The students want to repeat particularly difficult phonemes for several times.</td>
<td>✓</td>
</tr>
<tr>
<td>10.</td>
<td>The students use a sentence structure incorrectly.</td>
<td>✓</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
## Appendix 11: Observation Sheet

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students use the wrong sound.</td>
<td>✓</td>
<td></td>
<td>Statement /ˈstɛmtən/</td>
</tr>
<tr>
<td>2.</td>
<td>The students leave the sounds out.</td>
<td>✓</td>
<td></td>
<td>Statement /ˈstɛmtən/</td>
</tr>
<tr>
<td>3.</td>
<td>The students add sounds.</td>
<td>✓</td>
<td></td>
<td>Exercise /ˈɛkstʃəsərs/</td>
</tr>
<tr>
<td>4.</td>
<td>The students put the stress on the wrong syllable of the word.</td>
<td>✓</td>
<td></td>
<td>Command /ˈkɔmənd/ Exclamation /ˈɛksləmeɪʃən/</td>
</tr>
<tr>
<td>5.</td>
<td>The students put the stress on the wrong word in a sentence.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The students use the wrong intonation pattern.</td>
<td>✓</td>
<td></td>
<td>When the students read 5W1H questions, they raise the intonation at the end of the sentence.</td>
</tr>
<tr>
<td>7.</td>
<td>The students are able to speak loudly and clearly.</td>
<td>✓</td>
<td></td>
<td>The students were not confident to deliver their idea.</td>
</tr>
<tr>
<td>8.</td>
<td>The students are able to say words in English with their sounds correctly.</td>
<td>✓</td>
<td></td>
<td>The students’ mispronounced words started decreasing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The students want to repeat particularly difficult phonemes for several times.</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher asked the students to repeat after the teacher.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The students use a sentence structure incorrectly.</td>
<td>√</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The students started realizing the importance of pronouncing the last –ed in the words. Most of the students did not omit the last –ed.
Appendix 12: Rencana Pelaksanaan Pembelajaran

Nama Sekolah: SMA Pangudi Luhur Sedayu
Mata Pelajaran: Bahasa Inggris
Kelas/Semester: XI IPA-IPS/2
Alokasi Waktu: 2 X 45 menit
Topik Pembelajaran: Spoof

1. Standar Kompetensi

   Mendengarkan
   Memahami makna teks fungsional pendek dan monolog berbentuk *narrative*, *spoof*, dan *hortatory exposition* dalam konteks kehidupan sehari–hari.

   Berbicara
   Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk *narrative*, *spoof*, dan *hortatory exposition* dalam konteks kehidupan sehari–hari.

   Membaca
   Memahami makna teks fungsional pendek dan esei sederhana *narrative*, *spoof*, dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

2. Kompetensi Dasar

3. Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. 2</td>
<td>Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima kasih dalam konteks kehidupan sehari–hari</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>dalam teks berbentuk: narrative, spoof, dan hortatory exposition.</td>
<td>8.2.3 Mengidentifikasi bagian cerita yang lucu dari teks yang didengar.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>10.2 Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima kasih dalam konteks kehidupan sehari–hari dalam teks berbentuk: narrative, spoof, dan hortatory exposition.</td>
<td>10.2.1 Menggunakan kalimat past tense dalam menyampaikan teks spoof.</td>
</tr>
<tr>
<td>11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima kasih dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: narrative, spoof, dan hortatory exposition.</td>
<td>11.2.1 Membaca teks spoof dengan nyaring dengan pengucapan dan intonasi yang benar.</td>
</tr>
<tr>
<td>11.2.2 Mengidentifikasi topik dari teks yang dibaca.</td>
<td>11.2.3 Menganalisa informasi yang terdapat dalam teks yang dibaca.</td>
</tr>
</tbody>
</table>

### 4. Nilai Budaya dan Karakter Bangsa

Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semagat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri.
5. Kewirausahaan / Ekonomi Kreatif
   1. Percaya diri (keteguhan hati, optimis)
   2. Berorientasi pada tugas (bermotivasi, tekun / tabah, bertekad, energic)
   3. Pengambil resiko (suka tantangan, mampu memimpin)
   4. Orientasi ke masa depan (punya perspektif untuk masa depan)

6. Materi Pembelajaran
   1. Teks *spoof*
      a. Definisi dan fungsi dari teks *spoof*
      b. Penggunaan bahasa dalam teks *spoof*
      Berhubungan dengan indikator untuk kompetensi dasar nomor 8 dan 10
   2. Struktur teks *spoof*
      Berhubungan dengan indikator untuk kompetensi dasar nomor 10 dan 11

7. Tujuan Pembelajaran
   Pada akhir pembelajaran, siswa mampu:
   1. Menggunakan *action verbs, adverbial of time and place*, dan *time connectives* dengan tepat.
   2. Membaca teks *spoof* dengan pelafalan dan intonasi yang tepat.
8. Metode Pembelajaran / Teknik
   1. Pre listening
   2. While listening
   3. Post listening

9. Kegiatan Pembelajaran

   1. Pertemuan pertama: (2 jam pelajaran)

<table>
<thead>
<tr>
<th>Tahap Pembelajaran</th>
<th>Deskripsi</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
   | Kegiatan Awal      | 1. Salam pembuka  
                     | 2. Presensi       
                     | 3. Memberikan review singkat mengenai materi sebelumnya. | 15’ |
   | Kegiatan Inti      | 1. Siswa mendengarkan penjelasan dari guru mengenai teks spoof. 
                     | 2. Siswa mendengarkan teks spoof yang dibacakan oleh guru dan mengisi bagian kosong dalam teks sesuai dengan yang didengar oleh siswa. (listening section) 
                     | 3. Siswa, dengan bantuan guru, mendiskusikan hasil pengerjaan handout. 
                     | 4. Siswa menganalisa struktur teks dan fitur bahasa yang digunakan dalam teks spoof yang diberikan. 
                     | 5. Siswa, dengan bantuan guru, membaca contoh teks spoof secara individu dan | 70’ |
guru memberikan umpan balik ketika siswa melakukan kesalahan pelafalan.
6. Guru memberikan umpan balik secara keseluruhan tentang kesalahan pelafalan yang sering terjadi pada siswa.

| Kegiatan Akhir | 1. Meninjau kembali materi yang telah dipelajari hari ini. |
|               | 2. Siswa mendapat pekerjaan rumah |
|               | 5’ |

**Penilaian**

1. Teknik penilaian
   - Etika: Pengamatan dalam kegiatan sehari – hari
   - Pengetahuan: Tes
   - Kemampuan: Menyusun dan menampilkan

**Instrumen penilaian**

**Rubrik Penilaian**

a) Penilaian pengetahuan:

<table>
<thead>
<tr>
<th>NO</th>
<th>SKOR</th>
<th>DESKRIPSI</th>
<th>JUMLAH SOAL</th>
<th>TOTAL SKOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3</td>
<td>Isi sesuai Struktur teks benar dan tepat Unsur kebahasaan sangat tepat</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>2</td>
<td>Isi sesuai Struktur teks benar dan tepat Unsur kebahasaan kurang tepat</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Isi sesuai</td>
<td>Struktur teks kurang tepat</td>
<td>Unsur kebahasaan kurang tepat</td>
<td>5</td>
</tr>
<tr>
<td>---</td>
<td>------------</td>
<td>-----------------------------</td>
<td>-------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>4.</td>
<td>Isi tidak sesuai</td>
<td>Struktur teks tidak tepat</td>
<td>Unsur kebahasaan tidak tepat</td>
<td>0</td>
</tr>
</tbody>
</table>

Keterangan:
Nilai akhir = (Nilai perolehan x 20) / 3

b) Rubrik Penilaian Keterampilan (Praktik/Kinerja/Project)

<table>
<thead>
<tr>
<th>KRITERIA</th>
<th>Deskripsi</th>
<th>Rentang Skor</th>
<th>Skor Perolehan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mendeskripsikan secara lisan</td>
<td>Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai</td>
<td>(89 – 100)</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>Lancar dan kosa kata dan kalimat berkembang, serta ada transisi</td>
<td>(76-88)</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>Sesekali melihat teks, kosa kata terbatas tapi lancar</td>
<td>(61-75)</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>Membaca script, kosa kata terbatas, dan tidak lancar</td>
<td>(0-60)</td>
<td>...</td>
</tr>
<tr>
<td>JUMLAH</td>
<td></td>
<td></td>
<td>...</td>
</tr>
<tr>
<td>Menulis Teks</td>
<td>Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat</td>
<td>(89 – 100)</td>
<td>...</td>
</tr>
<tr>
<td>Keterangan</td>
<td>Skor</td>
<td>Nilai</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan kurang tepat</td>
<td>(76-88)</td>
<td>...</td>
<td></td>
</tr>
<tr>
<td>Fungsi sosial tercapai, struktur dan unsur kebahasaan kurang tepat</td>
<td>(61-75)</td>
<td>...</td>
<td></td>
</tr>
<tr>
<td>Fungsi sosial, penggunaan kata, kalimat, dan struktur tidak sesuai</td>
<td>(0-60)</td>
<td>...</td>
<td></td>
</tr>
<tr>
<td>JUMLAH</td>
<td></td>
<td>...</td>
<td></td>
</tr>
</tbody>
</table>

10. Media/alat, Bahan, dan Sumber Belajar
- **Media**: Papan tulis, marker, laptop, power point
- **Alat**: Lembar kerja
- **Sumber**: Guru, handout, diskusi siswa

Yogyakarta, 17 April 2018

Peneliti

Elizabeth Lintang Pamedhar
Appendix 13: RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMA Pangudi Luhur Sedayu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI IPA-IPS/2
Alokasi Waktu : 2 X 45 menit
Topik Pembelajaran : Spoof

1. Standar Kompetensi

Membaca
Memahami makna teks fungsional pendek dan esei sederhana narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Menulis
Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari.

2. Kompetensi Dasar

| 11.2 | Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima kasih dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: narrative, spoof. |

3. Indikator Pencapaian Kompetensi

| 11.2.1 | Membaca teks spoof dengan nyaring dengan pengucapan dan intonasi yang benar. |
| 11.2.2 | Mengidentifikasi topik dari teks yang dibaca. |
| 11.2.3 | Menganalisa informasi yang terdapat dalam teks yang dibaca. |
4. **Nilai Budaya dan Karakter Bangsa**

Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semagat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri.

5. **Kewirausahaan / Ekonomi Kreatif**

1. Percaya diri (keteguhan hati, optimis)
2. Berorientasi pada tugas (bermotivasi, tekun / tabah, bertekad, energic)
3. Pengambil resiko (suka tantangan, mampu memimpin)
4. Orientasi ke masa depan (punya perspektif untuk masa depan)

6. **Materi Pembelajaran**

<table>
<thead>
<tr>
<th>Teks <em>spoof</em></th>
<th>Berhubungan dengan indikator untuk kompetensi dasar nomor 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Definisi dan fungsi dari teks <em>spoof</em></td>
<td></td>
</tr>
<tr>
<td>b. Penggunaan bahasa dalam</td>
<td></td>
</tr>
</tbody>
</table>
2. Struktur teks *spoof*  
Berhubungan dengan indikator untuk kompetensi dasar nomor 12

7. **Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa mampu:

1. Menggunakan *action verbs*, *adverbial of time and place*, dan *time connectives* dengan tepat.
2. Menyusun teks *spoof* dengan tepat sesuai dengan pola teks *spoof*.

8. **Metode Pembelajaran / Teknik**

1. Pre listening
2. While listening
3. Post listening

9. **Kegiatan Pembelajaran**

2. Pertemuan kedua: (2 jam pelajaran)

<table>
<thead>
<tr>
<th>Tahap Pembelajaran</th>
<th>Deskripsi</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Kegiatan Awal       | 1. Salam pembuka  
2. Presensi  
3. Memberikan review singkat mengenai materi sebelumnya. | 15’ |
| Kegiatan Inti       | 1. Siswa dan guru mendiskusikan tugas yang telah dikerjakan siswa pada pertemuan sebelumnya.  
2. Guru memberikan umpan balik kepada |
siswa mengenai tugas yang telah dikerjakan.
4. Siswa berdiskusi untuk mengerjakan soal mengenai connectives dalam teks spoof.
5. Siswa, dengan bantuan guru, mendiskusikan hasil pekerjaan siswa.
6. Siswa mengerjakan soal yang diberikan guru (menyusun teks spoof acak).
7. Siswa, dengan bantuan guru, membaca contoh teks spoof secara individu dan guru memberikan umpan balik ketika siswa melakukan kesalahan pelafalan.
8. Guru memberikan umpan balik secara keseluruhan tentang kesalahan pelafalan yang sering terjadi pada siswa.

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>1. Meninjau kembali materi yang telah dipelajari hari ini.</th>
<th>5’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Siswa mendapat pekerjaan rumah</td>
<td></td>
</tr>
</tbody>
</table>

Penilaian

1. Teknik penilaian
   - Etika : Pengamatan dalam kegiatan sehari – hari
   - Pengetahuan : Tes
   - Kemampuan : Menyusun dan menampilkan
2. Instrumen penilaian

Rubrik Penilaian

c) Penilaian pengetahuan:

<table>
<thead>
<tr>
<th>NO</th>
<th>SKOR</th>
<th>DESKRIPSI</th>
<th>JUMLAH SOAL</th>
<th>TOTAL SKOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3</td>
<td>Isi sesuai Struktur teks benar dan tepat Unsur kebahasaan sangat tepat</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>2.</td>
<td>2</td>
<td>Isi sesuai Struktur teks benar dan tepat Unsur kebahasaan kurang tepat</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>1</td>
<td>Isi sesuai Struktur teks kurang tepat Unsur kebahasaan kurang tepat</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>0</td>
<td>Isi tidak sesuai Struktur teks tidak tepat Unsur kebahasaan tidak tepat</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Keterangan:
Nilai akhir = (Nilai perolehan x 20) / 3
d) Rubrik Penilaian Keterampilan (Praktik/Kinerja/Project)

<table>
<thead>
<tr>
<th>KRITERIA</th>
<th>Deskripsi</th>
<th>Rentang Skor</th>
<th>Skor Perolehan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mendeskripsikan secara lisan</td>
<td>Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai</td>
<td>(89 – 100)</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>Lancar dan kosa kata dan kalimat berkembang, serta ada transisi</td>
<td>(76-88)</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>Sesekali melihat teks, kosa kata terbatas tapi lancar</td>
<td>(61-75)</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>Membaca script, kosa kata terbatas, dan tidak lancar</td>
<td>(0-60)</td>
<td>...</td>
</tr>
<tr>
<td><strong>JUMLAH</strong></td>
<td></td>
<td></td>
<td>...</td>
</tr>
<tr>
<td>Menulis Teks</td>
<td>Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat</td>
<td>(89 – 100)</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan kurang tepat</td>
<td>(76-88)</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>Fungsi sosial tercapai, struktur dan unsur kebahasaan kurang tepat</td>
<td>(61-75)</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>Fungsi sosial,</td>
<td>(0-60)</td>
<td>...</td>
</tr>
<tr>
<td>penggunaan kata, kalimat, dan struktur tidak sesuai</td>
<td>...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JUMLAH</td>
<td>...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Media/alat, Bahan, dan Sumber Belajar

- **Media**: Papan tulis, marker, laptop, power point
- **Alat**: Lembar kerja
- **Sumber**: Guru, handout, diskusi siswa

Yogyakarta, 20 April 2018

Peneliti

Elizabeth Lintang Pamedhar
Appendix 14: Rencana Pelaksanaan Pembelajaran

Nama Sekolah : SMA Pangudi Luhur Sedayu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI IPA-IPS/2
Alokasi Waktu : 2 x 45 menit
Topik Pembelajaran : Spoof

1. Standar Kompetensi

Mendengarkan

Memahami makna teks fungsional pendek dan monolog berbentuk narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari – hari.

Bercerita

Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari – hari.

Membaca

Memahami makna teks fungsional pendek dan esai sederhana narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

2. Kompetensi Dasar

<table>
<thead>
<tr>
<th>No</th>
<th>Kompetensi Dasar</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2</td>
<td>Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima kasih dalam konteks kehidupan sehari – hari</td>
</tr>
</tbody>
</table>

3. Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>No</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2.1</td>
<td>Menirukan kalimat yang disampaikan oleh guru dengan pelafalan dan struktur kalimat yang tepat.</td>
</tr>
</tbody>
</table>
| 10.2 | Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima kasih dalam konteks kehidupan sehari – hari dalam teks berbentuk: *narrative, spoof, dan hortatory exposition*. | 10.2.1 Menceritakan kembali teks *spoof* yang sudah dibaca kepada seluruh siswa. 
10.2.2 Mendeskripsikan tokoh dalam cerita dan menjelaskan bagian lucu dalam cerita yang sudah dibaca. |
| 11.2 | Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima kasih dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *narrative, spoof, dan hortatory exposition*. | 11.2.1 Membaca teks *spoof* dengan nyaring dengan pengucapan dan intonasi yang benar. 
11.2.2 Mengidentifikasi topik dari teks yang dibaca. 
11.2.3 Menganalisa informasi yang terdapat dalam teks yang dibaca. |

4. **Nilai Budaya dan Karakter Bangsa**

Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semagat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri.
5. **Kewirausahaan / Ekonomi Kreatif**

   1. Percaya diri (keteguhan hati, optimis)
   2. Berorientasi pada tugas (bermotivasi, tekun / tabah, bertekad, energic)
   3. Pengambil resiko (suka tantangan, mampu memimpin)
   4. Orientasi ke masa depan (punya perspektif untuk masa depan)

6. **Materi Pembelajaran**

   1. Teks *spoof*
      
      a. Definisi dan fungsi dari teks *spoof*
      b. Penggunaan bahasa dalam teks *spoof*

   2. Struktur teks *spoof*

   3. Membaca teks *spoof*

   Berhubungan dengan indikator untuk kompetensi dasar nomor 8 dan 10

   Berhubungan dengan indikator untuk kompetensi dasar nomor 11

7. **Tujuan Pembelajaran**

   Pada akhir pembelajaran, siswa mampu:

   1. Menggunakan *action verbs*, *adverbial of time and place*, dan *time connectives* dengan tepat.
   2. Membuat teks *spoof* sesuai dengan fitur bahasa dan struktur teks yang tepat.

8. **Metode Pembelajaran / Teknik**

   1. Pre listening
   2. While listening
   3. Post listening
9. Kegiatan Pembelajaran

3. Pertemuan ketiga: (2 jam pelajaran)

<table>
<thead>
<tr>
<th>Tahap Pembelajaran</th>
<th>Deskripsi</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| **Kegiatan Awal**   | 1. Salam pembuka  
2. Presensi  
3. Memainkan permainan *Postman*. Siswa akan bekerja sama dalam kelompok untuk menyampaikan pesan dari orang pertama sampai ke orang terakhir dengan cepat dan tepat. *Pronunciation* yang tepat menjadi dasar penilaian dalam game tersebut. | 15’ |
| **Kegiatan Inti**   | 1. Guru memberikan umpan balik mengenai kesalahan – kesalahan pelafalan yang sering terjadi pada siswa selama bermain game. (kalimat dalam permainan mengandung unsur kata minimal pair)  
2. Siswa akan mengikuti contoh pelafalan yang tepat berdasarkan contoh yang diberikan oleh guru.  
3. Siswa akan berkumpul dalam kelompok sesuai dengan judul cerita yang sudah siswa dapatkan pada pertemuan sebelumnya.  
4. Guru memberikan pembahasan mengenai jawaban yang tepat atas teks acak yang sudah diberikan pada pertemuan sebelumnya.  
5. Siswa menceritakan kembali cerita apa | 70’ |
yang sudah mereka baca pada pertemuan sebelumnya.
8. Guru memberikan umpan balik secara keseluruhan tentang kesalahan pelafalan yang sering terjadi pada siswa.

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>1. Meninjau kembali materi yang telah dipelajari hari ini.</th>
<th>5’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Siswa mendapat pekerjaan rumah</td>
<td></td>
</tr>
</tbody>
</table>

Penilaian

1. Teknik penilaian
   ○ Etika     : Pengamatan dalam kegiatan sehari – hari
   ○ Pengetahuan : Tes
   ○ Kemampuan  : Menyusun dan menampilkan

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
2. Instrumen penilaian

Rubrik Penilaian

e) Penilaian pengetahuan:

<table>
<thead>
<tr>
<th>NO</th>
<th>SKOR</th>
<th>DESKRIPSI</th>
<th>JUMLAH SOAL</th>
<th>TOTAL SKOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3</td>
<td>Isi sesuai&lt;br&gt;Struktur teks benar dan tepat&lt;br&gt;Unsur kebahasaan sangat tepat</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>2.</td>
<td>2</td>
<td>Isi sesuai&lt;br&gt;Struktur teks benar dan tepat&lt;br&gt;Unsur kebahasaan kurang tepat</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>1</td>
<td>Isi sesuai&lt;br&gt;Struktur teks kurang tepat&lt;br&gt;Unsur kebahasaan kurang tepat</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>0</td>
<td>Isi tidak sesuai&lt;br&gt;Struktur teks tidak tepat&lt;br&gt;Unsur kebahasaan tidak tepat</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Keterangan:
Nilai akhir = (Nilai perolehan x 20) / 3

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
f) Rubrik Penilaian Keterampilan (Praktik/Kinerja/Project)

<table>
<thead>
<tr>
<th>KRITERIA</th>
<th>Deskripsi</th>
<th>Rentang Skor</th>
<th>Skor Perolehan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mendeskripsikan secara lisan</td>
<td>Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai</td>
<td>(89 – 100)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lancar dan kosa kata dan kalimat berkembang, serta ada transisi</td>
<td>(76-88)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sesekali melihat teks, kosa kata terbatas tapi lancar</td>
<td>(61-75)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Membaca script, kosa kata terbatas, dan tidak lancar</td>
<td>(0-60)</td>
<td></td>
</tr>
<tr>
<td>JUMLAH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Menulis Teks</td>
<td>Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat</td>
<td>(89 – 100)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan kurang tepat</td>
<td>(76-88)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fungsi sosial tercapai, struktur dan unsur kebahasaan kurang tepat</td>
<td>(61-75)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fungsi sosial, penggunaan kata, kalimat, dan struktur tidak sesuai</td>
<td>(0-60)</td>
<td></td>
</tr>
<tr>
<td>JUMLAH</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. Media/alat, Bahan, dan Sumber Belajar

- **Media**: Papan tulis, marker, laptop, power point
- **Alat**: Lembar kerja
- **Sumber**: Guru, handout, diskusi siswa

Yogyakarta, 23 April 2018
Peneliti

Elizabeth Lintang Pamedhar
Appendix 15: Rencana Pelaksanaan Pembelajaran

Nama Sekolah : SMA Pangudi Luhur Sedayu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI IPA-IPS/2
Alokasi Waktu : 2 X 45 menit
Topik Pembelajaran : Spoof

1. Standar Kompetensi

Membaca

Memahami makna teks fungsional pendek dan esei sederhana narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Menulis

Mengungkapkan makna dalam teks fungsional pendek dan esei sederhana narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari – hari.

<table>
<thead>
<tr>
<th>2. Kompetensi Dasar</th>
<th>3. Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat,</td>
<td>11.2.1 Membaca teks spoof dengan nyaring dengan pengucapan dan intonasi yang benar.</td>
</tr>
<tr>
<td>11.2.1 Membaca teks spoof dengan nyaring dengan pengucapan dan intonasi yang benar.</td>
<td>11.2.2 Mengidentifikasi topik dari teks yang dibaca.</td>
</tr>
<tr>
<td>11.2.2 Mengidentifikasi topik dari teks yang dibaca.</td>
<td>11.2.3 Menganalisa informasi yang terdapat dalam teks yang dibaca.</td>
</tr>
<tr>
<td>11.2.3 Menganalisa informasi yang terdapat dalam teks yang dibaca.</td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
4. Nilai Budaya dan Karakter Bangsa

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, mandiri.

5. Kewirausahaan / Ekonomi Kreatif

1. Percaya diri (keteguhan hati, optimis)
2. Berorientasi pada tugas (bermotivasi, tekun / tabah, bertekad, energik)
3. Pengambil resiko (suka tantangan, mampu memimpin)
4. Orientasi ke masa depan (punya perspektif untuk masa depan)

6. Materi Pembelajaran

<table>
<thead>
<tr>
<th>1. Teks <em>spoof</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Penggunaan bahasa dalam teks <em>spoof</em></td>
</tr>
<tr>
<td>Berhubungan dengan indikator untuk kompetensi dasar nomor 11</td>
</tr>
</tbody>
</table>
2. Struktur teks *spoof*  
3. Tanda baca  

Berhubungan dengan indikator untuk kompetensi dasar nomor 12

7. **Tujuan Pembelajaran**  
Pada akhir pembelajaran, siswa mampu:

1. Menggunakan *action verbs, adverbial of time and place*, dan *time connectives* dengan tepat.
2. Membuat teks *spoof* sesuai dengan fitur bahasa dan struktur teks yang tepat.

8. **Metode Pembelajaran / Teknik**

1. Pre listening
2. While listening
3. Post listening

9. **Kegiatan Pembelajaran**

1. Pertemuan keempat: (2 jam pelajaran)

<table>
<thead>
<tr>
<th>Tahap Pembelajaran</th>
<th>Deskripsi</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Kegiatan Awal      | 1. Salam pembuka  
                    2. Presensi  
                    3. Memberikan review singkat mengenai materi sebelumnya. | 15’ |
| Kegiatan Inti      | 1. Guru memberikan penjelasan mengenai punctuation (tanda baca).  
                    2. Siswa mengerjakan latihan soal berkaitan dengan punctuation. |
3. Siswa dan guru mendiskusikan hasil pengerjaan siswa.
4. Siswa dikumpulkan dalam kelompok kecil (2-4 orang).
5. Siswa berlatih membaca teks spoof yang telah diberikan dalam kelompok.
6. Siswa saling memberikan umpan balik dalam kelompok mengenai cara pelafalan siswa dalam kelompok tersebut.
7. Guru mendampingi siswa dalam kelompok dan memberikan umpan balik dalam kelompok.
8. Guru memberikan umpan balik secara keseluruhan tentang kesalahan pelafalan yang sering terjadi pada siswa.

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>1. Meninjau kembali materi yang telah dipelajari hari ini.</th>
<th>5’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Siswa mendapat pekerjaan rumah</td>
<td></td>
</tr>
</tbody>
</table>

**Penilaian**

3. Teknik penilaiat
   - **Etika**: Pengamatan dalam kegiatan sehari – hari
   - **Pengetahuan**: Tes
   - **Kemampuan**: Menyusun dan menampilkan
4. Instrumen penilaian

Rubrik Penilaian

a) Penilaian pengetahuan:

<table>
<thead>
<tr>
<th>NO</th>
<th>SKOR</th>
<th>DESKRIPSI</th>
<th>JUMLAH SOAL</th>
<th>TOTAL SKOR</th>
</tr>
</thead>
</table>
| 1. | 3    | Isi sesuai
Struktur teks benar dan tepat
Unsur kebahasaan sangat tepat | 15 | |
| 2. | 2    | Isi sesuai
Struktur teks benar dan tepat
Unsur kebahasaan kurang tepat | 5 | 10 |
| 3. | 1    | Isi sesuai
Struktur teks kurang tepat
Unsur kebahasaan kurang tepat | 5 | 5 |
| 4. | 0    | Isi tidak sesuai
Struktur teks tidak tepat
Unsur kebahasaan tidak tepat | 0 | 0 |

Keterangan:
Nilai akhir = (Nilai perolehan x 20) / 3
<table>
<thead>
<tr>
<th>KRITERIA</th>
<th>Deskripsi</th>
<th>Rentang Skor</th>
<th>Skor Perolehan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mendeskripsikan secara lisan</td>
<td>Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai</td>
<td>(89 – 100)</td>
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</tr>
<tr>
<td></td>
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<tr>
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</tr>
<tr>
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<td>Membaca script, kosa kata terbatas, dan tidak lancar</td>
<td>(0-60)</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td><strong>JUMLAH</strong></td>
<td></td>
<td>...</td>
</tr>
<tr>
<td>Menulis Teks</td>
<td>Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat</td>
<td>(89 – 100)</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan kurang tepat</td>
<td>(76-88)</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>Fungsi sosial tercapai, struktur dan unsur</td>
<td>(61-75)</td>
<td>...</td>
</tr>
</tbody>
</table>

**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
<table>
<thead>
<tr>
<th>kebahasaan kurang tepat</th>
<th></th>
</tr>
</thead>
</table>
| Fungsi sosial, penggunaan kata, kalimat, dan struktur tidak sesuai | (0-60) |...
| JUMLAH | ... |

### 10. Media/alat, Bahan, dan Sumber Belajar
- **Media**: Papan tulis, marker, laptop, power point
- **Alat**: Lembar kerja
- **Sumber**: Guru, handout, diskusi siswa

Yogyakarta, 26 April 2018

Peneliti

Elizabeth Lintang Pamedhar
Appendix 16: The Pre-Test

1. Mr. Agus : This room is too cold. Miss Lili, would you mind turning off the air conditioner?
   Miss Lili : No, I don’t mind, Sir.
   Mr. Agus : Oh, thank you so much, Miss.
   Miss Lili : You are welcome.

2. Kaka : I am sorry, Sir. I have not finish doing my task. Would you mind if I submit the task later?
   Mr. Candra : It is okay. Bring your task to me tomorrow.
   Kaka : Ok, Sir. I will. Thank you.
   Mr. Candra : Ok.
Appendix 17: The Post Test

A Smart Student

Okay, students, listen to me. I have a good story. The story is about a boy named Michael. He was ten years old. He was not a very good pupil. Why? Because he didn’t like doing homework. What did he like doing? Oh, he liked playing in his spare time. He liked football very much. Do you know why he didn’t like doing his homework? Because he always made a lot of mistakes when he did it.

Well, one day, his mathematics teacher looked at Michael’s homework and found that all his homework was correct. Wow, that’s a surprise. Of course students, the teacher was very shocked and surprised. So, he called Michael to his office and said to him, “Michael, you did all your homework right this time. You’re doing great. Well done, Michael. Did your father help you?”

“No, Sir,” Michael said, “Usually, my father did it for me. But last night, he was very busy. He had a meeting. So, he couldn’t do my homework. Then, I had to do it by myself.

Colors

Can you name the colors in English? Yes, you’re right. Blue, red, yellow, and so on. By the way, I have a funny story about the colors. Do you want to hear it? Okay, listen to me carefully.

One day, an English teacher taught about colors to his students. After he had finished explaining, he asked his students. “Who can make a sentence using the words green, pink, and yellow?”

James, the smartest student in the class, quickly raised his hand and answered, “When the yellow morning sun comes, I see a beautiful girl wearing a pink dress walking through the green grass.”

“Excellent! James, you are a good student,” praised the teacher.
“Me, me, Sir!” Johny, the laziest student in the class said while raising his hand. And then he said, “I heard the telephone rang green. green, then I pink up the receiver and I said: Yellow, who’s speaking there?”
Appendix 18: Assessment Sheet

Name :

Std.# :

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Score</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fluency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Accuracy</td>
<td></td>
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## Appendix 19: The Result Of Pre-Test And Post Test

### Of Science Two Class

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Appendix 20: The Result Of Pre-Test And Post Test

Of Social One Class

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Appendix 21: Field Notes

Field Notes 1

Monday, April 16, 2018

Observation

When doing the observation, the researcher came to school at 06.45. Fifteen minutes before the lesson started, the researcher came to meet the English teacher. The English teacher and the researcher talked about the materials which were going to be learnt today in the classroom. The teacher gave a handout to the researcher so the researcher could follow the teaching and learning process. The lesson started at 07.15. The researcher was given time to introduce and to tell the students what the researcher would do. The researcher sat at the back during the teaching and learning process. When the teacher finished explaining, the teacher asked the students to do the exercise in the handout. While the students doing the handout, the researcher went around to accompany and help the students. The students wanted to ask to the researcher.

Field Notes 2

Thursday, April 19, 2018.

Meeting 1, Cycle 1

The first class was at 8.45 until 10.15 and the second class started at 12.15 until 13.45. The material was spoof. The researcher started the class by greeting the students. The researcher said, “Good morning, class. How are you?” Then all students replied, “Good morning, Miss.” Only few students answer the second greeting. They said, “Fine, Miss.” Then the researcher asked whether they were ready to start the lesson. There were only some students answered. Then, the researcher started explaining the materials. While explaining, sometimes the researcher asked the students to read a word in the powerpoint. The researcher
pointed the students to read. However, not every student who was chosen wanted to read the word. Some of them said that they did not know how to read it. Some of them asked their friends who sat next to them. Some of them pointed other students to read. They said, “No, Miss. Please ask others, not me.”

In the teaching and learning process, the researcher would immediately point out and correct the students’ mispronounced words. Then, the whole class would repeat. When the students were given the correction, they could repeat the correction correctly. They were not confused and could follow the treatment well. Although, the same mistakes could still appear sometime.

On the last thirty minutes of the lesson, the researcher asked the students to come one by one to the researcher and read a passage. Most of the students read it in a low volume. They were not confident to read the passage loudly. In the first class, which was the social class, the students asked the researcher not to point the students. They said that they wanted to do it voluntarily. However, in the science class, the students asked the researcher to point the students who would be asked to read the passage individually. Before giving the correction, the researcher always told the students that the researcher was going to correct some mispronounced words. The researcher would say “Okay. There were some mistakes in your pronunciation. So, the mistakes were .....”. Then, the students would repeat.

Because of the limitation of the time, the researcher could not give the treatment to all students in both social and science class. Thus, the researcher decided to continue the treatment on the next meeting.
Monday, April 23, 2018

Meeting 2, Cycle 1

On the second meeting, the researcher was still applying the explicit correction and individual correction. The class started at 07.15 until 08.45 and 08.45 until 10.15. The material was still spoof but focused on connective words. As what has been done before, the researcher explained the material first. The researcher would ask some students to read the list of connective words. The students started reading the words without being asked for several times. The researcher would still correct the mistakes immediately after the students finished reading the words.

The researcher still used the last thirty minutes to implement the individual correction. The researcher asked the students who have not got a turn to come to the researcher. This action could be done to the rest of the students who have not got turn. The mistakes were still the same. The students used the wrong sounds, left the sound out, and added sounds.

After finishing the first cycle in the second meeting, the researcher came to meet the English teacher and had a discussion. The researcher and the English teacher discussed what went well and what did not go well. Then, the researcher prepared the second action for the next meeting.

Thursday, April 26, 2018

Meeting 1, Cycle 2

On the third meeting, the material learnt was spoof. The researcher started the class with a game. The game was Postman. In this game, the students would play in groups. Then, the students would deliver the messages which were given
from the researcher. Every group would make a line. They have to deliver the message from the first person until the last person. The game was not about who could deliver the message first. Yet, it was about which group could deliver the correct message from the researcher.

The students played the game enthusiastically. They delivered the message carefully so that they could deliver the message correctly. The first message was “The girl is wearing a pink dress.” The first group, both in the science and the social class, were delivering the incorrect message. The last person said, /ðə gɔːl ɪz weərɪŋ pɪŋ drɛs/. The students omitted the sound /k/ in the word pink. Then, the last group was able to deliver the message correctly. When the researcher gave the example of the correct one, they were shouting. They said, “Ahh, again, Miss! Come on guys, let’s do it again”. They looked so enthusiastic. Then, the researcher gave the second message to the first person in every group. The second message was “I see a sheep on the ship.” Most of the students pronounced the words sheep and ship with the same sound which was /ʃ/. Then, because the students were curious, they asked the researcher to give one more message. They also said, “Miss, can we change the first and the last person?” Then the researcher asked them that they were allowed to decide who was going to be the first and the last person. After the students changed the position, the researcher gave the last message. The message was “The berry is very yummy.” Fortunately, the first group could deliver the message correctly. The last person said, “ðə bɛri ɪz vɛri jʌmi/.

After playing the game, the researcher started explaining the material. Then, on the last thirty minutes, the researcher asked the students to gather in group. First, the researcher asked the students, “Who would decide the group? You decide it for yourselves or I decide it for you?” Then, the students answered the researcher loudly, “We decide!” The researcher gave the students time to gather in group. The groups consisted of three to four students. After that, the researcher distributed some stories. The stories were Penguin in the Park,
Absence, Oops!, A Smart Potato Farmer, Help the Lonely Child, and Two Vampire Bats. Every group would get two different stories to be practiced.

The researcher asked the students to take dictionaries in the library so the students could understand the story. Then, they practiced reading. Every student in the group got a turn to read two to three sentences. The researcher went around. The researcher would listen to every student and give correction when there was a student who made mistake. In the first group, one of the students got a passage entitled A Smart Potato Farmer. The student read “/ðə prɪzɪnər wɜːt bʌck ət wʌns, plænt ðə pəˈtɛəs əf kərs/” Then, the researcher said, “Are you sure that we have /wɜːt/ in English? Other students in the group said “No, Miss.” After that, there was a student in the group who raised her hand and said, “It should be /rəʊt/. Is that correct, Miss?” The researcher answered, “Yes, you are right. We do not pronounce the W. It is pronounced as /rəʊt/. Could you please repeat after me? /rəʊt/.” Then, all students in the group said, “/rəʊt/”.

In doing the group correction, the students could correct one another. The students who knew the correct pronunciation would correct the student who made mistakes. In other group, there was a student who got a story entitled Oops!. The student read /ɒn ðə bʌs, ʌt sɔːw ən ʌgli gor ən ðə kraʊd bʌs/. Then, there was a student who said, “Are you sure? I think he made some mistakes, didn’t he?” Then, the researcher said, “Yes, you are right. Can you show me the mistakes?” The boy said, “On the word ‘saw’ and ‘an’, Miss. I think it should be /sɔː/ and /ən/.” The researcher answered, “Yes, thank you. However, there is still one mistake in your pronunciation. The word ‘saw’ should be pronounced as /sɔː/. We did not pronounce the ‘w’. Please repeat after me. /sɔː/.” After that, all students in the group repeated, /sɔː/.
Field Notes 5

Monday, April 30, 2018

Meeting 2, Cycle 2

On the last meeting, the researcher taught punctuation. As usual, during the teaching and learning process, the researcher would implement explicit correction. When there was a student who made mistakes, the researcher would point out the mistake. When the students could not repeat, the researcher wrote the phonetic transcription.

The students started showing their improvement in their behaviors. They started being confident, more enthusiastic in learning English, and participating in the teaching and learning process. When the researcher gave questions to the students, half of the class raised their hands. They wanted to answer the researcher’s questions. Moreover, they mentioned their names loudly so that the researcher would choose them to answer the questions.
Appendix 22: Interview Transcript

INTERVIEW A

Monday, April 30, 2018

R: Researcher
S: Student

1

R : Hallo. Terima kasih ya sudah meluangkan waktu. Saya mau tanya sedikit tentang penerapan koreksi pelafalan kemarin.

S : Iya, Miss. Gimana, Miss?

R : Menurut pendapatmu, bagaimana penerapan perbaikan pelafalan pada siswa yang sudah saya lakukan?

S : Membantu banget, Miss. Saya jadi lebih percaya diri kalau mau menyampaikan pendapat. Besok kalo Miss Erna tanya, saya nggak bakal diem aja. Saya besok bakal jawab.


2

R : Hallo. Terima kasih ya sudah mau meluangkan waktu. Saya boleh minta pendapatmu tentang penerapan koreksi pelafalan kemarin?

S : Boleh to ya, Miss. Gimana?

R : Gimana perasaanmu setelah kemarin saya menerapkan koreksi pelafalan?

S : Saya jadi mulai seneng belajar Bahasa Inggris, Miss. Awalnya tu saya mikir kalo Bahasa Inggris itu susah terus ngebosenin. Tapi sekarang aku bisa menikmati belajar Bahasa Inggris kok.

R : Wah, bagus dong. Tetap semangat terus ya. Terimakasih