THE EFFECT OF USING PODCAST IN IMPROVING

STUDENTS' PRONUNCIATION

(An Experimental Research at SMA Negeri 1 Pasemah Air Keruh)

THESIS

This Thesis is submitted to fulfil the requirement

For 'Sarjana' degree in English Language Education

By

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ENGLISH TADRIS STUDY PROGRAM

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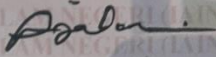|		
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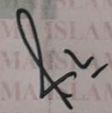
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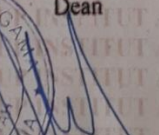
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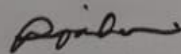
      Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama Yolanda, 17551073 mahasiswi IAIN Curup prodi Tadris Bahasa Inggris yang berjudul : **"The Effect of Using Podcast in Improving Students' Pronunciation"** sudah dapat diajukan dalam sidang *munaqasyah* Institut Agama Islam Negeri (IAIN) Curup.

      Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

Wassalam mu' alaikum, wr. wb

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I hereby certify that the thesis entitled "*The Effect of Using Podcast in Improving Students' Pronunciation (an Experimental Research at SMA Negeri 1 Pasemah Air Keruh)*" is honestly based on my own work. I am gully aware that have some statements and ideas from various resources and they have already acknowledged and noticed in the text.

Curup,   September 2021
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PREFACE

All praises to Allah SWT that finally the researcher had completed writing the thesis entitled The Effect of Using Podcast in Improving Students' Pronunciation (An experimental Research at SMA Negeri 1 Pasemah Air Keruh).

This thesis is submitted as a part of the completion for undergraduate degree of Strata 1 in English Study Program of Institute for Islamic Studies (IAIN) Curup. The researcher realizes that this thesis is actually far from being perfect. Therefore the researcher really appreciates every suggestions and critics for the better of this thesis in the future.

<div align="right">

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Assalammu'alaikum Wr.Wb

Alhamdulillahirabbil'alaim all of praises just for Allah SWT who has given the mercy, blessing, and guidance for the researcher, so the researcher can finish the research. Peace and salutation are always be given to Prophet Muhammad SAW and all of his family and followers who has been great for all of Muslims I this world.

This thesis entitled "**The Effect of Using Podcast in Improving Students' Pronunciation (An Experimental Research at SMA Negeri 1 Air Keruh)**" is presented in partial fulfilment of the requirement for the degree of Strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contributions, guidance, support, and motivation from others. In this chance, the researcher would like to express her deepest gratitude to:

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Finally, the researcher needs constructive suggestions for being perfect researcher in the future. Hopefully, the result of this research will give beneficial constribution to the development of education in English Study Program and other school. For acknowledgment above, and those who are not mentioned, may Allah SWT give them the best reward. Aamiin.

Wassalamua'laikum Wr.Wb

Curup,   September 2021
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MOTTO

"DON'T LET YOUR DREAMS JUST BE A
DREAMS"

(YOLANDA)

"ONCE YOU STOP LEARNING, YOU
START DYING"

(ALBERT EINSTEIN)

DEDICATION

This thesis is dedicated to:

- My beloved parents, Mr. Alfian and Mrs. Minarni, I really thanks for their sincere love, prayers, supports, and everything I need.
- My beloved brother, Ryon Zielguin who always support me.
- My lovely best friends, Feladamon (Felia Ayu Sagita, Yolanda, Mellitri Prahara Haxari, and Agita Monalisa) who have contributed in my research immeasurably.
- All of second grade students of SMAN 1 Pasemah Air Keruh as the best samples of my research.

It is with pleasure that to them all I dedicate this thesis.

ABSTRACT

Yolanda, 2021   : **"The Effect of Using Podcast in Improving Students' Pronunciation (An Experimental Research at SMA Negeri 1 Pasemah Air Keruh)"**

Advisor   : Bayu Senjahari, M.Pd., M.Ed

Co-Advisor   : Henny Septia Utami, M.Pd

This research investigated the effect of using podcast in improving students' pronunciation at SMA Negeri 1 Pasemah Air Keruh. This research was employed as a quasi-experimental research which involved two classes, they were experimental class and control class. The researcher took the sample of this research based on the homogeneous sampling technique which meant the researcher took the sample based on the score of examination previously. In accordance with the result of homogeneous sampling, the sample were XI IPS I as the experimental class which consisted of 20 students and XI IPS II as the control class which consisted of 20 students. In analysing the data, the researcher used t-test in order to know the result and significant differences between two variables. In the result, there was a significant effect in improving students' pronunciation by using podcast. It could be seen from the post-test result of these two classes. The mean score of experimental class was 90,8 and the mean score of control class was 79,25. Furthermore, based on the result the t-test obtained 4,6 while t-table was 2,024. It proved that t-test obtained was higher than t-table (4,6 > 2,024). Finally it could be concluded that podcast had an effect in improving students' pronunciation at SMA Negeri 1 Pasemah Air Keruh.

Key words   **: Podcast, Pronunciation.**

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CHAPTER I

INTRODUCTION

A. Background of the Research

According to Yuzawa, pronunciation is a fundamental and necessary skill required for those anyone who wishes to communicate in English.[1] Grounded on the Yuzawa's statement, it shows that pronunciation is very needed to be taught to the students in order to help them to pronounce the English word correctly. Pronunciation is extremely important in communication because by having a good pronunciation, hopefully the students will able to communicate with the other people and avoid misunderstandings in a communication. Furthermore, by having a good pronunciation, it also can aid the pupils in developing good English speaking skills for communication.

However, in the process of pronouncing the word, many students have the difficulties. Therefore, teaching pronunciation to improve student's pronunciation in communication by providing authentic materials is important to ensure that they can easily understand how to pronounce the English word correctly.

Authentic materials are a stretch of real language, created by a real speaker or writer for real audience with the intention of conveying a real message. It is also assured by Widdowson if authentic materials are the

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[1] N. Yuzawa. *Teaching English Pronunciation*. 2007. Retrieved from www1.tcue.ac.jp/home1/k-gakkai/ronsyuu/…/50_1.2/yuzawa.pdf on 1th June 2020

materials created for native speakers of English and used in the classroom in away similar to the one it was designed for.[2] Listening to native speakers can improve pronunciation of English words. One of the examples of native speaker in authentic materials is podcast.

A podcast is a collection of video and digital audio broadcasts that can be downloaded and listened to on mobile phone device. The term "Podcast" was coined from the words, "iPod" and "Broadcast". Podcasting is similar to radio but there is a distinction between radio and podcast. Podcasts give listeners complete control over which programs they want to listen to and when they want to listen to them. The term "podcast" was coined in 2004, and it is defined as "internet audio blogging" or "internet" audio publishing. The audio recording can be downloaded and listened to on a computer or portable mp3 player. Podcast are different from other audios in that they are delivered online automatically via a website.[3]

One of the schools where students have difficulty is SMA Negeri 1 Pasemah Air Keruh. Based on the pre-observation or grand tour that conducted on 19th December 2020, the researcher asked the teacher and students. The teacher said that there were only a few students who really understood in pronounce the word and most of them have the difficulties, so it is one of the aspect that make their score low. Then, the researcher also did an interview some students from XI IPS 1, XI IPS 2 and XI IPS 3, almost of them said that in pronouncing the word they still confused

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[2] Widdowson, http://www.telus.net/linguisticsussues/authenticmaterials.html
[3] International Journal of English linguistics. Vol 8, No. 6; 2018

because Indonesian language and English language have the different way in pronounce the word or their mother tongue and English especially from British accent, they have the difficulties to distinguish in the meaning of word. Then, when they pronounce a, b, c, d, and so on it is also different to pronounce the words in English. Afterward, they also did not have enough confident to pronounce the word because afraid of being wrong. Furthermore, the pupils also said if the British accent has too fast pronunciation and it make unclear pronunciation.

Based on the phenomenon that faced by the students in SMA Negeri 1 Pasemah Air Keruh above, it shows that almost of them have the difficulties in pronouncing the English word. The authentic materials are totally suitable to resolve their problems because there are so many advantages of using authentic materials in pronunciation. According to Celce-Murcia, when the students listening to the authentic audio materials it can be enjoyable for students and can provide them to the authentic practice from the native speakers.[4] Furthermore, it can improve pronunciation, it can make accurate, etc.

Therefore, theoretically Podcast can improve students' problem at SMA Negeri 1 Pasemah Air Keruh. Thus, it is important for the researcher to see that podcast really has a positive effect or whether it is true that podcast can improve students understanding ability in pronouncing the word or not and to help the teacher to find out the new alternative in

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[4] Celce-Murcia, M. *Teaching English as a foreign language of a second language2nd Ed.*Boston, MA:Heinle and Heinle. (2001)

teaching method to improve students' pronunciation under the title *"The Effect of Using Podcast In Improving Students' Pronunciation"*.

B. Research Question

Based on the background above, the questions in this research are formulated as follow:

1. How is the students' pronunciation before treatment?

2. How is the students' pronunciation after treatment?

3. Is there any effect of using Podcast toward students' pronunciation?

C. The Objectives of the Research

Related on the research question above, there are three the objectives of this research aims to:

1. To find out the students' pronunciation before treatment.

2. To investigate how the students' Pronunciation after treatment.

3. To know whether Podcast has effect for students' pronunciation.

D. Delimitation of the Research

The study is focused on comparing students' pronunciation before and after using podcast. This study's sample is restricted to students at SMA Negeri 1 Pasemah Air Keruh.

E. Operational Definition

The operational definitions of this research are:

1. Pronunciation

According to Hewings, pronunciation is a feature of speech and spelling a feature of writing, spelling will often have an influence on the learning of pronunciation as the majority of learners use written text in their studies.[5] Furthermore, Yates says that pronunciation refers to how we make the sounds that we use to convey meaning when speaking.[6] Thus, it demonstrates that pronounciation is a skill in speaking and it is a technique in which a word or a language is spoken.

2. Podcast

A significant resource that lecturers can use to teach and learn a language is the podcast. It is an alternative method of learning which can help to improve skills in English. Further, Podcast is a new technology that has gotten a lot of attention from educators in the recent years. It has also been one of the most talked about topics in education.[7] There are many different types of podcast, in this research podcast refers to BBC Learning English.

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[5] Martin, Hewings. *Pronunciation Practice Activities*: A resource book for teaching English pronunciation. New York: Cambridge University Press. (2004)

[6] Lynda, Yates. and Beth Zielinski. Give It a Go: *Teaching Pronunciation to Adults*. Australia: AMEPRC. (2009)

[7] Zhao, J., & Jiao, J. *A podcasting based pre-service teacher training model. Knowledge Management & E Learning*: An International Journal, 4(1), (2012). P.123–128.

F. Hypotheses of the Research

The hypotheses of this research are stated as the following:

H_0: Using Podcast is not effective toward improving students' pronunciation.

H_1: Using Podcast is effective toward improving students' pronunciation.

G. Significant of the Research

1. The Teacher

    For the teacher, if the result of this research has significant effect in improving students' pronunciation, so the teacher can use podcast as media in teaching pronunciation in the classroom. Further, the teacher can develop students' skill in pronunciation by using podcast.

2. The Students

    For the students, if the result of this research is effective, the students can download podcast on their mobile phone because using podcast has a lot of benefits, for example can improving pronunciation, listening comprehension. Further, when the students download podcast they can hear the podcast whenever and wherever as they want. Moreover, the use of podcast makes students more flexible in learning pronunciation.

H. The Organization of the Research

The systematic of this research is follow; Chapter I is the introduction of the research it tells about background of the research, research question, the objectives of the research, delimitation of the research, operational definition, hypothesis of the research, significant of the research, and the organization of the research. Chapter II consist of literature review, it about related theories and related finding. Chapter III consist of methodology of the research including kind of the research, subject of the research, technique of collecting data, research instrument, validity and reliability, and technique of analysis data. Chapter VI is about result and discussing. Chapter V consist of conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Pronunciation

a. Definition of Pronunciation

Pronunciation, according to Yuzawa is a fundamental and necessary skill required for anyone who wants to communicate English.[8] Harmer said knowing how to say a word is the same as knowing how to pronounce it.[9] Grounded from the expert above it shows that pronunciation is a part of speaking skills and pronunciation is needed to be though to the students in order to help them to pronounce the English word correctly.

In other way, pronunciation is the first language element that matters when communicating in English. When people use English to communicate, pronunciation becomes a critical factor that is noticed. Pronunciation has two distinct characteristics: segmental and supra-segmental. The features of English pronunciation are as follows:

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[8] N, Yuzawa. *Teaching English Pronunciation*. 2007. Retrived from www1.tcue.ac.jp/home1/k-gakkai/ronsyuu/…/50_1.2/yuzawa.pdf on 6th June 2020

[9] Harmer. *The Practice of English Language Teaching*. 2001. Logman London. New York. P.97

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                    ┌─────────────────────────────────┐
                    │ Features of English Pronunciation │
                    └─────────────────────────────────┘
                          │                     │
              ┌───────────────┐        ┌───────────────────┐
              │   Segmental   │        │  Supra-Segmental  │
              └───────────────┘        └───────────────────┘
                      │              │         │          │
          ┌────────────────┐  ┌─────────┐ ┌───────────┐ ┌────────┐
          │   Phonemes     │  │ Linking │ │ Intonation│ │ Stress │
          │   (Sound       │  └─────────┘ └───────────┘ └────────┘
          │   different    │                    │            │
          │   within a     │            ┌────────────┐ ┌──────────┐
          │   language)    │            │  Sentence  │ │   Word   │
          └────────────────┘            │   Stress   │ │  Stress  │
             │         │                └────────────┘ └──────────┘
      ┌───────────┐ ┌────────┐
      │ Consonant │ │ Vowel  │
      └───────────┘ └────────┘
         │     │         │
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          │ Single │ │ Diphthongs  │
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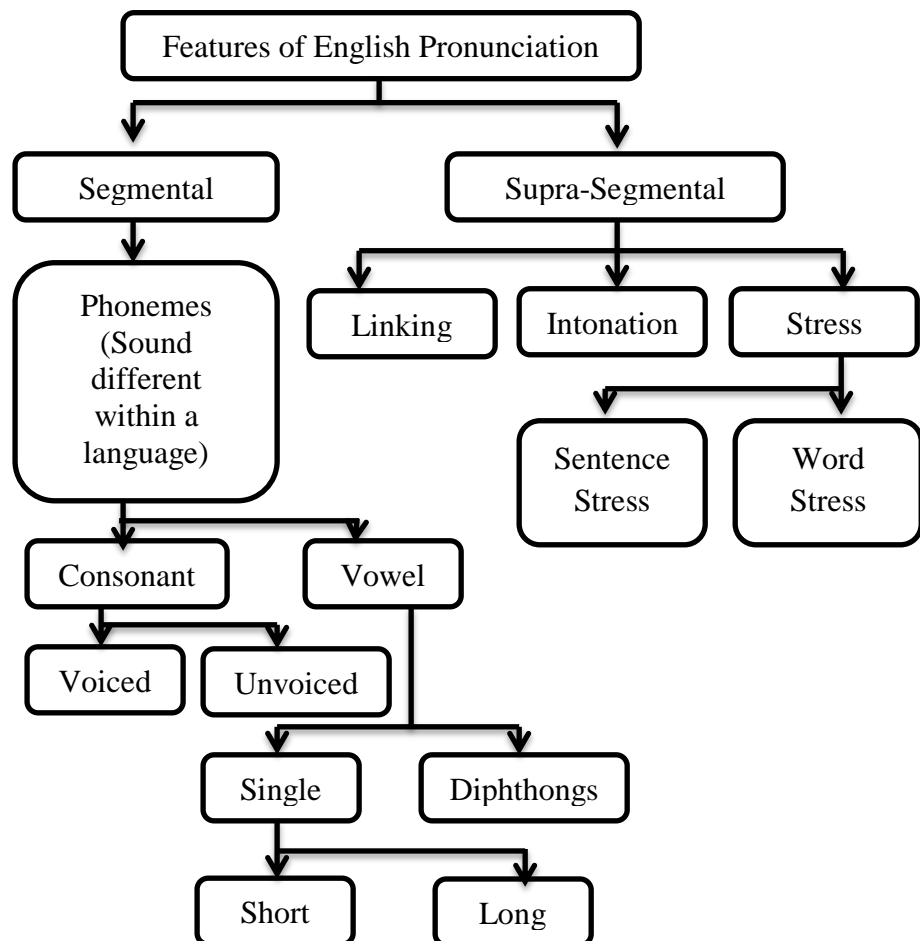
In this research, the researcher focuses on segmental features on phonemes. Segmental according to Chun, is made up of individual phonemes that are strung together to form an utterance.[10] In this research, the researcher choose segmental because segmental is important for marking all kinds of meanings and it is suitable based on the problems that faced by the students

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[10] Chun, D. M. *Discourse Intonation in L2: From Theiry and Research*. Amsterdam: Philadelphia: J. Benjamins. 2002

at SMA N 1 Pasemah Air Keruh (based on the phenomenon on the chapter 1), in particular speakers' attitudes or stances to what they are saying and marking out how one utterance relates to another.

Segmental divide into consonant and vowel sounds, which will be defined in more detail in the following sections:

1. Consonants

    Consonants are formed by obstructing the outgoing breath in some way, for instance bringing the lips together.[11]

2. Vowels

    A vowel ia a sound that occurs in the middle of a syllable and is produced by nothing restricting the exhalation, according to Ladefoged.

b. The Importance of Pronunciation

Harmer emphasized that the primary goal of language teaching and learning is for students to be able to communicate in target language and if this is the case, communication is important concept to explain. Communications means to comprehend and be comprehended. Many learners think that because they can talk to their teachers and other students so they can easily to communication in English. However, they make big mistake.

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[11] Ladefoged, P. *Vowels and Consonant: an Introduction to the Sounds of Languages* (2nd Edition). Malden, MA: Blackwell. 2005.

There are a lot of factors for their mistakes. Firstly, teachers are much better at understanding their students than average person because their ears are accustomed to hearing 'bad English.' Secondly, other students who speak the same language have similar pronunciation patterns and make the similar errors so it simple for them to understand each other. Thirdly, the classroom is not real situation and it only occurs at school and students are unable to converse with native speakers.[12]

c. **Problems of Pronunciation**

The following are some of the most common pronunciation issues encountered when learning a foreign language: Firstly, the different element in a sound system between the native speaker and the foreign language, which affect the listening of the learners. Secondly, the sound which has same phonetic features in both languages but differs in the distribution. Thirdly, similar sounds in two languages, which have different variant or allophones, both English and Indonesia. Fourthly similar sounds in two languages which differ only slightly in their phonetic features, if they occur in a cluster or sequence or sounds.[13]

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[12] J, Harmer. *The Practice of English Language Teaching*. (London: Longman, 2001).
[13] Ramelan. *English Phonetics*. (Semarang: IKIP Semarang Press, 2003)

The main problem in learning pronunciation as a foreign language according to Dalton is learner's perception[14]. English, for Indonesian is one of foreign language. English is difficult for Indonesian learners to master since their tongue and other linguistics devices have been fossilized to produce sounds of the mother tongue in conveying the messages orally with others. Furthermore, if someone is learning a foreign language, they will face some new difficulties; unfamiliar sounds, a new vocabulary system, and unfamiliar ways of arranging the foreign words into sentences, known as grammatical items. It shows that almost of the common problems in learning English pronunciation is caused by the differences in the sound system of two languages such as English and Indonesia, it also faced by the students' of SMA Negeri 1 Pasemah Air Keruh. Thus, the resercher's goal in this study is to address the problems raised above.

d. **Pronunciation Level**

In this research, to determine students' level in pronunciation, the researcher is going to use EF SET (Education First Standard English Test) as a guide. The EF SET is oral English proficiency test. It is purpose is to test an individual's oral comprehension in order to provide a realistic and quick assessment.

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[14] Dalton, Christiane, and Barbara Seidlhofer. *Pronunciation*. Oxford: Oxford University Press. 2016.

Level in pronunciation is very important because before the researcher conducts this research, the researcher have to know the level of the students first in order to make the students easier to understand the material. Furthermore, there is a balance between their abilities and the materials. Here are the levels based on the EF SET score, they are:

EF SET Score	Level
01 – 30	Beginner
31 – 40	Elementary
41 – 50	Intermediate
51 – 60	Upper Intermediate
61 – 70	Advanced
71 – 100	Proficient

Moreover, the researcher also matched the learning outcomes of SMA Negeri 1 Pasemah Air Keruh students based on their average score with EF SET score above. Their learning outcomes is 68,13. Thus, it shows if their level in advanced level.

e. **Learning Strategy in Pronunciation**

Magdalena stated that the taxonomy of pronunciation learning strategies and tactics based on Oxford's six general LLS categories was adopted for variety reasons in order to explain about the pronunciation strategies. First of all, particular pronunciation learning tactics are assigned to direct (memory, cognitive, and compensation), and indirect (metacognitive, social, and affective) pronunciation learning strategies. These PLS categories are broad

enough to encompass all pronunciation learning strategies that emerge from the data collection. Thus, any further division into subcategories or difficulties connected with assigning tactics to these subcategories are avoided.[15] The theory explains there are two strategies for learning pronunciation, they are direct and indirect. Furthermore, it demonstrates that learning strategy in pronunciation is extremely important to use to make students easier in learning pronunciation.

f. **Teaching Pronunciation**

Learning to pronounce words correctly is a difficult task. The process of learning pronunciation can be facilitated is structured. In the process, teachers and learners both play an important role in the process, both are involved. Teachers' responsibilities include assisting students in hearing and producing sounds. In helping learners hear, teacher needs to check what the sounds that learners get and hear. Learners are able to imitate new sounds. However, if they cannot the teacher help those to giving some sign that can help them to make new sounds. Learners only respond to what the teacher asks during the teaching learning process. If learners do not take action and do not make an effort to effort to improve, they will not improve.

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[15] Leffi Noviyenty, dkk, *Language Learner's Strategies in Mastering English* (Curup, Rejang Lebong, Bengkulu: PM2 STAIN Curup, 2017), P.183

As previously stated, teaching pronunciation has plans. First, teacher should be aware of learners' difficulties with specific first language groups and teacher should prepare the activities that focus on that problems. Second, teacher assessed the learners' pronunciation weaknesses and assigned some activities that focus of that. Finally, teachers determine which parts that can be used in specific area of pronunciation.[16]

Thus, based on the explanation above the teacher should be a good model to the students, because when the teacher makes mistakes in pronouncing the English words the students will imitate bad pronunciation and lead them to make mistakes. Teacher should produce the correct sounds and their productions of speech to the students in order to make them really understand about how correct pronunciation is produced.

g. Aims of Teaching Pronunciation

Pronunciation is one of the important things when learning English language. Learners with good pronunciation skills ca effectively communicate the meaning. In a speaking or spelling context, their partners also easily to understood. Learners will not

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[16] Martin, Hewings. *Pronunciation Practice Activities*: A Resource Book for Teaching Engllish Pronunciation. (Cambridge: Cambridge University Press. 2004) P. 20.

only be aware of the sounds and how to use in learning pronunciation, but also be able to improve speaking skills.[17]

However, people nowadays believe that pronouncing like a native is not their goals. For example, learners who learn English, they have specific purpose in mind, such as learners who want to work as telephone operators and they need to have pronunciation that can be understood in any situation. When it comes to students who want to be English teacher, they must have like a native accent in pronunciation.

The goals of teaching pronunciation are learners to be able to communicate clearly with non-native or native speakers and can help to gain their confidence and comfort level in speaking situations. A good pronunciation also help our performance level at work if needed.[18]

2. Podcast

a. Definition of Podcast

The term of "podcast" is derived from two words: "iPod" and "broadcast". A podcast is a type of media stream that combines between audio video, PDF files on the Net which is usually updated at regular intervals.

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[17] Jeremy, Harmer. *The Practice of English Language Teaching*: Third Edition. (New York: Longman. 2001) P. 183

[18] Sue.F. Miller. *Targeting Pronunciation: The Intonation, Sound, and Rhythm of American English.* (New York: Houghton Mifflin Company. 2000) P. 13

Constantine states that podcast is a digital recorder of a radio broadcast or similar program. Podcast are downloaded as MP3 files from the internet or application and stored on the user or MP3 player of choice. The file can be listened to whenever the listener wants. Learners can be listened to the listener's leisure. Learners can listen to any materials that interest them over. To be useful in a school setting a teacher will need internet access, a computer that can play audio files or an MP3 player.

According to the explanation above, a podcast is a learning media that can be listened to by the listener in any situations because the listener can easily download the audio or video podcast on their mobile phone or computer, however the listener must first have access to the internet.

b. **Advantages of using Podcast**

The use of podcast in learning pronunciation can be good media because it has many advantages. According to Chan and Lee the effect of using podcast in helping to reduce students' anxieties[19]. When the students are asked to pronounce some of English words in the classroom, many of them will do so in an

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[19] Chan, A., and Lee. M. J. W. *Exploring the use of Podcast to Address preconceptions and Alleviate pre-class Anxiety Amongst Undergraduate Information Technology Students*. 2005.

ambiguous manner. It is because they afraid to be laughed by their friends if they pronounce something incorrect. The use of podcast really helps them to reduce their anxieties because they can learn by themselves.

Furthermore, Ractham and Zhang also claimed that podcast are simple to use for educators[20]. It is because or teacher could download if they do not have to make by themselves, just copy the podcast and save in the laptop.

Thus, by implementing the podcast which provides the easy way to use, cheap, and enjoyable the researcher could solve the problems occurred in SMA Negeri 1 Pasemah Air Keruh during the learning process in the classroom. Moreover, the use of podcast gave not only a lot of chance for the students in increase their pronunciation skill level but also teacher could be more creative and find the best method to solve classroom' problems.

c. **Type of Podcast**

Drawing on research done by Rosel-Aguilar, there are some types of podcast. They are:

1. News podcast

This is a broad category that includes current events, science, natural disasters, and other topics. These are usually

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[20] Ractham, P., and Zhang, X. *Podcasting in academia: A new knowledge management Paradigm With Academic Settings.* In Proceedings of the 2006 ACM SIGMIS CPR Conference. 2006.

free to download, free to access online, and free to download through iTunes. This type of news podcast is available from ABC, BBC, CNN, and other news organizations. News podcast are resources for EIL pronunciation teaching and learning as most of them contain speakers of different variations of English. Excellent examples include 'Crossroad – East Asia' and 'Daybreak Africa' podcast freely available from Voice of America.

2. English learning podcast

These are podcasts devoted to English language learning. They can be found sites like the BBC (British English) and ESL podcast (American Podcast). These podcasts, which are available in British and American English respectively and can be used raise awareness of these two dialects of English.

3. Various podcast from iTunes Store

A large number of podcasts are free to download from the iTunes Store, some of them are also free to download from the Web but most are only available from iTunes Store. These podcasts range from news to talk show to documentaries to magazines, and to language learning[21].

In this research, the researcher is going to use English learning podcast by using BBC Learning English because by using BBC

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[21] Aguilar, Rosel. *Pronunciation for English as an International Language*. (2007). Retrieved from books.google.co.id

Learning English it can improving students pronunciation. Further, in each the speaker models the target sounds, draws attention to the shape of the mouth, and then tells the viewer to listen and repeat. In BBC Learning English have some categories, including:

1. Daily practice, it also has some categories such as everyday English, business English, learn with the news, and learn with drama.

2. Language skills, there are pronunciation, grammar, and vocabulary.

3. English for teachers and teaching children

Furthermore, the researcher is going to use language skills especially pronunciation for this research to improve students' pronunciations.

d. The Procedure of Using Podcast in Improving Students' Pronunciation

In this research, there are two theories that talked about the steps or procedures in improving students' pronunciation. The first theory is from the journal of Tuti Tazkiyah. Then, second theory is from the journal of Iskandar Abdul Samad. Here are the first procedures:

1. Firstly, to make sure to have all the necessary equipment in teaching and learning activities, such as laptop, projector, and

loud speaker. After that also make sure the laptop is connected to the internet.

2. Secondly, choose the personal web browser that usually use, in this case is Mozilla Firefox. Search "YouTube" into the Google, after entering YouTube page, search "BBC Learning English" in the search bar and select the channel.

3. Third, after viewing the channel, go to the playlist menu and scroll down the "improve your pronunciation" playlist. Make sure to select the subtopic "the sound English" from the drop-down menu.

4. Finally, choose and play the video that will be used as the teaching and learning activity material[22].

Furthermore, second procedure is; in implementing podcast as a model in classroom activity, not only the teacher but also the students must be well-prepared. Firstly, the teacher must understand their role. They become a facilitator in learning process. It means that they do not play many roles in the learning but they facilitate the learning. Thus, as facilitator, they should provide guidance in teaching pronunciation. Further, besides the teacher as a facilitator still monitors the process. To help them, they can read the transcript while

[22] Tazkiyah, Tuti. *Using YouTube Channel "BBC Learning English to Improve students' Pronunciation* (An Experimental Research at the seventh Grade of SMP N 21 Kota Serang" retrieved from repository,uinbanten.ac.id/4766 on 29th Sep 2020

listening to the audio. This will be effective to improve their pronunciation. Then, the teacher can have a series of questions to help students understand the information within the audio. This guidance can facilitate the students to know the step in improving pronunciation. The guidance is a form of structure and instruction to guide student's preparation. Besides, teacher must provide authentic materials to teach students from podcast media. As podcast provides many models that can be played, teacher can select the model based on the goal of teaching pronunciation.

The next step is within the classroom. In pairs, the students will listen to audio. During listening, they have to write down the information from the guidance provide by the teacher and the learners must pay attentions.

After listening to the audio, the students discuss with their friends in pair to answer the question given. During discussion the students must speak English. Then they exchange their ideas or opinions to discuss topic. In this case, students are expected to be more active and critical thinking. From the discussion, one of them explains the result in front of their friends. They must speak accurately and fluently. It means that they must consider their grammar, vocabulary, and pronunciation. In this case, the teacher can assess the students'

speaking and their friends who listen to her or his presentation can judge what is wrong. Furthermore, if they misspell or mispronounce, teacher can re-play the audio in the end of presentation in order the students can know the correct one. In this case, repetition is needed.

Finally, in the post teaching section, a reflection and evaluation can be done. Evaluation and reflection in learning process are very important for the teacher to evaluate what they have worked and what have not.[23]

Based on two procedures above, the first procedure is looks like general procedure in teaching English subject and there is no special treatment to improve students' pronunciation. Actually, for the first procedure it has been entered in the second procedure. Further, for the second procedure it is more detailed what the teacher and students should do while teaching and learning in class. Then, it has the way to improve students' pronunciation. Moreover, for the second procedure, the researcher also adapted the treatment in order to be suitable for teaching in the classroom.

B. Review of Related Finding

There are two previous related researchers that can support this research. The first is thesis by Fransissca Kristanty Bijak Ampuni from

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[23] Roviqur Riziqien. Alfa, *Using Podcast as Authentic Materials to Develop Students' Speaking Skill,* (Malang, 2020). Retrieved from Jurnal.ustjogja.ac.id on 6th March 2021

English department of Sanata Dharna University Yogyakarta "The Use of Podcasts in Learning Pronunciation in Class VIII of SMP PGRI 10 Klaten." This research was concerned with learning media which could help the students' pronunciation skill. The researcher conducted the Classroom Action Research in order to solve the students' problem in pronouncing English words. However, this research had similar purpose with the research conduct by the researcher but there are some the different way in conducing the research like the instrument of the research. In the result of Fransisca's research was effective.

The second is thesis by Tuti Tazkiyah from English Department of State Islamic University of Banten. Her Thesis is about "Using YouTube 'BBC Learning English' to improve Students' Pronunciation" the aims of this research were to now the students' ability in pronouncing the English consonant /ʃ/, /ʒ/, /tʃ/, /dʒ/, /θ/, and /ð/ before and after using YouTube channel BBC Learning English at the seventh grade of SMPN 21 kota Serang and to identify the effectiveness of using YouTube channel BBC Learning English in teaching pronunciation of consonants /ʃ/, /ʒ/, /tʃ/, /dʒ/, /θ/, and /ð at the seventh grade of SMPN 21 kota Serang. The aims of her research and the researcher are little bit same but in this research, the researcher also wants to improve students' pronunciation at SMAN 1 Pasemah Air Keruh. In Tuti's research, the method was quasi experiment and it is totally same with the researcher. However, the result of Tuti's

research was has the significant effect of using YouTube channel BBC Learning English.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of the Research

This study employs a quantitative research method with experimental research as a design. The quantitative method, according to Creswell is a method for testing objective theories by examining the effect of variable on another.[24] Variable of this research has two variables explicitly independent (Y) and dependent (X). The independent variable of this research is pronunciation and the dependent variable of this research is Podcast. The figure shows the variable of this study clearly:
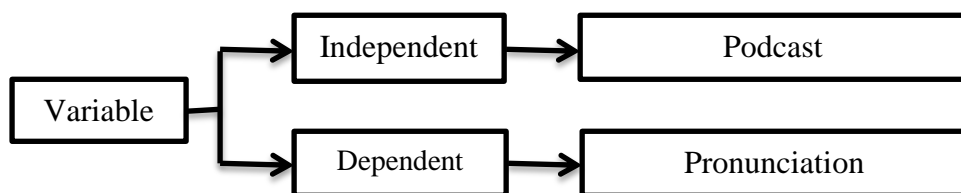
Furthermore, this employs a quasi-experimental design. A quasi-experimental design is a type of research design in which the experimental class and control class are not chosen at random.[25] The experiment and

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[24] John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Method Approaches* (California: Sage, 2009), P. 4

[25] Sugiyono, *Metode peneltian Pendidikan* (Graha Indonesia, Jakarta 2010), P. 75

control group of this research are learners of SMA Negeri 1 Pasemah air Keruh.

B. Population and Sample

1. Population

Frankell stated that population is a group to which the study's researcher must apply.[26] The population of this research is the students at the second semester of SMA Negeri 1 Pasemah Air Keruh. The population of the research could be seen in the table below:

The Number of Population

No	Class	Total
1	XI IPS 1	36
2	XI IPS II	36
3	XI IPS III	39
Total Population		111

2. Sample

According to Nana Sudjana sample is a portion of the population with similar characteristics that can be used to represent the entire population as the sample.[27] In this research, the researcher used normality and homogeneity to decide the sample of the data.

a. Normality

The normality of the data is frequently tests in inferential statistics analysis for one until more than one sample group. It was

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[26] Jack, R. Frankell and Mormale Walln, *How Design and Evaluate Research in education International Edition*, grow Hill, P. 78

[27] Nana Sudjana, *Penelitian dan Penilaian Pendidikan* (Jakarta, Sinar Baru, 2001), P. 85

assumed that the normality would be used to determine what kinds of statistics used in analysing the next data. Furthermore, the researcher shows the students' data of examination test in improving their pronunciation.

In order to investigate the normal interval consistency of the data, the researcher used Statistical Program for Social or SPSS. From SPSS, it was estimated that if the result of sig value is less than 0,05 it can be assumed that the data did not have normal distribution whereas the data had normal distribution only of the sig value more than 0,05. Below was the result of normality testing using SPSS.

The Result of Normality Testing

Class	Statistic	Df	Sig
XI IPS I	.115	36	.200
XI IPS II	.133	36	.109
XI IPS III	.361	38	.000

Based on the data above, it can be seen that there are two classes with normal distribution or owned sig value which was more than 0,05 as set by SPSS. They were XI IPS I obtained .200 and XI IPS II obtained .109. As has been stated before, if sign value was higher than 0,05 so the data would have normal distribution whereas the data would not have normal distribution if the sig value was less than 0,05. Therefore, these two classes had normal distribution because the sign value of these cases were higher than 0,05.

b. Homogeneity

In order to acquire the homogenous ability of students, the researcher took the data in the form of English scores of whole students who became the population in this research. The scores referred to the students' score in their daily exercise given by the English teacher respectively. These scores were the pure scores in assessing students' ability without influenced by any one other characteristic because the researcher took these scores from their English teacher before they were put into students' evaluation report. Here are the results of Homogeneity testing using SPSS.

The Result of Homogeneity Testing

Homogeneity	df1	df2	Sig
	1	70	.524

Based on the result above, it can be seen if the result is homogenous because the sig value was more than 0,05. Then, the researcher also provides the mean scores of these classes as the consideration in determining the sample of the research. The mean of the study can be seen on the table below:

The Result of Mean Scores

No	Class	Mean Scores
1	XI IPS I	68,13
2	XI IPS II	66,72

Based on the mean scores above, the classes above, the classes nearest with the smallest mean score are XI IPS I and XI IPS II. So, the researcher took two mean scores which are nearest and the smallest friction of mean score in the same major, they are XI IPS I

and XI IPS II. Moreover, XI IPS I and XI IPS II completely owned homogenous characteristics involving the age, level, burden of learning, ability, etc. Thus, the researcher decided that XI IPS I and XI IPS II became the sample of this study. In order to decide whether experiment and control class, the researcher uses flip coin. Then, the researcher decided that XI IPS I became experiment class and XI IPS II became control class of this research.

C. Technique of Collecting Data

1. Test

   a. Pre-Test

   Pre-test is a test which is given to the students in the experimental and control class at the start of the class. This test is going to give to the students before giving any treatment. The purpose of this test is to determine the students' ability to pronounce words correctly.

   b. Treatment

   According to the principle of the replication in the experimental research should be repeated more than one.[28] The researcher is going to do the treatment to the pupils of XII IPS I as an experimental class and XII IPS II as a control class at SMA Negeri

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[28] C.R Khtari, *Research Methodology Method and Technique* (India: New Age International Publisher, 2004), P.470

1 Pasemah Air Keruh. The treatment to be used in experimental

class based on the procedure on Chapter II, they are:

	Experiment	**Control**

Pre-Activity	1. Greeting
	2. Teacher open the class by saying Basmallah
	3. Check students attendance
	4. Told the students about learning objectives
	5. Before teaching the class, it must be well-prepared and understand teacher's role:
	   a) Teacher as facilitator
	   b) Teacher monitor the process
	6. Teacher provide the transcript and hand-out
		1. Greeting
		2. Teacher open the class by saying Basmallah
		3. Check students attendance
		4. Told the students about learning objectives

Whilst-Activity	1. Teacher explain the materials and providing the auio (BBC Learning English) 2. Students listen to audio 3. During listening students have to write down the information 4. After listening students discuss with their friends in pairs to answer the question given (Speak English) 5. After discuss, one of them explains the result or pronunciation practice	1. Teacher gives the materials to the students 2. Teacher gives an example of pronunciation practice from the materials 3. Students listen teacher's sound 4. Students can ask if it is not clear 5. Students practice pronunciation 6. Teacher provide the opportunities for students to ask questions

	in front of their friends 6. Teacher assess students' pronunciation 7. The other students who listen to their friends can judge what is wrong 8. Teacher will play again the audio if they have misspell or mispronounce 9. Teacher provide opportunities for students to ask questions	
Post-Activity	1. Review the materials 2. Asked the students' feedback 3. Teacher ask students to take the conclusion 4. Teacher ends the class by saying Alhamdulillah	1. Review the materials 2. Teacher ask the students to take conclusion 3. Teacher ends the class by saying Alhamdulillah

There are two theories that talk about the procedure in improving students' pronunciation based on Chapter II. The researcher decided to use second procedure from Roviqur Riziqien Alfa because in the treatment gave a chance for the students to improve their pronunciation such as they can listen again the audio when have misspell or mispronounce. Then, they can judge each other when one of them was wrong, and others. This procedure also adapted by the researcher in order to be suitable for teaching in the classroom.

c. Post-Test

Post-Test is a test which is going to give to the students in the end of the class (experimental and control class). This is given to the learners after the treatment is given to experimental class. The aim of this test is assess their progress and to acquire the information of students' pronunciation after being given the treatments.

D. Research Instrument

The researcher is going to collect the data by using a set of an oral test for pre-test and post-test, kind of the test is pronunciation test. The test is made by the researcher based on the materials in the syllabus on curriculum 2013 (K13). The pre-test is given to this experimental group to measure their ability prior the podcast media treatment. Conversely, post-test is conducted to measure the students' achievement in pronunciation after applying several treatments. The researcher is going to use her smartphone as a tool to record their pronunciation.

Pronunciation Test

Instruction	Sub-Topic	Pronunciation Test	Answer
Read each of the words!	1) Pre-Activity	1. Reading	riːdɪŋ
		2. Smoking	sməʊkɪŋ
		3. Class	klɑːs
		4. People	piːp(ə)l
	2) Building Blocks	5. For	fə(r)
		6. Why	waɪ
		7. First	fɜː(r)st
		8. Word	wɜː(r)d
	3) Let's Practice	9. Animal	ænɪm(ə)l
		10. Effect	ɪˈfekt
		11. Below	bɪˈləʊ

	4) Active Conversation	12. How	haʊ
		13. Create	kriˈeɪt
		14. With	wɪð
		15. That	Ðət
	5) Writing Connection	16. Given	gɪv(ə)n
		17. Choose	tʃuːz
		18. Dialogue	daɪəlɒg
		19. Topic	tɒpɪk
	6) Let's Create/Contribut	20. Smoking	sməʊkɪŋ
		21. Weather	weðə(r)
		22. Warning	wɔː(r)nɪŋ
		23. Extreme	ɪkˈstriːm
		24. Done	dʌn

E. Validity and Reliability

1. Validity of the Test

Validity, according to Sugiyono is the occasion when there is found a similarity between the data collection and the actual data on object of study.[29] In this research, the researcher is going to use contract validity using Bivariate Pearson Correlation formula in SPSS to see whether the instruments valid or not. The test is valid if $R_{hitung} > R_{tabel}$ and if $R_{hitung} < R_{tabel}$ it can be concluded if the test is invalid.

Before implementing the test, the researcher tried out the test to 23 students in SMA negeri 1 Pasemah Air Keruh. To see the test is valid or not, the researcher takes the guidelines from R_{tabel} below:

Distribution of R table Values

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.431
4	0.950	0.990	39	0.316	0.408

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[29] Sugiyono, *Statistika Untuk Peneltian,* (Jakarta: Rineka Cipta, 1998), P. 127

5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.789	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.267
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
35	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

Based on the participants of tried out, the score of validity in this research is 0.413 and if the score <0.413 it could be concluded that the test was invalid. After the researcher calculated the test by using SPSS, there are some tests was valid and invalid. There are 24 tests are valid and 6 tests are invalid.

2. Reliability of the Test

In this research, the researcher use inter-ratter reliability. Inter-ratter reliability will provide an overview in the form of a score about the degree of agreement given by some expert or the ratter. Then, the ratter of this research is more than one ratter. In collecting the data, reliability of test was necessary to be measured too. A good instrument in collecting the data can be said reliable. To measuring the reliability in this research, the researcher used Cronbach Alpha by using SPSS (Statistic Product for Service Solution).

Furthermore, to see the test is reliable or not it also refers to R_{tabel} and R_{hitung}. If $R_{tabel} > R_{hitung}$, the test is reliable and if $R_{tabel} < R_{hitung}$ the test is unreliable. Based on the participants of tried out, T_{tabel} of this test is 0.413. The researcher only calculated the reliability if the test is valid. After calculated 26 tests by using SPSS and the test was reliable

F. Technique of Analysis Data

The data of this research is going to analyse by the students pre-test and post-test, then it is calculated statically. The test is given in order to get information about the effect of using podcast in improving students' pronunciation. Furthermore, in this research used three ratters in assessing students' pronunciation. The formula of collecting data used:

1. The Criteria of Scoring for Pronunciation

No	Aspect	Rating Score	Criteria
1	Pronunciation	4	Four points are awarded when the response is correct by conventional spelling standard
		3	Given if all phonemes are represented, but the word is not spelled correctly
		2	Given if the response represent at least two phonemes
		1	Given for a response in which the first letter (or only letter) represents the forts phoneme in word
		0	No points are awarded if no letters are given or if the letters fail to capture any phonological element of the target word

Scoring pronunciation

Pronunciation Components	Score
Phonemes	4
Total	**4**

S= R/4 X 100

Where:

S   = Score

R   = Score obtained

2. T-test formulation

$$t = \frac{M_1 - M_2}{\sqrt{\frac{S_1{}^2}{N_1} + \frac{S_2{}^2}{N_2}}}$$

Where:

t = T-test

M_1 = Mean score of the post-test at experimental group

M_2 = Mean score of the post-test at control group

S_1 = Standard deviation of post-test result at experimental group

S_2 = Standard deviation of post-test result at control group

N_1 = Amount of students at experimental group

N_2 = Amount of students at post group

CHAPTER IV

FINDING AND DISCUSSION

A. **Finding**

1. **Students' Pronunciation before Treatment**

   a. Pre-Test Result in Control Class

      In this research, conventional treatment applied in control group referring to XI IPS II. In acquiring the first data before the treatment undertaken, the researcher gave the students pre-test. The result of the pre-test average which rated by 3 ratters and it can be viewed on the table below, where the students' name presented by their attendance number.

List of Pre-Test Result in Control Class

Student Attendance Number	Pre-Test Result (Y)	Y^2
7	75	5625
13	82	6725
16	68	4624

18	82	6724
19	89	7921
21	82	6724
22	60	3600
23	82	6724
24	65	4225
25	82	6724
26	72	5184
27	82	6724
28	83	6889
29	82	6724
34	88	7744
35	82	6724
36	76	5776
37	82	6724
38	76	5776
40	82	6724
SUM	**1572**	**124604**

- **Mean Score**

$$M_2 = \frac{\sum FY}{N}$$

$$M_2 = \frac{1572}{20}$$

$$M_2 = 78,6$$

- **Standard Deviation**

$N_2 \qquad = 20$

$\sum Y \qquad = 1572$

$\sum Y^2 \qquad = 124604$

$M_2 \qquad = 78,6$

$S_2 \qquad = \dots\dots?$

$$S_2 = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

$$S_2 = \sqrt{\dfrac{124.604 - \dfrac{(1572)^2}{20}}{20 - 1}}$$

$$S_2 = \sqrt{\dfrac{124.604 - \dfrac{2.471.184}{20}}{19}}$$

$$S_2 = \sqrt{\dfrac{124.604 - 123.559}{19}}$$

$$S_2 = \sqrt{\dfrac{1044,8}{19}}$$

$$S_2 = \sqrt{54,9}$$

$$S_2 = 7,4$$

The result of pre-test used to get the high score, the lowest score, total score and the mean score from control class. The researcher presents the calculation in following table.

Pre-Test of Control Class

Control Class	Highest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
	89	60	1572	78,6	7,4

Based on the pre-test result, the highest score in control group was 89. It gained by 1 student and the lowest score was 60 gained by 1 student. From calculation above, the mean score of control group is 78,6 Further, for standard deviation is 7,4.

b. Pre-Test Result in Experimental Class

In this research, teaching pronunciation by using podcast applied in experimental group referring to the class XI IPS 1. In acquiring the first data before the learning process undertake, the researcher gave students pre-test. The result pre-test average which rate by 3 ratters had gained can be viewed on the table below, where the students' name presented by their attendance number.

Pre-Test Result of Experimental Class

Students' Attendance Number	Pre-Test Score (Y)	Y^2
1	86	7396
2	90	8100
3	81	6561
4	77	5929
6	72	5184
7	65	4225
10	60	3600
11	91	8281
12	92	8464
13	90	8100
15	85	7225
17	92	8464
18	55	3025
19	62	3844
23	88	7744
27	80	6400
32	81	6561
33	59	3481
35	94	8836
43	62	3844
SUM	**1562**	**125264**

- **Mean Score**

$$M_1 = \frac{\Sigma FX}{N}$$

$$M_1 = \frac{1562}{20}$$

$M_1 = 78,1$

- **Standard Deviation**

$N_1 \qquad = 20$

$\sum Y \qquad = 1562$

$\sum Y^2 \qquad = 125264$

$M_1 \qquad = 78,1$

$S_1 \qquad = \ldots\ldots?$

$$S_1 = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

$$S_1 = \sqrt{\frac{125.264 - \frac{(1562)^2}{20}}{20-1}}$$

$$S_1 = \sqrt{\frac{125.264 - \frac{(2.439.844)}{20}}{19}}$$

$$S_1 = \sqrt{\frac{125.264 - 121.992}{19}}$$

$$S_1 = \sqrt{\frac{3721}{19}}$$

$$S_1 = \sqrt{172,2}$$

$$S_1 = 13,1$$

The result of pre-test used to get the high score, lowest score, total score, mean score, and standard deviation from experimental class. The researcher presents the calculation in following table:

Pre-Test Result in Experimental Class

Experimental Class	Highest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
	94	55	1562	78,1	13,1

Based on the pre-test result, the highest score in experimental class was 94, gained by one student and the lowest score was 55 gained by one student. From the calculation above, the mean score in experimental class is 78,1. Furthermore, for the standard deviation is 13,1.

c. t-test Calculation

$$t = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Where:

T $\quad$ = t-test

M_1 $\quad$ = Mean score of experimental class

M_2 $\quad$ = Mean score of control class

S_1 $\quad$ = Standard deviation of experimental class

S_2 $\quad$ = Standard deviation of control class

N_1 $\quad$ = Students total number in experimental class

N_2 $\quad$ = Students total number in control class

The score could be seen below:

$M_1 \quad = 78,1$

$M_2 \quad = 78,6$

$S_1 \quad = 13,1$

$S_2 \quad = 7,4$

$N_1 \quad = 20$

$N_2 \quad = 20$

$$t = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$$t = \frac{78,1 - 78,6}{\sqrt{\frac{(13,1)^2}{20} + \frac{(7,4)^2}{20}}}$$

$$t = \frac{-0.5}{\sqrt{\frac{171.6}{20} + \frac{54,7}{20}}}$$

$$t = \frac{-0.5}{\sqrt{8.5 + 2,7}}$$

$$t = \frac{-0.5}{\sqrt{11,2}}$$

$$t = \frac{-0,5}{3,3}$$

$t = -0.15$

d. t-table Calculation

$df = n - k$

Where:

df = Derajar bebas

n = Students total number

k = Number of variable

The score could be seen below:

df $\quad$ = ……?

n $\quad$ = 40

k $\quad$ = 2

df $\quad$ = n – k

$\quad$ = 40 – 2

$\quad$ = 38

Then, the researcher also has to determine the level of significance or Sig. In this research, the researcher used level of significance 5% or 0.025. Thus, the t-table based on the df 38 with the level of significance 5% or 0,035 is 2.024.

2. **Students' Pronunciation After Treatment**

a. Post-Test Result in Control Class

After have taken the conventional treatment, the researcher gave students post-test to measure how understand the material by using conventional treatment. The result of the pre-test average which rated by 3 ratters and it can be viewed on the table below, where the students' name presented by their attendance number.

Post-Test Result in Control Class

Student Attendance Number	Post-Test Result (Y)	Y^2
7	85	7225

13	87	7569
16	76	5776
18	66	4356
19	95	9025
21	86	7396
22	66	4356
23	87	7569
24	70	4900
25	73	5329
26	84	6889
27	62	3844
28	88	7744
29	81	6241
34	90	8100
35	85	7225
36	76	5776
37	73	5329
38	65	4225
40	90	8100
SUM	**1585**	**127461**

- **Mean Score**

$$M_2 = \frac{\sum FY}{N}$$

$$M_2 = \frac{1585}{20}$$

$$M_2 = 79{,}25$$

- **Standard Deviation**

$N_2 \quad = 20$

$\sum Y \quad = 1585$

$\sum Y^2 \quad = 127461$

$M_2 \quad = 79{,}25$

$S_2 \quad = \dots?$

$$S_2 = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

$$S_2 = \sqrt{\frac{127.461 - \frac{(1585)^2}{20}}{20-1}}$$

$$S_2 = \sqrt{\frac{127.461 - \frac{(2.512.225)}{20}}{19}}$$

$$S_2 = \sqrt{\frac{127.461 - 125.611}{19}}$$

$$S_2 = \sqrt{\frac{1849}{19}}$$

$$S_2 = \sqrt{97,3}$$

$$S_2 = 9,8$$

The result of pre-test is also to get the highest score, the lowest score, total score and the mean score from control class. It can be seen in the table below:

Post-Test Result of control Class

Control	Highest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
	95	62	1585	79,25	9,8

From the post-test result, it showed if the highest score in control class is 95 gained by one student and the lowest score is 62 gained by one student. Furthermore, the mean score is 79,25 and standard deviation is 9,8.

Based on the data above, there was an increasing score between pre-test and post-test. In control class the mean score of pre-test was 78,6 and the total score of post-test was 79,25. It increased 0,65 points. For further information about the result of the pre-test and post-test can be seen in the following table below:

Pre-Test and Post-Test Result of Control Class

Students' Attendance Number	Pre-Test result	Post-Test result
7	75	85
13	82	87
16	68	76
18	82	66
19	89	95
21	82	86
22	60	66
23	82	87
24	65	70
25	82	73
26	72	84
27	82	62
28	83	88
29	82	81
34	88	90
35	76	85
36	76	76
37	82	73
38	76	65
40	82	90
Total	**1572**	**1585**
Mean Score	**78,6**	**79,2**
Standard Deviation	**7,41**	**9,86**

Based on the data above, it showed if the total score of pre-test was 1573 and for the post test was 1585. The score was increases 12 points. Furthermore, in pre-test the mean score was 78,6 while

in post-test was 79,2. Then, for standard deviation in pre-test was 7,41 while post-test was 9,86.

b. Post-Test Result in Experimental Class

After have taken the treatment, the researcher gave the students post-test to measure how understand the students about the material by using podcast. The result of the pre-test average which rated by 3 ratters and it can be viewed on the table below, where the students' name presented by their attendance number.

Post-Test Result in Experimental Class

Students Attendance Number	Post-Test Score (Y)	Y^2
1	91	8649
2	93	9216
3	93	9025
4	95	9409
6	87	8281
7	87	7744
10	86	7396
11	95	9409
12	96	9604
13	94	9216
15	91	8836
17	98	10000
18	83	6889
19	89	8100
23	95	9216
27	95	9216
32	91	8464
33	76	6241
35	96	9604
43	85	7744
SUM	1816	165458

- **Mean Score**

$$M_1 = \frac{\sum FY}{N}$$

$$M_1 = \frac{1816}{20}$$

$$M_1 = 90{,}8$$

- **Standard Deviation**

N_1 $= 20$

$\sum Y$ $= 1816$

$\sum Y^2$ $= 165458$

M_1 $= 90{,}8$

S_1 $= \ldots..?$

$$S_1 = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

$$S_1 = \sqrt{\frac{165.458 - \frac{(1816)^2}{20}}{20-1}}$$

$$S_1 = \sqrt{\frac{165.458 - \frac{3.297.856}{20}}{19}}$$

$$S_1 = \sqrt{\frac{165.458 - 164.892}{19}}$$

$$S_1 = \sqrt{\frac{565}{19}}$$

$$S_1 = \sqrt{29{,}7}$$

$$S_1 = 5{,}45$$

The result of post-test was also used to get the highest score, the total score, mean score, and standard deviation. It showed that the students' score increase from the pre-test to post result. It can be seen in the table below:

Post-Test result in Experimental Class

	Highest School	Lowest Score	Total Score	Mean Score	Standard Deviation
Experiment	98	76	1816	90,8	5,45

From the post test result, it can be seen that the highest score in experimental group was 98 gained by one student and the lowest score was 76 gained by one student. The mean score of experimental group is 90,8 and the standard deviation is 5,45.

From the table above, the total score in pre-test was 1562 while post-test 1816, it increased 254 points. The mean score of experimental group in the pre-test was 78,1 and post-test was 90,8. It means the mean score increased 12,7.

List of Pre/Post-Test result in Experimental Class

Students' Attendance Number	Pre-Test Result	Post-Test Result
1	86	91
2	90	93
3	81	93
4	77	95
6	72	87
7	65	87
10	60	86
11	91	95
12	92	96
13	90	94

15	85	91
17	92	98
18	55	83
19	62	89
23	88	95
27	80	95
32	81	91
33	59	76
35	94	96
43	62	85
Total	**1562**	**1816**
Mean	**78,1**	**90,8**
Standard Deviation	**13,1**	**5,4**

Based on the data above, it could be seen that there was increasing score in post-test. In the total score of pre-test was 1562 and post-test was 1816. It showed if the score increased 254 points. Then, for the mean score in ore-test was 78,1 while in the post-test was 90,8 it increased 12,7. For the standard deviation in pre-test was 13,1 and post-test was 5,4.

Moreover, the data showed if there is a significant effect in the post-test of experiment class because the score in post-test was higher than in pre-test.

c. t-test Calculation

$$t = \frac{M_1 - M_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}}}$$

Where:

t   = t-test

M$_1$ = Mean score of experimental class

M$_2$ = Mean score of control class

S$_1$ = Standard deviation of experimental class

S$_2$ = Standard deviation of control class

N$_1$ = Students total number in experimental class

N$_2$ = Students total number in control class

The score could be seen below:

M$_1$ = 90,8

M$_2$ = 79,25

S$_1$ = 5,4

S$_2$ = 9,8

N$_1$ = 20

N$_2$ = 20

$$t = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$$t = \frac{90,8 - 79,25}{\sqrt{\frac{(5,4)^2}{20} + \frac{(9,8)^2}{20}}}$$

$$t = \frac{11,55}{\sqrt{\frac{29,16}{20} + \frac{98,04}{20}}}$$

$$t = \frac{11,55}{\sqrt{1,4 + 4.8}}$$

$$t = \frac{11,55}{\sqrt{6,2}}$$

$$t = \frac{11,55}{2,48}$$

$$t = 4,6$$

d. t-table Calculation

df = n – k

Where:

df   = Derajat bebas

n   = Students total number

k   = Number of variables

The score could be seen below:

df = ….?

n = 40

k = 2

df   = n – k

      = 40 – 2

      = 38

Then, the researcher also has to determine the level of significance or Sig. In this research, the researcher used level of significance 5% or 0,025. Thus, based on the t-table with 38 the level of significance 5% or 0,025 the t-table of this research is 2,024.

3. The Effect of Using Podcast Toward Students' Pronunciation

a. t-test Calculation

$$t = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Where:

t $\quad$ = t-test

M_1 $\quad$ = Mean score of experimental class

M_2 $\quad$ = Mean score of control class

S_1 $\quad$ = Standard deviation of experimental class

S_2 $\quad$ = Standard deviation of control class

N_1 $\quad$ = Students total number in experimental class

N_2 $\quad$ = Students total number in control class

The score could be seen below:

M_1 $\quad$ = 90,8

M_2 $\quad$ = 79,25

S_1 $\quad$ = 5,4

S_2 $\quad$ = 9,8

N_1 $\quad$ = 20

N_2 $\quad$ = 20

$$t = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$$t = \frac{90,8 - 79,25}{\sqrt{\frac{(5,4)^2}{20} + \frac{(9,8)^2}{20}}}$$

$$t = \frac{11,55}{\sqrt{\frac{29,16}{20} + \frac{98,04}{20}}}$$

$$t = \frac{11,55}{\sqrt{1,4 + 4,8}}$$

$$t = \frac{11,55}{\sqrt{6,2}}$$

$$t = \frac{11,55}{2,48}$$

$$t = 4,6$$

b. t-table Calculation

$df = n - k$

Where:

df = Derajat bebas

n = Students total number

k = Number of variable

The score could be seen below:

df = ...?

n = 40

k = 2

df   = n − k

        = 40 − 2

        = 38

Then, the researcher also has to determine the t-table based on the df 38 with the level of significance 5% or 0.025. Thus, the t-table based on the df 38 with the level of significance 5% or 0,035 is 2,024

c. Hypotheses Testing

Hypotheses Testing

t test = 4,6	t test > t table	H_1 Accepted
t table = 2,024	4,6 > 2,024	H_0 Rejected

Based on the result above, there was a significant effect between the students who were taught by using podcast and not. It can be viewed from the post-test result. The mean score in experimental group was 90,8 while in control group was 79,25. Furthermore, the result of calculation of t-test was obtained 4,6 while t-table was 2.024. It proved that the t-test was bigger than t-table (4,6 > 2.024). So, the alternative hypothesis (H_0) was rejected and the null hypothesis (H_1) was accepted. Finally, it can be concluded podcast has a significant effect in improving students' pronunciation.

B. **Discussion**

The study was an experimental which investigated the effect of using podcast in improving students' pronunciation at SMA Negeri 1 Pasemah Air Keruh in the second grade as the population of the study. Based on the result of calculating score both of groups, the experimental group and

control group, it was found that there was significant effect of using podcast in improving students' pronunciation. The result of calculation for experimental group showed that experimental class had higher scored both the total and mean score than control class.

In control group which referred to XI IPS II, the teacher taught the students by using conventional treatment teaching technique. The teacher delivered the material orally and gave the example how to pronounce the word. In addition, after the teacher gave the example how to pronounce the word, the students have to practice in front of the class one by one in pair group.

Furthermore, in the process of teaching pronunciation almost of the students felt bored during the class because the teachers taught the students used conventional treatment and also they studied at 11 pm. However, to reduce their boredom the teacher sometimes gave a game.

For the mean score of post-test and pre-test were compared by the researcher in order to see the differences. The researcher found if the pre-test score was 78,6 while in the post-test was 79,35., it increased 0,75 points from the pre-test.

On the other hand, in experimental class which referred to XI IPS 1, the teacher taught the students by using podcast. The researcher also delivered the material orally and gave the podcast audio as a media in learning or as a pronunciation example. Podcast as a media in learning pronunciation from the native speaker, the native speaker or a real speaker

also called authentic materials. According to Rodgers, T. authentic materials have a positive effect on learner motivation because it provide exposure to real language[30]. Moreover, authentic material is effective for all learners same as XI IPS 1 that has improvement in pronunciation after giving the authentic materials by using podcast.

In the process of learning pronunciation in experimental class, the students very excited because the teacher gave a special treatment to increase their pronunciation, even though they have a class at 11 pm they did not feel bored. Then, they listen to the audio very carefully because they want to have a good pronunciation. After listen the audio the students have to practice with their partner in their seats. While their practice in their seats the teacher carry out her role as facilitator and monitor them. Further, when the other students practice pronunciation in front of the class they also listen very carefully because they want to find the unclear pronunciation from their own friends in order to be rated by the teacher and the teacher also has to find their wrong pronunciation so it can be fixed by listen again the audio.

For the score result of experimental class which has taught to XI IPS I by using podcast increased 12,7 points. Before applying the treatment to the experimental class, the mean score of pre-test was 78,1. After completing treatment in experimental class, the score was 90,8. In short,

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[30] Richards, J. and Rodgers, T. *Approaches and Method in Language Teaching.* Cambridge University Press, Cambridge. 2001.

there was a significant effect of using podcast in improving students' pronunciation.

The post-test score of both classes were compared in order to find the result of the study. It was found there was a significant difference between post-test result in experimental and control class. In control class, the mean score of post-test was 79,8 while in experimental class the mean score was 90,8. It sowed the differences between control and experimental class was 11 points.

Based on the calculation, the t-test was compared to the t-table. The t-test in this research was 4,6 and t-table was 2.024. It showed if t-test was higher than t-table and it means H_1 was accepted and H_0 was rejected. Thus, it is clear that podcast has a significant effect in improving students' pronunciation.

CHAPTER V

CONCLUSION ANS SUGGESTION

A. Conclusion

Based on the data, it can be concluded the pre-test mean score of control class was 78,6 while in experimental class was 78,1. It showed if there are no significant differences between control and experimental class, moreover the data has been tested for normality and homogeneity. Then, after being given treatment and post-test, the post-test mean score of control class was 79,25 while in the experimental class was 90,8. Furthermore, after being tested by t-test and it was found that the t-test was 4,6 while t-table was 2,024. Thus, it can be concluded teaching English by using podcast was effective in improving students' pronunciation.

B. Suggestions

1. For the English Teacher

English teacher is accepted to teach students by using various media, methods or technique in order to motivate the students in

learning and to avoid them from felling bored and stressed. For the alternative, using podcast is one of the best media that can be applied by the teacher because podcast can improve students' pronunciation.

2. For the Student

The researcher suggested the students to practice English more because based on the teaching and learning process they actually have capability in English.

3. For the other Researcher

There are several weakness of this research, one of them was not using speaker while the students listened to the audio. It would be better for the next researcher to using the speaker to ensure all the students hear the audio well.

The researcher hoped that in other times there will be other researcher who investigate in teaching pronunciation by using podcast and probably combine with the good technique. So there was more increased in teaching English especially for improving students' pronunciation.

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APPENDIC

$$\mathcal{E}$$

$$\mathcal{S}$$

Appendix 1

"Students' examiner score for determine the sample"

XI IPS 1

Nama Siswa	No. KD	Penilaian 1		Penilaian 2		Penilaian 3		Penilaian 4	
		Tenik	Nilai	Tenik	Nilai	Tenik	Nilai	Tenik	Nilai
ALDA JULIANTI	4,1	TLS	70	LSN	56	TGS	80	TLS	60
AMELIA SEPTIANI	4,1	TLS	70	LSN	72	TGS	80	TLS	80
ANGGELA SAFUTRY	4,1	TLS	70	LSN	67	TGS	80	TLS	68
ANNISA AULIYAH	4,1	TLS	70	LSN	58	TGS	80	TLS	60
ARZA JUNIKO	4,1	TLS	70	LSN	70	TGS	65	TLS	65
CINDY CHARISA THARA	4,1	TLS	70	LSN	68	TGS	80	TLS	75
DEFINALIA	4,1	TLS	70	LSN	76	TGS	80	TLS	70
DEWI AYU PUSPITA SARI	4,1	TLS	70	LSN	70	TGS	80	TLS	70
DEWI KARTIKA	4,1	TLS	70	LSN	69	TGS	80	TLS	70
DINDA JUINSA FIDIA	4,1	TLS	70	LSN	58	TGS	80	TLS	70
EDWIN WINANDA	4,1	TLS	70	LSN	65	TGS	80	TLS	70
ELLA PUSPA LATIFA	4,1	TLS	80	LSN	70	TGS	80	TLS	70
ELSA RAMADANI	4,1	TLS	70	LSN	75	TGS	80	TLS	77
EMILIA	4,1	TLS	70	LSN	67	TGS	80	TLS	60
FAISHAL RABBANI HAMID	4,1	TLS	70	LSN	72	TGS	80	TLS	70
IYAKA ALBERTO SYAHPUTRA	4,1	TLS	70	LSN	74	TGS	70	TLS	70
JEMI SAPUTRA	4,1	TLS	70	LSN	76	TGS	80	TLS	76
JOKO SUDARMANTO	4,1	TLS	70	LSN	68	TGS	80	TLS	68
KELARA DIYA NOPIKA	4,1	TLS	70	LSN	62	TGS	80	TLS	65
M. GILANG AFTRI MILANDO	4,1	TLS	70	LSN	70	TGS	65	TLS	70
MINA	4,1	TLS	70	LSN	61	TGS	80	TLS	60
NIKEN PISCESIA	4,1	TLS	70	LSN	77	TGS	80	TLS	75
PELITA PAJAR HAKIM	4,1	TLS	70	LSN	75	TGS	80	TLS	75

Name		Teknik	Nilai	Teknik	Nilai	Teknik	Nilai	Teknik	Nilai
PENI OKTASARI	4,1	TLS	70	LSN	72	TGS	80	TLS	77
PUJA RAMANDA ANDINI	4,1	TLS	70	LSN	68	TGS	80	TLS	66
PUTRA ADITIYA	4,1	PRDK	70	PRJK	70	PRTK	70	TEK1	70
PUTRI GUSTIARA	4,1	PRDK	80	PRJK	59	PRTK	80	TEK1	60
RANI UTROJAH	4,1	PRDK	80	PRJK	65	PRTK	80	TEK1	60
RELESTIAN	4,1	TLS	70	LSN	60	TGS	65	TLS	60
Robert Suhendra Gusman	4,1	TLS	70	LSN	77	TGS	65	TLS	70
SALWA	4,1	TLS	70	LSN	76	TGS	80	TLS	70
SANIA WULANDARI	4,1	PRDK	80	PRJK	59	PRTK	80	TEK1	60
SOPIA LORENZA	4,1	PRDK	80	PRJK	58	PRTK	80	TEK1	60
TOMAS	4,1	PRDK	70	PRJK	65	PRTK	70	TEK1	60
TRI PUJA AMELIA	4,1	TLS	80	LSN	75	TGS	80	TLS	80
WIDIA HERMIANTI	4,1	PRDK	80	PRJK	73	PRTK	80	TEK1	70
YAKESHI QINOLA	4,1	TLS	70	LSN	70	TGS	80	TLS	70
YOGA ANGGARA	4,1	TLS	70	LSN	58	TGS	65	TLS	77
YOSSI	4,1	PRDK	80	PRJK	78	PRTK	80	TEK1	70

Penilaian 5		Penilaian 6		Penilaian 7		Penilaian 8		Penilaian 9		Penilaian 10	
Tenik	Nilai	Tenik	Nilai	Tenik	Nilai	Tenik	Nilai	Tenik	Nilai	Tenik	Nilai
LSN	80	TGS	70	TLS	70	LSN	70	TGS	80	TLS	80
LSN	80	TGS	70	TLS	70	LSN	70	TGS	80	TLS	80
LSN	80	TGS	70	TLS	70	LSN	60	TGS	80	TLS	80
LSN	80	TGS	70	TLS	70	LSN	75	TGS	80	TLS	80
LSN	62	TGS	65	TLS	67	LSN	70	TGS	65	TLS	65
LSN	80	TGS	70	TLS	70	LSN	60	TGS	80	TLS	80
LSN	80	TGS	70	TLS	70	LSN	70	TGS	80	TLS	80
LSN	80	TGS	70	TLS	70	LSN	70	TGS	80	TLS	80
LSN	80	TGS	70	TLS	70	LSN	70	TGS	80	TLS	80

LSN	80	TGS	70	TLS	70	LSN	60	TGS	80	TLS	80
LSN	80	TGS	70	TLS	70	LSN	65	TGS	80	TLS	80
LSN	80	TGS	80	TLS	80	LSN	75	TGS	80	TLS	80
LSN	80	TGS	70	TLS	70	LSN	70	TGS	80	TLS	80
LSN	80	TGS	70	TLS	70	LSN	70	TGS	80	TLS	80
LSN	80	TGS	70	TLS	70	LSN	75	TGS	80	TLS	80
LSN	70	TGS	70	TLS	70	LSN	70	TGS	70	TLS	70
LSN	80	TGS	70	TLS	70	LSN	80	TGS	80	TLS	80
LSN	80	TGS	70	TLS	70	LSN	70	TGS	80	TLS	80
LSN	80	TGS	70	TLS	70	LSN	70	TGS	80	TLS	80
LSN	65	TGS	70	TLS	70	LSN	65	TGS	70	TLS	65
LSN	80	TGS	70	TLS	70	LSN	67	TGS	80	TLS	80
LSN	80	TGS	70	TLS	70	LSN	70	TGS	80	TLS	80
LSN	80	TGS	70	TLS	70	LSN	77	TGS	80	TLS	80
LSN	80	TGS	70	TLS	70	LSN	70	TGS	80	TLS	80
LSN	80	TGS	70	TLS	70	LSN	80	TGS	80	TLS	80
PRDK	70	PRJK	70	PRTK	70	TEK2	65	PRTK	70	TEK3	70
PRDK	80	PRJK	70	PRTK	70	TEK2	70	PRTK	70	TEK3	70
PRDK	80	PRJK	70	PRTK	70	TEK2	70	PRTK	70	TEK3	70
LSN	65	TGS	70	TLS	70	LSN	60	TGS	70	TLS	65
LSN	65	TGS	70	TLS	70	LSN	70	TGS	70	TLS	65
LSN	80	TGS	70	TLS	70	LSN	60	TGS	80	TLS	80
PRDK	80	PRJK	70	PRTK	70	TEK2	70	PRTK	70	TEK3	70
PRDK	80	PRJK	70	PRTK	70	TEK2	58	PRTK	70	TEK3	70
PRDK	70	PRJK	70	PRTK	70	TEK2	60	PRTK	70	TEK3	70
LSN	80	TGS	80	TLS	80	LSN	80	TGS	80	TLS	80
PRDK	80	PRJK	70	PRTK	70	TEK2	65	PRTK	70	TEK3	70
LSN	80	TGS	70	TLS	70	LSN	60	TGS	80	TLS	80

LSN	65	TGS	70	TLS	70	LSN	65	TGS	70	TLS	65
PRD K	80	PRJ K	70	PRT K	70	TEK 2	60	PRT K	70	TEK 3	70

XI IPS 2

Nama Siswa	No. KD	Penilaian 1		Penilaian 2		Penilaian 3		Penilaian 4	
		Tenik	Nilai	Tenik	Nilai	Tenik	Nilai	Tenik	Nilai
ADI SAPUTRA	4,1	TLS	70	LSN	78	TGS	70	TLS	70
ADITIYA PURNA IRAWAN	4,1	TLS	68	LSN	56	TGS	66	TLS	65
AHMAD JESEN	4,1	TLS	68	LSN	73	TGS	66	TLS	65
BELDA AMELIA	4,1	TLS	68	LSN	61	TGS	66	TLS	65
DEA MARSANDA	4,1	TLS	70	LSN	58	TGS	70	TLS	70
DIATRA RADESTIAN	4,1	TLS	68	LSN	70	TGS	66	TLS	65
FIA JURISMA	4,1	TLS	70	LSN	65	TGS	70	TLS	70
FINKAN CLARA JINGGA	4,1	TLS	80	LSN	67	TGS	80	TLS	80
ILHAM AMEI SATRIA	4,1	TLS	70	LSN	59	TGS	70	TLS	70
LALA FLORENDA	4,1	TLS	70	LSN	75	TGS	70	TLS	70
M. JEFRI DWI MAHA PUJA. K	4,1	TLS	68	LSN	67	TGS	66	TLS	65
M. REDO AMANAH	4,1	TLS	68	LSN	58	TGS	66	TLS	65
MARSANDA AKA PUTRI	4,1	TLS	80	LSN	77	TGS	80	TLS	80
MELI HARTIKA	4,1	TLS	80	LSN	66	TGS	80	TLS	80
MELNA EMILIA. P	4,1	TLS	70	LSN	61	TGS	70	TLS	70
MELY PUSPITA SARI	4,1	TLS	80	LSN	58	TGS	80	TLS	80
MUHAMAD LUTHFI ANDRIANSYAH	4,1	TLS	68	LSN	70	TGS	66	TLS	65
NADA AZARA	4,1	TLS	80	LSN	58	TGS	80	TLS	80
NADIA REZIKA LESTARI	4,1	TLS	80	LSN	66	TGS	80	TLS	80
NEZON SAPUTRA	4,1	TLS	68	LSN	68	TGS	66	TLS	65
NUR BELLA AGUSTINA	4,1	TLS	80	LSN	69	TGS	80	TLS	80
OKES YOTISSE	4,1	TLS	70	LSN	74	TGS	70	TLS	70

Nama		Teknik	Nilai	Teknik	Nilai	Teknik	Nilai	Teknik	Nilai
OTIFAH NUR AWIYAH	4,1	TLS	70	LSN	77	TGS	70	TLS	70
PIOLA APRILIA	4,1	TLS	70	LSN	67	TGS	70	TLS	70
PIRA ANDISPA	4,1	TLS	70	LSN	70	TGS	70	TLS	70
PUTRI AYU LESTARI	4,1	TLS	80	LSN	73	TGS	80	TLS	80
PUTRI MAYANG SARI	4,1	TLS	80	LSN	72	TGS	80	TLS	80
REFI MARIANI	4,1	TLS	70	LSN	70	TGS	70	TLS	70
ROSYA DWI GUSTI	4,1	TLS	70	LSN	59	TGS	70	TLS	70
SINTIA LORISTA	4,1	TLS	70	LSN	72	TGS	70	TLS	70
TARA OKTA RAMADANI	4,1	TLS	68	LSN	56	TGS	66	TLS	65
TIDI SYAH	4,1	TLS	68	LSN	75	TGS	66	TLS	65
VHITA MARTALIA	4,1	TLS	80	LSN	56	TGS	80	TLS	80
VIANA RETNO FINASEH	4,1	TLS	80	LSN	70	TGS	80	TLS	80
VIOLA MEIRIKA PUTRI	4,1	TLS	80	LSN	71	TGS	80	TLS	80
WIJAYANTI ANJELIA	4,1	TLS	68	LSN	60	TGS	66	TLS	65
WIWI PURWANTI	4,1	TLS	66	LSN	70	TGS	67	TLS	66
YOLA NOPITA	4,1	TLS	68	LSN	68	TGS	67	TLS	65
YONGKI ALEXANDER	4,1	TLS	58	LSN	59	TGS	60	TLS	60
ZURIAH ANGGUN NUR HIKMAH	4,1	TLS	80	LSN	80	TGS	80	TLS	80

Penilaian 5		Penilaian 6		Penilaian 7		Penilaian 8		Penilaian 9		Penilaian 10	
Tenik	Nilai	Tenik	Nilai	Tenik	Nilai	Tenik	Nilai	Tenik	Nilai	Tenik	Nilai
LSN	70	TGS	70	TLS	75	LSN	78	TGS	80	TLS	75
LSN	68	TGS	65	TLS	70	LSN	50	TGS	70	TLS	70
LSN	68	TGS	65	TLS	70	LSN	60	TGS	70	TLS	70
LSN	68	TGS	65	TLS	70	LSN	50	TGS	70	TLS	70
LSN	70	TGS	70	TLS	75	LSN	60	TGS	80	TLS	75
LSN	68	TGS	65	TLS	70	LSN	60	TGS	70	TLS	70
LSN	70	TGS	70	TLS	75	LSN	77	TGS	80	TLS	75
LSN	75	TGS	70	TLS	70	LSN	60	TGS	80	TLS	70
LSN	70	TGS	70	TLS	75	LSN	55	TGS	80	TLS	75
LSN	70	TGS	70	TLS	75	LSN	60	TGS	80	TLS	75

LSN	68	TGS	65	TLS	70	LSN	60	TGS	70	TLS	70
LSN	68	TGS	65	TLS	70	LSN	50	TGS	70	TLS	70
LSN	75	TGS	70	TLS	70	LSN	65	TGS	80	TLS	70
LSN	75	TGS	70	TLS	70	LSN	66	TGS	80	TLS	70
LSN	70	TGS	70	TLS	75	LSN	60	TGS	80	TLS	75
LSN	75	TGS	70	TLS	70	LSN	70	TGS	80	TLS	70
LSN	68	TGS	65	TLS	70	LSN	70	TGS	70	TLS	70
LSN	75	TGS	70	TLS	70	LSN	60	TGS	80	TLS	70
LSN	75	TGS	70	TLS	70	LSN	60	TGS	80	TLS	70
LSN	68	TGS	65	TLS	70	LSN	60	TGS	70	TLS	70
LSN	75	TGS	70	TLS	70	LSN	60	TGS	80	TLS	70
LSN	70	TGS	70	TLS	75	LSN	60	TGS	80	TLS	75
LSN	70	TGS	70	TLS	75	LSN	60	TGS	80	TLS	75
LSN	70	TGS	70	TLS	75	LSN	60	TGS	80	TLS	75
LSN	70	TGS	70	TLS	75	LSN	60	TGS	80	TLS	75
LSN	75	TGS	70	TLS	70	LSN	70	TGS	80	TLS	70
LSN	75	TGS	70	TLS	70	LSN	70	TGS	80	TLS	70
LSN	70	TGS	70	TLS	75	LSN	50	TGS	80	TLS	75
LSN	70	TGS	70	TLS	75	LSN	55	TGS	80	TLS	75
LSN	70	TGS	70	TLS	75	LSN	70	TGS	80	TLS	75
LSN	68	TGS	65	TLS	70	LSN	60	TGS	70	TLS	70
LSN	68	TGS	65	TLS	70	LSN	55	TGS	70	TLS	70
LSN	75	TGS	70	TLS	70	LSN	60	TGS	80	TLS	70
LSN	75	TGS	70	TLS	70	LSN	60	TGS	80	TLS	70
LSN	75	TGS	70	TLS	70	LSN	60	TGS	80	TLS	70
LSN	68	TGS	65	TLS	65	LSN	60	TGS	65	TLS	65
LSN	70	TGS	70	TLS	66	LSN	70	TGS	70	TLS	68
LSN	70	TGS	65	TLS	70	LSN	70	TGS	70	TLS	70
LSN	70	TGS	69	TLS	70	LSN	70	TGS	70	TLS	60
LSN	80	TGS	80	TLS	80	LSN	80	TGS	80	TLS	80

XI IPS 3

Nama Siswa	No. KD	Penilaian 1		Penilaian 2		Penilaian 3		Penilaian 4	
		Tenik	Nilai	Tenik	Nilai	Tenik	Nilai	Tenik	Nilai
AFDAL MALIK FAJAR	4,1	TLS	65	LSN	65	TGS	70	TLS	65
Aji Arya Perdana	4,1	TLS	65	LSN	65	TGS	70	TLS	65
AMILIYA	4,1	TLS	70	LSN	80	TGS	70	TLS	70
AYU DWI SAPUTRI	4,1	TLS	70	LSN	80	TGS	70	TLS	70
CHARLES APRIANSAH	4,1	TLS	65	LSN	65	TGS	70	TLS	65
DEFRA PIRANDA	4,1	TLS		LSN		TGS		TLS	
DEFRIAN RAMADHONI	4,1	TLS	65	LSN	65	TGS	70	TLS	65
DIPA PUSRIANTI	4,1	TLS	70	LSN	80	TGS	70	TLS	70
DORA ELFITA VELONIA	4,1	TLS	70	LSN	80	TGS	70	TLS	70
EDWENSYAH	4,1	TLS	65	LSN	65	TGS	70	TLS	65
EHVA MEDIA SANTRI	4,1	TLS	70	LSN	80	TGS	70	TLS	70
ERIKA NUR ANGGRAINI	4,1	TLS	65	LSN	70	TGS	70	TLS	65
FAUZAN NURIANTO	4,1	TLS	70	LSN	80	TGS	70	TLS	70
FREN SINATRA	4,1	TLS	70	LSN	80	TGS	70	TLS	70
GHOFIN CHANIAGO	4,1	TLS	65	LSN	65	TGS	70	TLS	65
INDRA	4,1	TLS	65	LSN	65	TGS	70	TLS	65
JESEN ERZANSI ANTONIO	4,1	TLS	65	LSN	65	TGS	70	TLS	65
KALPIN SEPTIAN	4,1	TLS	65	LSN	65	TGS	70	TLS	65

Nama	4,1	Teknik	Nilai	Teknik	Nilai	Teknik	Nilai	Teknik	Nilai
KELVIN RAHMANSYAH	4,1	TLS	65	LSN	65	TGS	70	TLS	65
LEO CHANDRA	4,1	TLS	65	LSN	65	TGS	70	TLS	65
LIANDO	4,1	TLS	70	LSN	80	TGS	70	TLS	70
M. EDO ALVIS EKA PUTRA	4,1	TLS	65	LSN	70	TGS	70	TLS	65
MARDIANA	4,1	TLS	70	LSN	80	TGS	70	TLS	70
MEISYA FIBRI RAMDANI	4,1	TLS	70	LSN	80	TGS	70	TLS	70
MIRANDA NOPITA SARI	4,1	TLS	70	LSN	80	TGS	70	TLS	70
NOREN ALHAMIE	4,1	TLS	70	LSN	80	TGS	70	TLS	70
NUR SALEHA	4,1	TLS	70	LSN	80	TGS	70	TLS	70
PITRA	4,1	TLS	70	LSN	80	TGS	70	TLS	70
RANGGA	4,1	TLS	65	LSN	65	TGS	70	TLS	65
RANGGA AFRIANTO	4,1	TLS	65	LSN	65	TGS	70	TLS	65
REDO RILIANSAH	4,1	TLS	65	LSN	70	TGS	70	TLS	65
ROY HIDI	4,1	TLS	70	LSN	80	TGS	70	TLS	70
SHERLIN PITALOKA	4,1	TLS	70	LSN	80	TGS	70	TLS	70
SISKA VERONIKA	4,1	TLS	70	LSN	80	TGS	70	TLS	70
TATA TERANDA	4,1	TLS	70	LSN	80	TGS	70	TLS	70
VIVI ANJANI	4,1	TLS	70	LSN	80	TGS	70	TLS	70
WELI NUR FADILA	4,1	TLS	70	LSN	80	TGS	70	TLS	70
WIDI SANJAYA SAPUTRA	4,1	TLS	65	LSN	65	TGS	70	TLS	65
YELVA AGUSTINA	4,1	TLS	70	LSN	80	TGS	70	TLS	70

Penilaian 5		Penilaian 6		Penilaian 7		Penilaian 8		Penilaian 9		Penilaian 10	
Tenik	Nilai	Tenik	Nilai	Tenik	Nilai	Tenik	Nilai	Tenik	Nilai	Tenik	Nilai
LSN	65	TGS	70	TLS	65	LSN	65	TGS	65	TLS	65
LSN	65	TGS	70	TLS	65	LSN	65	TGS	65	TLS	65
LSN	70	TGS	70	TLS	80	LSN	80	TGS	80	TLS	80
LSN	70	TGS	70	TLS	80	LSN	80	TGS	80	TLS	80
LSN	65	TGS	70	TLS	65	LSN	65	TGS	65	TLS	65
LSN		TGS		TLS		LSN		TGS		TLS	
LSN	65	TGS	70	TLS	65	LSN	65	TGS	65	TLS	65
LSN	70	TGS	70	TLS	80	LSN	80	TGS	80	TLS	80

LSN	70	TGS	70	TLS	80	LSN	80	TGS	80	TLS	80
LSN	65	TGS	70	TLS	65	LSN	65	TGS	65	TLS	65
LSN	70	TGS	70	TLS	80	LSN	80	TGS	80	TLS	80
LSN	65	TGS	70	TLS	70	LSN	70	TGS	70	TLS	70
LSN	70	TGS	70	TLS	80	LSN	80	TGS	80	TLS	80
LSN	70	TGS	70	TLS	80	LSN	80	TGS	80	TLS	80
LSN	65	TGS	70	TLS	65	LSN	65	TGS	65	TLS	65
LSN	65	TGS	70	TLS	65	LSN	65	TGS	65	TLS	65
LSN	65	TGS	70	TLS	65	LSN	65	TGS	65	TLS	65
LSN	65	TGS	70	TLS	65	LSN	65	TGS	65	TLS	65
LSN	65	TGS	70	TLS	65	LSN	65	TGS	65	TLS	65
LSN	65	TGS	70	TLS	65	LSN	65	TGS	65	TLS	65
LSN	70	TGS	70	TLS	80	LSN	80	TGS	80	TLS	80
LSN	65	TGS	70	TLS	70	LSN	70	TGS	70	TLS	70
LSN	70	TGS	70	TLS	80	LSN	80	TGS	80	TLS	80
LSN	70	TGS	70	TLS	80	LSN	80	TGS	80	TLS	80
LSN	70	TGS	70	TLS	80	LSN	80	TGS	80	TLS	80
LSN	70	TGS	70	TLS	80	LSN	80	TGS	80	TLS	80
LSN	70	TGS	70	TLS	80	LSN	80	TGS	80	TLS	80
LSN	70	TGS	70	TLS	80	LSN	80	TGS	80	TLS	80
LSN	65	TGS	70	TLS	65	LSN	65	TGS	65	TLS	65
LSN	65	TGS	70	TLS	65	LSN	65	TGS	65	TLS	65
LSN	65	TGS	70	TLS	70	LSN	70	TGS	70	TLS	70
LSN	70	TGS	70	TLS	80	LSN	80	TGS	80	TLS	80
LSN	70	TGS	70	TLS	80	LSN	80	TGS	80	TLS	80
LSN	70	TGS	70	TLS	80	LSN	80	TGS	80	TLS	80
LSN	70	TGS	70	TLS	80	LSN	80	TGS	80	TLS	80
LSN	70	TGS	70	TLS	80	LSN	80	TGS	80	TLS	80
LSN	70	TGS	70	TLS	80	LSN	80	TGS	80	TLS	80
LSN	65	TGS	70	TLS	65	LSN	65	TGS	65	TLS	65
LSN	70	TGS	70	TLS	80	LSN	80	TGS	80	TLS	80

Appendix 2

"Learning Syllabus"

SILABUS

Bahasa Inggris Umum

Satuan Pendidikan   : SMA/MA
Kelas   : XI (Sebelas)
Kompetensi Inti   :

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, can)	• FungsiSosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks - Memulai - Menanggapi (diharapkan/di	- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisisaran dan tawaran dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang
4.1 Menyusun teks interaksi transaksional, lisan dan tulis,		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	luar dugaan) • Unsur Kebahasaan - Ungkapan yang menunjukkan saran dan tawaran, dengan modal *should* dan *can* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI	- Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan sekolah dan sekitarnyauntuk membuat serangkaian saran dan tawaran untuk memperbaikinya - Melakukan refleksi tentang proses dan hasil belajarnya
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion) 4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan menyatakan pendapat *I*	- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
kebahasaan yang benar dan sesuai konteks	*think, I suppose, in my opinion* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI	peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnyadan kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya 4.3 Teks undangan resmi 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja 4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi • Struktur Teks Dapat mencakup: - Sapaan - Isi - Penutup • Unsur Kebahasaan - Ungkapan dan istilah yang digunakan dalam undangan resmi - Nomina singular dan plural dengan atau tanpa *a, the, this,*	- Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan - Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempelkan undangan di

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapatmenumbuhkan perilaku yang termuat di KI • Multimedia Layout yang membuat tampilan teks lebih menarik.	dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya 4.4 Teks eksposisi analitis 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis • Struktur Teks Dapat mencakup - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan - Ungkapan seperti *I believe, I think* - Adverbia f*irst, second, third ...* - Kata sambung*There for, consequently, based on the arguments* - Nomina	- Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya - Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya.

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran
		singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI	- Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
3.5	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice)	• Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Kalimat deklaratif dan interogatif dalam passive voice - Preposisi*by* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, tumbuh-	- Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beeberapa negara dengan banyak menggunakan kalimat pasif - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar - Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melakukan refleksi tentang proses dan hasil belajarnya
4.5.	Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI	
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya	• Fungsi Sosial Menjalin kedekatan hubungan antar pribadi • Struktur Teks Dapat mencakup - Tempat dan tanggal - Penerima - Sapaan - Isi surat - Penutup • Unsur Kebahasaan - Ungkapan keakraban yang lazim digunakan dalam surat pribadi - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pengalaman, informasi, hallain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar. - Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya - Melakukan refleksi tentang proses dan hasil belajar
4.6 Teks surat pribadi 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya 4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran
3.7	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...)	• Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan)	- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataansebab akibat - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud
4.7	Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Unsur Kebahasaan - Kata yang menyatakan hubungan sebab akibat: *because of ..., due to ..., thanks to ...* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.	- Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pernuataan sebab akibat dan kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnyadan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
3.8	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain	• Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena	- Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX - Menggunakan alat analisis, mengidentifikasi bagian-

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran
	di kelas XI, sesuai dengan konteks penggunaannya	• Struktur Teks Dapat mencakup: - fenomena - identitas gejala - rangkaian penjelasan • Unsur Kebahasaan - Adverbia *first, then, following, finally* - Hubungan sebab-akibat (*if –then, so, as a consequence, since, due to, because of, thanks to* - Kalimat pasif, dalamtenses yang *present* - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI	bagian struktur teks report dan mengamati cara penggunaanya, seperti yang dicontohkan - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana. - Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya - Mempresentasikan teksnya kepada teman-teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya
4.8	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI		
3.9	Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosa kata dan tata bahasa	- Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca - Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya - Menyimak, dan menirukan guru membaca lirik lagu secara bermakna
4.9	Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	- Menyebutkan bagian-bagian yang terkait dengan pesan-pesantertentu - Membahas pemilihan kata tertentu terkait dengan tema lagu - Melakukan refleksi tentang proses dan hasil belajarnya

Appendix 3
"Lesson Plan"

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : SMA Negeri 1 Pasemah Air Keruh
Mata Pelajaran   : Bahasa Inggris
Kelas/ Semester   : XI / 2
Materi Pokok   : Cause and Effect
Pertemuan   : 2

A. Kompetensi Inti

1. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

2. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indicator Pencapaian Kompetensi
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...)	• Mengidentifikasi situasi yang memunculkan pernyataan sebab akibat • Menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud • Memahami struktur teks dalam memberi dan meminta informasi terkait hubungan sebab akibat • Memahami unsur kebahasaan dari sebuah teks dalam memberi dan meminta informasi terkait hubungan

	sebab akibat

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi situasi yang memunculkan pernyataan sebab akibat
2. Menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud
3. Memahami struktur teks dalam memberi dan meminta informasi terkait hubungan sebab akibat
4. Memahami unsur kebahasaan dari sebuah teks dalam memberi dan meminta informasi terkait hubungan sebab akibat
5. Menulis teks pendek yang melibatkan pernuataan sebab akibat dan kemudian dibacakan ke kelas
6. Membuat beberapa pandangan dari hasil pengamatan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya

D. Materi Pembelajaran

A Pre-Activity

With a partner, read the conversation given below.

Jane: Hi Ray! What are you doing?

Ray: Hey Jane! I am reading an article on smoking.

Jane: Smoking! Why?

Ray: For presentation in Science class.

Jane: So tell me what you learnt about smoking.

Ray: Did you know that smoking is one of the main causes of sickness in smokers? For example:
1. Smoking weakens the lungs due to which there is a build up of poisonous substances.
2. Smoking causes heart attacks, strokes, ulcers.

Jane: Really? It sounds scary.

Ray: It is! If we do not educate people about the effects of smoking, there will be a lot of people suffering from these diseases.

Jane: You are right. We have to do it.

Discuss with your partner
What do you think is happening in the above conversation?
Do you think smoking is dangerous?
Do you think it should be banned?

E. Sumber Pembelajaran

1. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016
2. Kamus Bahasa Inggris
3. Pengalaman peserta didik dan guru

F. Metode dan Tekhnik Pembelajaran

Metode   : Discovery learning
Tekhnik   : Ceramah dan tanya jawab

G. Media Pembelajaran

1. Media : Bahan ajar, Buku Bahasa Inggris Erlangga, Hangouts
2. Alat : Kertas, alat tulis, handphone dan laptop

H. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan:

1. Salam

2. Guru membuka kelas dengan mengucapkan "Bismillah"
3. Guru mengisi absensi siwa
4. Guru menjelaskan kepada siswa tentang tujuan pembelajaran
5. Guru mempersiapkan pembelajaran dan memahami dengan baik peran seorang guru
   a. Guru sebagai fasilitator
   b. Guru memonitor proses pembelajaran
6. Guru memberikan hand-out atau transcript

Kegiatan Inti:
1. Guru menjelaskan materi dan memberikan audio
2. Siswa mendengarkan audio
3. Selama siswa mendengarkan audio, mereka harus menuliskan informasi mengenai audio tersebut
4. Setelah selesai, siwswa menjawab pertanyaan dan mendiskusikan dengan kawannya dengna berbahasa Inggris
5. Setelah selesai diskusi, salah satu dari mereka harus menjelaskan didepan kelas atau melakukan pronunciation practice terhadap hasil yang telah didiskusikan
6. Guru menilai pronunciation practice siswa
7. Untuk siswa yang mendengarkan temannya, dapat menilai apa yang salah
8. Guru akan memputar kembali audio jika mereka mempunyai kesalahan dalam mengeja atau pengucapan
9. Guru memberikan kesempatan siswa untuk bertanya

Penutup:
1. Mereview materi
2. Bertanya dengan siswa sambil mereview materi untuk melihat pemahaman siswa
3. Guru meminta siswa untuk mengambil kesimpulan pembelajaran
4. Guru menutup pembelajaran dengan mengucapkan "Alhamdulillah"

I. Instrumen Penilaian
1. Lisan   : Tes oral

J. Pedoman Penilaian

No	Aspect	Rating Score	Criteria
1	Phonemes	4	Four points are awarded when the response is correct by conventional spelling standard
		3	Given if all phonemes are represented, but the word is not spelled correctly
		2	Given if the response represents at

			least two phonemes
		1	Given for a response in which the first letter (or only letter) represents the first phoneme in the word
		0	No points are awarded if no letters are given or if the letters fail to capture any phonological element of the target word

Mengetahui,   Muara Sindang,   April 2021

Kepala SMAN 1 Pasemah Air Keruh   Guru Mata Pelajaran

Rusli Zakaria, M.Pd   **Ekta Sartika, S.Pd**

NIP.   NIP.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : SMA Negeri 1 Pasemah Air Keruh
Mata Pelajaran   : Bahasa Inggris
Kelas/ Semester   : XI / 2
Materi Pokok   : Cause and Effect
Pertemuan   : 3

K. Kompetensi Inti

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

L. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indicator Pencapaian Kompetensi
3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...)	• Mengidentifikasi situasi yang memunculkan pernyataan sebab akibat • Menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud • Memahami struktur teks dalam memberi dan meminta informasi terkait hubungan sebab akibat • Memahami unsur kebahasaan dari sebuah teks dalam memberi dan meminta informasi terkait hubungan sebab akibat

M. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

7. Mengidentifikasi situasi yang memunculkan pernyataan sebab akibat
8. Menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud
9. Memahami struktur teks dalam memberi dan meminta informasi terkait hubungan sebab akibat
10. Memahami unsur kebahasaan dari sebuah teks dalam memberi dan meminta informasi terkait hubungan sebab akibat
11. Menulis teks pendek yang melibatkan pernuataan sebab akibat dan kemudian dibacakan ke kelas
12. Membuat beberapa pandangan dari hasil pengamatan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya

N. Materi Pembelajaran

A Led To B → ← **Cause Led to Effect**
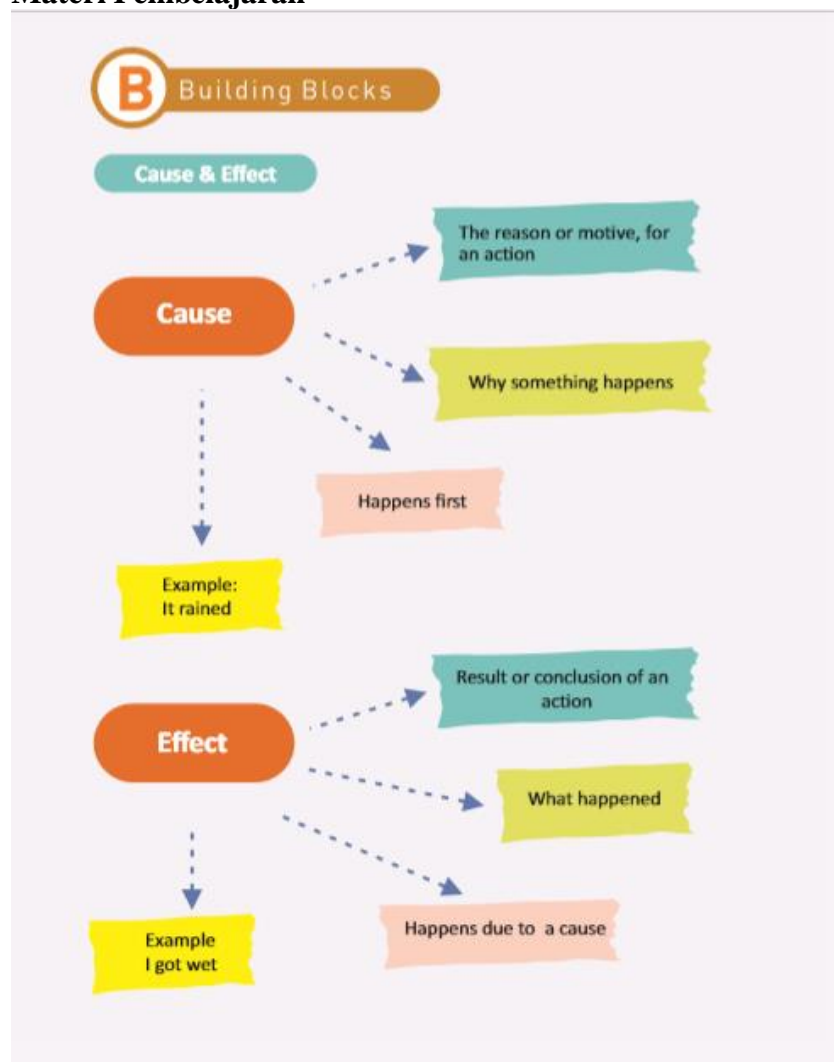
- ✓ To find a cause, ask, why did this happen?
- ✓ To find an effect, ask, what happened?
- ✓ Example:
  It rained, so I got wet.

Signal words
When we talk about cause, we use the following signal words:

- Because
- The reason for
- On account of
- Bring about
- Give rise to
- Created by
- Contributed to
- Led to
- Due to
- For this reason
- Unless

Signal words
When we talk about an effect resulting from a certain cause, we use the following signal words:

- As a result
- Then
- Hence
- For this reason
- Therefore
- Outcome
- So
- Consequently
- Finally
- Therefore
- in order to

Some examples of Cause and Effect relationships

Sentence	Cause & Effect Relationship
Sumatran tigers are almost extinct because people killed too many of them.	Cause - People killed too many of them. Effect - Sumatran tigers almost became extinct.
Haze is caused by massive forest burning.	Cause - massive forest burning Effect - haze
Since they are in love, they forgive each other's mistakes.	Cause - They are in love Effect - They forgive each other's mistakes
Early man learnt to grow food, and as a result, their lives became easier.	Cause - Early man learnt to grow food Effect - their lives became easier

Let's take a look at the sentence structure of cause and effect.

a. **Due to, because of, owing to** and **thanks to** are followed by a noun.

Due to	
Because of	+ Noun
Owing to	
Thanks to	

b. **Because, since, as, for** are followed by a verb.

Because	
Since	
As	Subject + verb
For	
As a result of	

Examples:
1. Owing to her hard work and intelligence, we won the trophy.
2. Thanks to Siti and John's effective planning, the event went well.
3. Because of his hard work, he managed to get the best student award.
4. I have a stomachache because I ate too much food.
5. There was a lot of homework and tests, as a result most of the students were unhappy and couldn't go anywhere during the weekend.

O. Sumber Pembelajaran
4. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016
5. Kamus Bahasa Inggris
6. Pengalaman peserta didik dan guru

P. Metode dan Tekhnik Pembelajaran
Metode   : Discovery learning
Tekhnik   : Ceramah dan tanya jawab

Q. Media Pembelajaran

3. Media : Bahan ajar, Buku Bahasa Inggris Erlangga, Hangouts
4. Alat : Kertas, alat tulis, handphone dan laptop

R. Langkah-langkah Kegiatan Pembelajaran
Pendahuluan:
7. Salam
8. Guru membuka kelas dengan mengucapkan "Bismillah"
9. Guru mengisi absensi siwa
10. Guru menjelaskan kepada siswa tentang tujuan pembelajaran
11. Guru mempersiapkan pembelajaran dan memahami dengan baik peran seorang guru
    c. Guru sebagai fasilitator
    d. Guru memonitor proses pembelajaran
12. Guru memberikan hand-out atau transcript

Kegiatan Inti:
10. Guru menjelaskan materi dan memberikan audio
11. Siswa mendengarkan audio
12. Selama siswa mendengarkan audio, mereka harus menuliskan informasi mengenai audio tersebut
13. Setelah selesai, siwswa menjawab pertanyaan dan mendiskusikan dengan kawannya dengna berbahasa Inggris
14. Setelah selesai diskusi, salah satu dari mereka harus menjelaskan didepan kelas atau melakukan pronunciation practice terhadap hasil yang telah didiskusikan
15. Guru menilai pronunciation practice siswa
16. Untuk siswa yang mendengarkan temannya, dapat menilai apa yang salah
17. Guru akan memputar kembali audio jika mereka mempunyai kesalahan dalam mengeja atau pengucapan
18. Guru memberikan kesempatan siswa untuk bertanya

Penutup:
5. Mereview materi
6. Bertanya dengan siswa sambil mereview materi untuk melihat pemahaman siswa
7. Guru meminta siswa untuk mengambil kesimpulan pembelajaran
8. Guru menutup pembelajaran dengan mengucapkan "Alhamdulillah"

S. Instrumen Penilaian
2. Lisan   : Tes oral

T. Pedoman Penilaian

No	Aspect	Rating Score	Criteria

1	Phonemes	4	Four points are awarded when the response is correct by conventional spelling standard
		3	Given if all phonemes are represented, but the word is not spelled correctly
		2	Given if the response represents at least two phonemes
		1	Given for a response in which the first letter (or only letter) represents the first phoneme in the word
		0	No points are awarded if no letters are given or if the letters fail to capture any phonological element of the target word

Mengetahui,   Muara Sindang,   April 2021
Kepala SMAN 1 Pasemah Air Keruh   Guru Mata Pelajaran

Rusli Zakaria, M.Pd   **Ekta Sartika, S.Pd**
NIP.   NIP.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : SMA Negeri 1 Pasemah Air Keruh
Mata Pelajaran   : Bahasa Inggris
Kelas/ Semester   : XI / 2
Materi Pokok   : Cause and Effect
Pertemuan   : 4

U. Kompetensi Inti
5. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
6. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

V. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indicator Pencapaian Kompetensi
3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...)	• Mengidentifikasi situasi yang memunculkan pernyataan sebab akibat • Menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud • Memahami struktur teks dalam memberi dan meminta informasi terkait hubungan sebab akibat • Memahami unsur kebahasaan

	dari sebuah teks dalam memberi dan meminta informasi terkait hubungan sebab akibat

W. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

13. Mengidentifikasi situasi yang memunculkan pernyataan sebab akibat
14. Menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud
15. Memahami struktur teks dalam memberi dan meminta informasi terkait hubungan sebab akibat
16. Memahami unsur kebahasaan dari sebuah teks dalam memberi dan meminta informasi terkait hubungan sebab akibat
17. Menulis teks pendek yang melibatkan pernuataan sebab akibat dan kemudian dibacakan ke kelas
18. Membuat beberapa pandangan dari hasil pengamatan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya

X. Materi Pembelajaran

C Let's Practice

A. Read the following sentences. Decide if the words in bold are the cause or the effect. Write *cause* or *effect* on the line. Then, underline the "signal" word or phrase.

1. Early man used weapons becauce **they needed to find food.**

2. The glaciers began to melt; therefore, **the land bridge between Asia and North America became flooded.**

3. **Because they wanted to learn about different civilizations that existed,** archaeologists studied artifacts.

4. **Early man slowly started to grow food,** and as a result, their lives became easier.

5. **My sister was very tired** because she stayed up past midnight.

B. Read the cause, write the effect, then write the complete sentence using signal words. The first one has been done for you.

1. Cause: It was very windy.

   Effect: All the flights were cancelled.

   Sentence: It was very windy; therefore, all the flights were cancelled.

2. Cause: She ate too much.

   Effect: ...

   Sentence: ...

3. Cause: I ran out of money.

   Effect: ...

   Sentence: ...

4. Cause: He is afraid to fly.

   Effect: ...

   Sentence: ...

5. Cause: After the car accident

   Effect: ...

   Sentence: ...

C. **Read the sentences and find the cause and effect. The first one has been done for you.**

1. The milk spilled all over the floor, so Jane got a mop and cleaned it up.

   Cause: milk spilled

   Effect: Jane mopped

2. Siti has planned a trip to her uncle's house because she loves her cousins.

   Cause: ...

   Effect: ...

3. The green house gases trap the heat in the air, so the Earth becomes warmer.

   Cause: ...

   Effect: ...

4. Because the Sumatran tigers were almost extinct, the Indonesian government declared them as endangered species.

   Cause: ...

   Effect :...

5. Animals are becoming extinct because humans are moving into their habitats.

   Cause: ...

   Effect: ...

D. Complete the cause and effect transactional conversation given below. Use signal words like *because, due to, so, therefore, the reason for, then,* etc.

A. This conversation between two friends is about the effects of exercise on our body.

Siti: Hey! Why are you wearing your sports wear?
Edo: I am going for exercise.
Siti: Why? I have never seen you exercising before.
Edo: ...
Siti: ...
Edo: ...
Siti: ...

B. Write a cause and effect conversation on forest fires in Sumatra.

A: ...
B: ...
A: ...
B: ...
A: ...
B: ...
A: ...
B: ...

Y. Sumber Pembelajaran

7. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016
8. Kamus Bahasa Inggris
9. Pengalaman peserta didik dan guru

Z. Metode dan Tekhnik Pembelajaran

Metode   : Discovery learning
Tekhnik   : Ceramah dan tanya jawab

AA.   Media Pembelajaran
5. Media : Bahan ajar, Buku Bahasa Inggris Erlangga, Hangouts
6. Alat : Kertas, alat tulis, handphone dan laptop

BB.   Langkah-langkah Kegiatan Pembelajaran
Pendahuluan:
13. Salam
14. Guru membuka kelas dengan mengucapkan "Bismillah"
15. Guru mengisi absensi siwa
16. Guru menjelaskan kepada siswa tentang tujuan pembelajaran
17. Guru mempersiapkan pembelajaran dan memahami dengan baik peran seorang guru
    e. Guru sebagai fasilitator
    f. Guru memonitor proses pembelajaran
18. Guru memberikan hand-out atau transcript

Kegiatan Inti:
19. Guru menjelaskan materi dan memberikan audio
20. Siswa mendengarkan audio
21. Selama siswa mendengarkan audio, mereka harus menuliskan informasi mengenai audio tersebut
22. Setelah selesai, siwswa menjawab pertanyaan dan mendiskusikan dengan kawannya dengna berbahasa Inggris
23. Setelah selesai diskusi, salah satu dari mereka harus menjelaskan didepan kelas atau melakukan pronunciation practice terhadap hasil yang telah didiskusikan
24. Guru menilai pronunciation practice siswa
25. Untuk siswa yang mendengarkan temannya, dapat menilai apa yang salah
26. Guru akan memputar kembali audio jika mereka mempunyai kesalahan dalam mengeja atau pengucapan
27. Guru memberikan kesempatan siswa untuk bertanya

Penutup:
9. Mereview materi
10. Bertanya dengan siswa sambil mereview materi untuk melihat pemahaman siswa
11. Guru meminta siswa untuk mengambil kesimpulan pembelajaran
12. Guru menutup pembelajaran dengan mengucapkan "Alhamdulillah"

CC.   Instrumen Penilaian
3. Lisan   : Tes oral

DD.   Pedoman Penilaian

No	Aspect	Rating	Criteria

		Score	
1	Phonemes	4	Four points are awarded when the response is correct by conventional spelling standard
		3	Given if all phonemes are represented, but the word is not spelled correctly
		2	Given if the response represents at least two phonemes
		1	Given for a response in which the first letter (or only letter) represents the first phoneme in the word
		0	No points are awarded if no letters are given or if the letters fail to capture any phonological element of the target word

Mengetahui,
Kepala SMAN 1 Pasemah Air Keruh

Muara Sindang,   April 2021
Guru Mata Pelajaran

Rusli Zakaria, M.Pd
NIP.

Ekta Sartika, S.Pd
NIP.

Satuan Pendidikan   : SMA Negeri 1 Pasemah Air Keruh
Mata Pelajaran   : Bahasa Inggris
Kelas/ Semester   : XI / 2
Materi Pokok   : Cause and Effect
Pertemuan   : 5

EE.   **Kompetensi Inti**

7. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

8. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

FF. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indicator Pencapaian Kompetensi
3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...)	• Mengidentifikasi situasi yang memunculkan pernyataan sebab akibat • Menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud • Memahami struktur teks dalam memberi dan meminta informasi terkait hubungan sebab akibat • Memahami unsur kebahasaan dari sebuah teks dalam memberi dan meminta informasi terkait hubungan

	sebab akibat

GG.   Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

19. Mengidentifikasi situasi yang memunculkan pernyataan sebab akibat
20. Menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud
21. Memahami struktur teks dalam memberi dan meminta informasi terkait hubungan sebab akibat
22. Memahami unsur kebahasaan dari sebuah teks dalam memberi dan meminta informasi terkait hubungan sebab akibat
23. Menulis teks pendek yang melibatkan pernuataan sebab akibat dan kemudian dibacakan ke kelas
24. Membuat beberapa pandangan dari hasil pengamatan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya

HH.   Materi Pembelajaran

D Active Conversation

With a partner, think of 2 endangered animals in Indonesia. Why are the animals becoming endangered and how can it be prevented? Write a conversation about it and after that, do a role-play of the conversation you have created. Remember to use cause and effect signal words.

II. Sumber Pembelajaran

10. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016
11. Kamus Bahasa Inggris
12. Pengalaman peserta didik dan guru

JJ. Metode dan Tekhnik Pembelajaran

Metode   : Discovery learning
Tekhnik   : Ceramah dan tanya jawab

KK.   Media Pembelajaran

7. Media : Bahan ajar, Buku Bahasa Inggris Erlangga, Hangouts
8. Alat : Kertas, alat tulis, handphone dan laptop

LL.   Langkah-langkah Kegiatan Pembelajaran

Pendahuluan:

19. Salam
20. Guru membuka kelas dengan mengucapkan "Bismillah"
21. Guru mengisi absensi siwa
22. Guru menjelaskan kepada siswa tentang tujuan pembelajaran
23. Guru mempersiapkan pembelajaran dan memahami dengan baik peran seorang guru
    g. Guru sebagai fasilitator
    h. Guru memonitor proses pembelajaran
24. Guru memberikan hand-out atau transcript

Kegiatan Inti:
28. Guru menjelaskan materi dan memberikan audio
29. Siswa mendengarkan audio
30. Selama siswa mendengarkan audio, mereka harus menuliskan informasi mengenai audio tersebut
31. Setelah selesai, siwswa menjawab pertanyaan dan mendiskusikan dengan kawannya dengna berbahasa Inggris
32. Setelah selesai diskusi, salah satu dari mereka harus menjelaskan didepan kelas atau melakukan pronunciation practice terhadap hasil yang telah didiskusikan
33. Guru menilai pronunciation practice siswa
34. Untuk siswa yang mendengarkan temannya, dapat menilai apa yang salah
35. Guru akan memputar kembali audio jika mereka mempunyai kesalahan dalam mengeja atau pengucapan
36. Guru memberikan kesempatan siswa untuk bertanya

Penutup:
13. Mereview materi
14. Bertanya dengan siswa sambil mereview materi untuk melihat pemahaman siswa
15. Guru meminta siswa untuk mengambil kesimpulan pembelajaran
16. Guru menutup pembelajaran dengan mengucapkan "Alhamdulillah"

MM.   Instrumen Penilaian
4. Lisan   : Tes oral

NN.   Pedoman Penilaian

No	Aspect	Rating Score	Criteria
1	Phonemes	4	Four points are awarded when the response is correct by conventional spelling standard
		3	Given if all phonemes are represented, but the word is not spelled correctly

		2	Given if the response represents at least two phonemes
		1	Given for a response in which the first letter (or only letter) represents the first phoneme in the word
		0	No points are awarded if no letters are given or if the letters fail to capture any phonological element of the target word

Mengetahui,   Muara Sindang,   Maret 2021
Kepala SMAN 1 Pasemah Air Keruh   Guru Mata Pelajaran

Rusli Zakaria, M.Pd   **Ekta Sartika, S.Pd**
NIP.   NIP.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : SMA Negeri 1 Pasemah Air Keruh
Mata Pelajaran   : Bahasa Inggris
Kelas/ Semester   : XI / 2
Materi Pokok   : Cause and Effect
Pertemuan   : 6

OO.   Kompetensi Inti

9. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

10. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

PP. Kompetensi Dasar dan Indikator Pencapaian Kompetensi
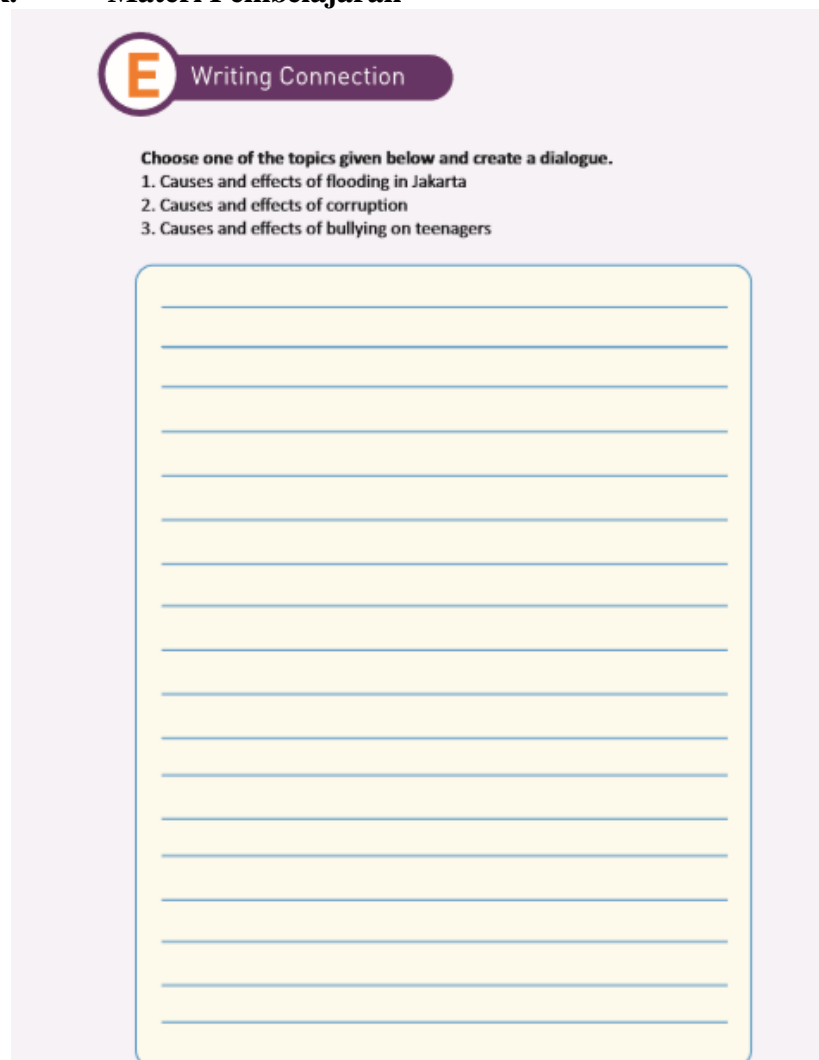
Kompetensi Dasar	Indicator Pencapaian Kompetensi
3.11 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...)	- Mengidentifikasi situasi yang memunculkan pernyataan sebab akibat - Menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud - Memahami struktur teks dalam memberi dan meminta informasi terkait hubungan sebab akibat - Memahami unsur kebahasaan dari sebuah teks dalam memberi dan meminta informasi terkait hubungan sebab akibat

QQ.   Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
25. Mengidentifikasi situasi yang memunculkan pernyataan sebab akibat

26. Menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud
27. Memahami struktur teks dalam memberi dan meminta informasi terkait hubungan sebab akibat
28. Memahami unsur kebahasaan dari sebuah teks dalam memberi dan meminta informasi terkait hubungan sebab akibat
29. Menulis teks pendek yang melibatkan pernuataan sebab akibat dan kemudian dibacakan ke kelas
30. Membuat beberapa pandangan dari hasil pengamatan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya

RR. **Materi Pembelajaran**

SS. Sumber Pembelajaran
13. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016

14. Kamus Bahasa Inggris
15. Pengalaman peserta didik dan guru

TT. **Metode dan Tekhnik Pembelajaran**
Metode   : Discovery learning
Tekhnik   : Ceramah dan tanya jawab

UU. **Media Pembelajaran**
9. Media : Bahan ajar, Buku Bahasa Inggris Erlangga, Hangouts
10. Alat : Kertas, alat tulis, handphone dan laptop

VV. **Langkah-langkah Kegiatan Pembelajaran**
Pendahuluan:
25. Salam
26. Guru membuka kelas dengan mengucapkan "Bismillah"
27. Guru mengisi absensi siwa
28. Guru menjelaskan kepada siswa tentang tujuan pembelajaran
29. Guru mempersiapkan pembelajaran dan memahami dengan baik peran seorang guru
    i. Guru sebagai fasilitator
    j. Guru memonitor proses pembelajaran
30. Guru memberikan hand-out atau transcript

Kegiatan Inti:
37. Guru menjelaskan materi dan memberikan audio
38. Siswa mendengarkan audio
39. Selama siswa mendengarkan audio, mereka harus menuliskan informasi mengenai audio tersebut
40. Setelah selesai, siwswa menjawab pertanyaan dan mendiskusikan dengan kawannya dengna berbahasa Inggris
41. Setelah selesai diskusi, salah satu dari mereka harus menjelaskan didepan kelas atau melakukan pronunciation practice terhadap hasil yang telah didiskusikan
42. Guru menilai pronunciation practice siswa
43. Untuk siswa yang mendengarkan temannya, dapat menilai apa yang salah
44. Guru akan memputar kembali audio jika mereka mempunyai kesalahan dalam mengeja atau pengucapan
45. Guru memberikan kesempatan siswa untuk bertanya

Penutup:
17. Mereview materi
18. Bertanya dengan siswa sambil mereview materi untuk melihat pemahaman siswa
19. Guru meminta siswa untuk mengambil kesimpulan pembelajaran

20. Guru menutup pembelajaran dengan mengucapkan "Alhamdulillah"

WW. **Instrumen Penilaian**
  5. Lisan   : Tes oral

XX. **Pedoman Penilaian**

No	Aspect	Rating Score	Criteria
1	Phonemes	4	Four points are awarded when the response is correct by conventional spelling standard
		3	Given if all phonemes are represented, but the word is not spelled correctly
		2	Given if the response represents at least two phonemes
		1	Given for a response in which the first letter (or only letter) represents the first phoneme in the word
		0	No points are awarded if no letters are given or if the letters fail to capture any phonological element of the target word

Mengetahui,   Muara Sindang,   April 2021
Kepala SMAN 1 Pasemah Air Keruh   Guru Mata Pelajaran

Rusli Zakaria, M.Pd   **Ekta Sartika, S.Pd**
NIP.   NIP.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : SMA Negeri 1 Pasemah Air Keruh
Mata Pelajaran   : Bahasa Inggris
Kelas/ Semester   : XI / 2
Materi Pokok   : Cause and Effect
Pertemuan   : 7

YY.   Kompetensi Inti

11. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

12. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

ZZ.   Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indicator Pencapaian Kompetensi
3.12 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis	• Mengidentifikasi situasi yang memunculkan pernyataan sebab akibat • Menyebutkan situasi yang

yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...)	memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud • Memahami struktur teks dalam memberi dan meminta informasi terkait hubungan sebab akibat • Memahami unsur kebahasaan dari sebuah teks dalam memberi dan meminta informasi terkait hubungan sebab akibat

AAA.   Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

31. Mengidentifikasi situasi yang memunculkan pernyataan sebab akibat
32. Menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud
33. Memahami struktur teks dalam memberi dan meminta informasi terkait hubungan sebab akibat
34. Memahami unsur kebahasaan dari sebuah teks dalam memberi dan meminta informasi terkait hubungan sebab akibat
35. Menulis teks pendek yang melibatkan pernuataan sebab akibat dan kemudian dibacakan ke kelas
36. Membuat beberapa pandangan dari hasil pengamatan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya

BBB.   Materi Pembelajaran

Let's Create/Contribute

Cause and Effect Tree

Choose one of the following topics for your project.

1. Effects of smoking

2. Extreme weather due to global warming

3. Effects of global warming

With your partner, explore the consequences of your topic by writing the cause on the roots of the tree and the effects on the branches.

Once you are done, you can present your work in class using one of the following forms: video, comic strip, PowerPoint presentation, or a blog.
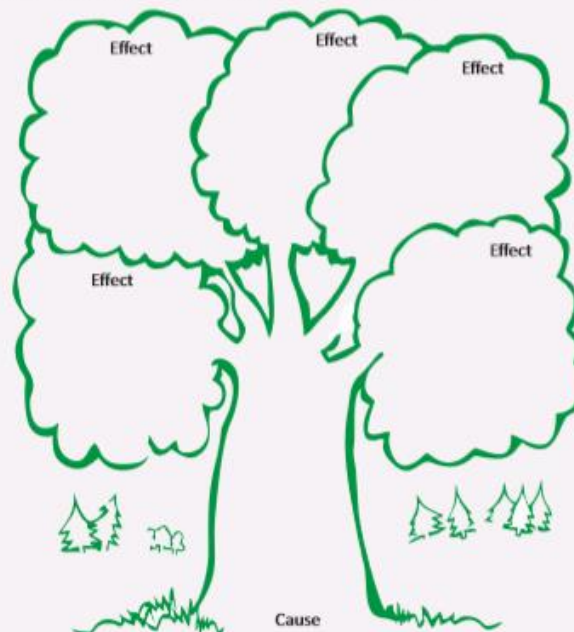
CCC. Sumber Pembelajaran

16. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016
17. Kamus Bahasa Inggris
18. Pengalaman peserta didik dan guru

DDD. Metode dan Tekhnik Pembelajaran

Metode   : Discovery learning
Tekhnik   : Ceramah dan tanya jawab

EEE. Media Pembelajaran

11. Media : Bahan ajar, Buku Bahasa Inggris Erlangga, Hangouts
12. Alat : Kertas, alat tulis, handphone dan laptop

FFF. Langkah-langkah Kegiatan Pembelajaran
Pendahuluan:

31. Salam
32. Guru membuka kelas dengan mengucapkan "Bismillah"
33. Guru mengisi absensi siwa
34. Guru menjelaskan kepada siswa tentang tujuan pembelajaran
35. Guru mempersiapkan pembelajaran dan memahami dengan baik peran seorang guru
    k. Guru sebagai fasilitator
    l. Guru memonitor proses pembelajaran
36. Guru memberikan hand-out atau transcript

Kegiatan Inti:
46. Guru menjelaskan materi dan memberikan audio
47. Siswa mendengarkan audio
48. Selama siswa mendengarkan audio, mereka harus menuliskan informasi mengenai audio tersebut
49. Setelah selesai, siwswa menjawab pertanyaan dan mendiskusikan dengan kawannya dengna berbahasa Inggris
50. Setelah selesai diskusi, salah satu dari mereka harus menjelaskan didepan kelas atau melakukan pronunciation practice terhadap hasil yang telah didiskusikan
51. Guru menilai pronunciation practice siswa
52. Untuk siswa yang mendengarkan temannya, dapat menilai apa yang salah
53. Guru akan memputar kembali audio jika mereka mempunyai kesalahan dalam mengeja atau pengucapan
54. Guru memberikan kesempatan siswa untuk bertanya

Penutup:
21. Mereview materi
22. Bertanya dengan siswa sambil mereview materi untuk melihat pemahaman siswa
23. Guru meminta siswa untuk mengambil kesimpulan pembelajaran
24. Guru menutup pembelajaran dengan mengucapkan "Alhamdulillah"

GGG.   Instrumen Penilaian
6. Lisan   : Tes oral

HHH.   Pedoman Penilaian

No	Aspect	Rating Score	Criteria
1	Phonemes	4	Four points are awarded when the response is correct by conventional spelling standard
		3	Given if all phonemes are represented, but the word is not spelled correctly

		2	Given if the response represents at least two phonemes
		1	Given for a response in which the first letter (or only letter) represents the first phoneme in the word
		0	No points are awarded if no letters are given or if the letters fail to capture any phonological element of the target word

Mengetahui,   Muara Sindang,   April 2021
Kepala SMAN 1 Pasemah Air Keruh   Guru Mata Pelajaran

Rusli Zakaria, M.Pd   **Ekta Sartika, S.Pd**
NIP.   NIP.

Appendix 4

"Transcript"

Narrator

Hello and welcome to English at work where things have got rather dramatic. Anna is on her way to the airport to try and catch tom before he boards his flight to Australia and his new life on the other side of the world.

But will she get there in time?

> **Anna**
> Thanks. Excuse me, do you know where the check in desks for flight to Sydney are?
>
> **Man**
> Yeah, over there luv – desk number 47
>
> **Anna**
> Ok, thanks
>
> **Tom**
> …… Yeah, I always fly business class, it's the kind of guy I am, actually……..shame you're not available to fly with me but, you know,…..
>
> **Anna**
> Tom, Tom!
>
> **Tom**
> Anna? How….what….what are you doing here?
>
> **Anna**
> Don't go….we need you….I need you
>
> **Tom**
> But I don't understand….you rejected me
>
> **Anna**
> Yes but….but

Narrator

But, what Anna? What are you going to say? How can you tell him you were wrong and you've changed your mind?

Passenger 1

Tell him **I've been doing a lot thinking**

Passenger 2

Say, **I didn't realise how much I missed you until you had gone**

Passenger 3

Yes, and tell him, **I've changed my mind, I will marry you!**

> **Tom**
> Yeah, yeah, I heard all that and that other man who you're always talking to

Narrator

Oh right!

> **Anna**
> I see. Well tom, will you marry me?
>
> **Tom**
> Why should I after all you've put me through?

Narrator

Yeah why should he?

Anna
Because Tom….you're a funny guy and….I love you and I can't live without you

Passengers
Ahhh!

Tom
Let me think about this…..oh ok, if you put it like that yes, I will marry you!

Anna
Oh Tom!

Narrotor
Hooray. At last! We got there in the end but not without using these phrases:

- I've been doing a lot of thinking
- I didn't realise how much I missed you until you had gone
- I've changed my mind, I will marry you!

Narrator
And….

- I love you and I can't live without you!

Tom
I won't be needing these anymore

Narrator
Join us very soon for the English at work weeding of the year. Bye!

Narrator

Hello and welcome to English at work where the day has finally come – it's Anna and Tom wedding.

All their friends, work colleagues and business acquaintance are there….such as Mr Lime

Mr Lime

Fantastic Anna, fantastic!

Tom

Yuk, Slimey Limey, I never liked him. Sorry about the venue Anna – but it's all we could get at short notice.

Anna

I think the office at Tip Top Tranding is an idea place for a wedding

Mr Socrates

Anna! My favourite girl.

I got here as fast I could. I thought I was the only man for you but I guess Tom has stolen that little!

Your choice Anna, your choice!

Anna

Oh hello Mr Socrates, this is a nice surprise. Come over here and say hello to Tom

Mr Socrates

Hey Tom

Tom

Oh hello Mr S. Nice to see you. You are not doing any firing today, are you?

Mr Socrates

Of course not Tom. In fact, as a kind of wedding present, I wondered if you wanted a new job? I'm offering you a chance to manage my new office in Paris.

Tom

Me?! Manager…in Paris! Well Mr S….

Anna

Tom….aren't we about to get married…. Start a life togather?

Tom

Oh yes…erm, **thanks Mr S for kind offer but I will have to decline**. I'm about to spend the rest of my life with this wonderful women.

Registrar

Ladies and gentleman, please could you take your seats.

The marriage ceremony is about to begin.

Ok. Do you Anna Jane Wijaya….

Mr Socrates

….out the way, give me that paper.

Do you Anna Jane Wijaya take Tom Brian Farquhar darcy….to be your lawfully wadded husband?

To have and to hold from this day forward?

Anna

Ermmm, errrr

Narrator

Come on Anna. This is the most important phrase in the whole series! It's **I do**!

Anna

Oh yes, of course…..**I do**

Tom

…..**it's a deal**…. I do. Come on Anna, give us a kiss.

Anna

Oh Denise!

Narrator

Ahh. It looks like Tom has signed the best contract of his career but not without these phrases:

- **Thank you for your kind offer but I will have to decline**
- **It's a deal**
- **I do**

Anna

Thanks to everyone for making this a special day. If it wasn't for Tip Top Trading I wouldn't be starting new life as Mrs Wijaya-Darcy.

Tom

Wijaya-Darcy? Shouldn't it just be Mrs Darcy?

Anna

I'm the boss now Tom, at work….and at home!

Narrator

Congratulations to Anna and Tom. We have a happy ending – let's hope Anna's journey has inspired you to learn English at work.

Everyone

Bye!

Feifei

Hello everyone. This is the English we speak with me, Feifei….and….oh no, Rob is late again!

Rob

…..Sorry I'm late, I missed my train and I had to wait for the next one….

Feifei

Are you ok, Rob? You've very breathless

Rob

Well, you would be if you had run to the station and from the statin to the office.

Feifei

Hmmm, it's not that far, Rob! I think this **a wake-up** call.

Rob

A wake-up call? I set my alarm – I got of bed – it just seems to taek longer to walk to the station these days.

Feifei

I didn't mean your alarm Rob. **A wake-up call** is a warning that you need to change your current situation before gets any worse.

Rob

Any what is my current situation?

Feifei

You're unfit – you need to do some more exercise! Let's hear some examples **of a wake-up call** shall we?

> **Examples**
>
> Martha's had test results were a wake-up call for her to work harder before her final exams.
>
> The store's poor sales results are a wake-up call for the business to move this times and sell more fashionable clothes.
>
> The recent extreme weather is **a wake-up call** for us all to do something about climate change.

Feifei

This is English we speak from BBC Learning English, and in this programme we're learning about the phrase a wake-up call which means a warning to change your current sitation and stop things from getting any worse.

It's time to change your current situation?

Rob

Well, that's easy – I'm going to get a later train. More time in bed!

Feifei
I wouldn't, Rob – otherwise you'll get another **wake-up call**
Rob
Who from?
Feifei
The boss – he hates people being late all time. So if you're not punctual, you might get the sack!
Rob
Oh right, I'm offer!
Feifei
Where are you going?
Rob
To do some exercise. Like you said, I ned to get fit – quickly! Bye.
Feifei
Good luck, Rob

Peter

Quick! Quick!

Gordon

What? Is it a fire? Everyone calm down! Calm down!

Peter

What? It is not a fire. We've got a customer…

Ceilia

A costumer? At last.

Gordon

Well, what does we want? I haven't got all day.

Peter

Well, what does we want? I haven't got all day

Peter

He wants the….Spatchcocked peasant with lemon and herbs

Gordon

Pheasant. Not peasant. Call yourself a waiter? Honestly….

Ceilia

Come on the Gordon, **get a move on**, we can't let another customer get away.

Gordon

I know, I know. Now where did I put the pheasant….

Mary

I'll give you a hand if you like.

Gordon

You stick to washing up, love. Cooking pheasant is a job for a professional chef….now where is that stupid pheasant?

Peter

….the costumer says **'full your finger out'** – he's off to the theatre soon

Gordon

I'll tell him where he can stick his finger.

Ceilia
Gordon, stay here and cook – come on, **quick as a plash**.
Gordon
I need a pheasant!
Mary
I've found the pheasant – and it doesn't smell to frsh.
Ceilia
Can't we get a fresh one **A.S.A.P**?
Gordon
Where are we going to get a pheasant at this time of night? – anyway, I cook, not go shopping.
Mary
Ok, I'll go and a quick fix…. Can't we use a chicken?
Gordon
Chicken isn't pheasant.
Mary
Listen, listen…we don't need a pheasant.
Ceilia
Why?
Mary
He's gone

Feifei

Hello and welcome to the English we speak with me, Feifei…..

Roy

…..and me, Roy

Feifei

I'm very impressed, Roy. I saw you doing some recycling earlier! And is that a reusable bag?

Roy

Yes, I'm saving the world one bag at a time! I was reading an article about the **climate emergency** that our world is facing.

Feifei

Ahhh so, you found the article I left on your desk. I thought you'd find it interesting and it might help you to become more of an eco-warrior like me. I'm Super Feifei – Queen of Recyling and you can be my helper, Roybot

Roy

What? You've given yourself a superhero name called me Roybot! Why am I the helper?

Feifei

Because you're not as cool as me – plus someone needs to fight this **climate emergency**

Roy

Right, well if giving yourself a superhero name encourages you to help the planet, I support you Super Feifei! Why don't we talk about some other ways we can fight the **climate emergency**?

Feifei

Indeed we will, Roybot – right after these example

Example

We need to do more tackle the **climate emergency**.

Scientists have declared a **climate emergency** in response to the meeting ice caps.

We have to taken up recycling in order to fight the **climate emergency.**

Feifei

This is the English we speak from BBC Learning English and we're talking about the expressions '**climate emergency**', which relates to the environment problems our planet is facing.

Roy

Well, we've already talked about using reusable bags and recycling, but what about investing in renewable energy sources such as wind and solar?

Feifei

Yes, I have solar panels on my roof to power my super hero base.

Roy

Also, cutting down your meat consumption can really help. I am vegetarian, but just a reducting of the amount of meat you eat can help in the battle against the **climate emergency**

Feifei

And what about cycling, that's much better instead of using cars or taxis

Roy

I thought as a superhero you might be able to fly

Feifei

No, I'm trying to reduce my fumes by not flying. Cycling for me. Bye Roybot!

Roy

Bye!

Feifei

Hello, this is the English we speak with me Feifei and joining me is Rob. Hello Rob!

Rob

Hello. Now, I was thinking – you always start the programme – it's never me.

Feifei

That's right. I have always start the programme – that's the way I like it!

Rob

Really. And you always introduce the examples.

Feifei

I do, Rob – it's just the way I like to do it and I know what's best

Rob

You mean**, you do you**!

Feifei

I do me?

Rob

No – you do you – it means you do your own thing, you know your own mind, and you probably won't change.

Feifei

'**You do you**' – hmm, yes. Thanks for clearing that up, rob. I guess you're right.

Rob
Thanks, but can I introduce the example today, please?
Feifei
No!

> **Example**
> Look, we can't agree on this – you do you and well talk about this again later.
> I told my girlfriend to do more exercise but she wouldn't listen, so I told her '**you do you**', which can be said to someone to mean they always behave in the same way and they won't change.
> Of course, Rob. I couldn't do things your way

Rob
Oh, why?
Feifei
You're always late so it's best if I start the programme. And there's another reason why I always 'do me'…. I'm always right!
Rob
Oh! In that case, maybe I can 'do you' too?
Feifei
It's ok, Rob. It's best if **you do you** and I'll do me.
Rob
Who, me? Oh, that is very confusing.
Feifei
I'll tell what you can do – you can finish the programme because I've got to go. Bye.
Rob
Right, that's all for this's the English we speak. Bye.
Feifei, where have you gone?

Appendix 5

"Blueprint of the test"

1. **Blueprint for Pronunciation Test**

No	Test Objective	Standard of Competency	Basic Competence	Indicators	Sub Indicator	Item Number	T of I
1	Measuring the students' pronunciation ability by using the materials "Cause and Effect"	Applying social functions, text structure, and written transactional interaction	Applying social functions, text structure, and linguistic elements of oral and written transactional interactions involving the	1. Pre-Activity 2. Building Blocks 3. Let's Practice 4. Active Conversation 5. Writing Connection 6. Let's	Phonemes	1. 1,2,3,4, 2. 5, 6,7,8, 3. 9, 10, 11, 4. 12, 13, 14, 15, 5. 15, 17, 18, 19 6. 20, 21, 22, 23, 24.	1. 2. 3. 4. 5. 6.

			act of giving and requesting informational related to casual relationships according to the context of their use.	Create/Cont ribute			
Total							

2. The Criteria of Students' Score

No	Aspect	Rating Score	Criteria
1	Phonemes	4	Four points are awarded when the response is correct by conventional spelling standard
		3	Given if all phonemes are represented, but the word is not spelled correctly
		2	Given if the response represents at least two phonemes
		1	Given for a response in which the first letter (or only letter) represents the first phoneme in the word
		0	No points are awarded if no letters are given or if the letters fail to capture any phonological element of the target word

$S= R/4 \times 100$

Where:

S = Score

R = Score obtained

3. Guide of Instrument

Subject   : English
Standard Competency   : Applying social functions, text structure, and written transactional interaction
Basic Competence   : Applying social functions, text structure, and linguistic elements of oral and written transactional interactions involving the act of giving and requesting informational related to casual relationships according to the context of their use.
Materials   : Cause and effect
Class/Semester   : XI/II

No	Indicator of the Test	Kind of the Test	Format of the Test	Instruction	Sub-Topic	Pronunciation Test	Answer
1	Students are able to pronounce the Supra-Segmental word	Oral test	List of vocabulary	Read each of the words!	1) Pre-Activity	1. Reading	riːdɪŋ
						2. Smoking	sməʊkɪŋ
						3. Class	klɑːs
						4. People	piːp(ə)l
					2) Building Blocks	5. For	fə(r)
						6. Why	waɪ
						7. First	fɜː(r)st
						8. Word	wɜː(r)d
					3) Let's Practice	9. Animal	ænɪm(ə)l
						10. Effect	ɪˈfekt
						11. Below	bɪˈləʊ
					4) Active Conversation	12. How	haʊ
						13. Create	kriˈeɪt
						14. With	wɪð
						15. That	Ðət
					5) Writing Conne	16. Given	gɪv(ə)n
						17. Choo	tʃuːz

						ction		se	
								18. Dialo gue	daɪəl ɒg
								19. Topic	tɒpɪk
						6)	Let's Create /Contr ibute	20. Smo king	sməʊ kI
								21. Weat her	weðə (r)
								22. Warn ing	wɔː(r)nɪŋ
								23. Extre me	ɪkˈstr iːm
								24. Done	dʌn

Appendix 6
"Expert Validation Form"

EXPERT VALIDATION FORM

For each question, please give your response by ticking in column provided below:
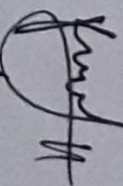
No	Statement	Response		Notes (if any)
		Yes	No	
1	Is the test suitable in terms related on syllabus?			
2	Is the test suitable in terms of difficulty?	✓		
3	Is the number of item enough?	✓		
4	Is the test understandable?	✓		
5	Is the time allotment enough?	✓		

Catatan dari validator

Curup,   April 2021

Menurut validator, secara konten, theoretical constructs yang mendasari instrument ini sudah cukup valid. Selanjutnya peneliti bila melanjutkan untuk menguji construct validity secara statistics menggunakan rumus Bivarrate Pearson Correlation, dan menguji reliability secara statistics menggunakan rumus Cronbach Alpha. Pelajari cara hitungnya di kanal Youtube Sahid Raharjo.

Validator

(Ruly Morganna, M.Pd)

Appendix 7
"Try-Out"

TRY-OUT (Validity)

No	Test	Ratter		
		Ratter 1	Ratter 2	Ratter 3
1	Reading	.760	.682	.070
2	Smoking	.683	.737	.229
3	Class	.579	.545	.610
4	People	.520	.489	.710
5	The	.400	.169	.577
6	For	.668	.499	.694
7	Why	.462	.621	.442
8	First	.747	.682	.539
9	Word	.621	.649	.613
10	Cause	.271	.271	.670
11	Man	.152	.377	.578
12	That	.000	.000	.374
13	Animal	.843	.684	.707
14	Effect	.433	.501	.284
15	Below	.787	.666	.694
16	How	.466	.250	.516
17	About	.745	.000	.333
18	Create	.462	.672	.531
19	With	.482	.418	.516
20	That	.098	.486	.736
21	Given	.630	.501	.564
22	Choose	.630	.633	.581
23	One	.039	.574	.398
24	Dialogue	.573	.467	.091
25	Topic	.627	.475	.407
26	Smoking	.458	.467.	.154
27	Weather	.687	.475	.576
28	Warning	.581	.729	.709
29	Extreme	.630	.509	.539
30	Done	.755	.587	.446

TRY-OUT (RELIABILITY)

No	Test	Ratter		
		Ratter 1	Ratter 2	Ratter 3
1	Reading	.290	.384	-
2	Smoking	.568	.303	-
3	Class	.500	.596	.178
4	People	.528	.598	.477
5	The	-	-	.477
6	For	.477	.302	.353
7	Why	.678	.420	.489
8	First	.430	.476	.527
9	Word	.484	.485	.444
10	Cause	.000	-	.492
11	Man	-	-	.556
12	That	-	-	-
13	Animal	.202	.288	.468
14	Effect	.700	.190	-
15	Below	.506	.506	.122
16	How	.300	-	.637
17	About	.567	-	-
18	Create	.476	.450	.390
19	With	.006	.669	.299
20	That	-	.378	.393
21	Given	.285	.556	.589
22	Choose	.529	.493	.699
23	One	-	.298	-
24	Dialogue	.378	.374	-
25	Topic	.285	.345	-
26	Smoking	.443	.549	-
27	Weather	.608	.420	.423
28	Warning	.409	.570	.009
29	Extreme	.407	.155	.441
30	Done	.235	.430	.389
	Cronbach Alpha	.428	.426	.421

Surat Pernyataan

(Informed Consent)

Sebagai Interrater Penelitian

Yang bertanda tangan dibawah ini, saya:

Nama : **Ruly Morganna, M. Pd**

Umur : **30 thn**
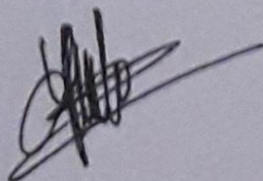
Pekerjaan : **DLB**

Setelah mendapat penjelasan dari peneliti tentang penelitian dengan judul **"The Effect of Using Podcast in Improving Students' Pronunciation"** serta mendapat petunjuk tentang pelaksanaan penilaian, maka dengan ini saya enyatakan bahwa saya telah memberikan penilaian yang sungguh-sungguh dan bertanggung jawab atas performa pronunciation dari siswa/i kelas di SMA Negeri 1 Pasemah Air Keruh.

Demikian surat pernyataan ini saya buat dengan sungguh-sungguh tanpa ada paksaan dari pihak manapun. Kiranya dapat digunakan dengansebaik-baiknya sebagai pegangan bagi peneliti dan pihak lain yang berkepentingan dalam penelitian ini.
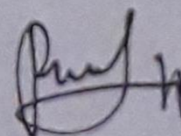
Curup, April 2021

Peneliti Interrater Reliability

(Yolanda) (Ruly Morganna, M.Pd)

Surat Pernyataan

(Informed Consent)

Sebagai Interrater Penelitian

Yang bertanda tangan dibawah ini, saya:

Nama : Ekta Sartika , S·Pd

Umur : 29 Tahun

Pekerjaan : Guru SMAN 01 PAIKER

Setelah mendapat penjelasan dari peneliti tentang penelitian dengan judul **"The Effect of Using Podcast in Improving Students' Pronunciation"** serta mendapat petunjuk tentang pelaksanaan penilaian, maka dengan ini saya enyatakan bahwa saya telah memberikan penilaian yang sungguh-sungguh dan bertanggung jawab atas performa pronunciation dari siswa/i kelas di SMA Negeri 1 Pasemah Air Keruh.

Demikian surat pernyataan ini saya buat dengan sungguh-sungguh tanpa ada paksaan dari pihak manapun. Kiranya dapat digunakan dengansebaik-baiknya sebagai pegangan bagi peneliti dan pihak lain yang berkepentingan dalam penelitian ini.

Curup,   April 2021

Peneliti   Interrater Reliability

(Yolanda)   (Ekta Sartika, S.Pd)

Appendix 8

"Pre-test and post-test result by Ratters"

Student Attendance Number	Rater 1	Rater 2	Rater 3	Sum	Avarage	Pembulatan	Y (Ku
						Control Pre-Test	
7	70	77	78	225	75	75	56
13	80	84	83	247	81,66667	82	67
16	70	66	69	205	68,33333	68	46
18	64	63	66	193	81,66667	82	67
19	90	89	89	268	89,33333	89	79
21	76	80	78	234	81,66667	82	67
22	63	55	63	181	60,33333	60	36
23	86	86	82	254	81,66667	82	67
24	67	63	66	196	65,33333	65	42
25	72	69	60	201	81,66667	82	67
26	75	73	69	217	72,33333	72	51
27	90	86	86	262	81,66667	82	67
28	83	83	83	249	83	83	68
29	80	77	82	239	81,66667	82	67
34	85	90	89	264	88	88	77
35	75	80	81	236	81,66667	82	67
36	72	78	77	227	75,66667	76	57
37	77	77	75	229	81,66667	82	67
38	80	74	73	227	75,66667	76	57
40	90	89	88	267	81,66667	82	67
						1572	124
						78,6	
						2471184	
						123559,2	
						1044,8	
						54,98947368	
						7,415488769	

Experiment Pre-test						
Student Attendance Number	Rater 1	Rater 2	Rater 3	Sum	Avarage	Pembulatan	Y (Kua...
1	85	88	85	258	86	86	73...
2	88	92	89	269	89,66667	90	81...
3	80	82	80	242	80,66667	81	65...
4	72	81	78	231	77	77	59...
6	75	70	70	215	71,66667	72	51...
7	65	65	66	196	65,33333	65	42...
10	57	60	62	179	59,66667	60	36...
11	90	94	89	273	91	91	82...
12	88	95	92	275	91,66667	92	84...
13	89	91	90	270	90	90	81...
15	85	84	85	254	84,66667	85	72...
17	90	95	90	275	91,66667	92	84...
18	50	56	58	164	54,66667	55	30...
19	58	66	63	187	62,33333	62	38...
23	88	90	85	263	87,66667	88	77...
27	80	82	79	241	80,33333	80	64...
32	75	85	82	242	80,66667	81	65...
33	60	58	60	178	59,33333	59	34...
35	91	97	93	281	93,66667	94	88...
43	60	64	62	186	62	62	38...
						1562	125...
						78,1	
						2439844	
						121992,2	
						3271,8	
						172,2	
						13,12249976	

Control Post-Test						Y
Student Attendance Number	Rater 1	Rater 2	Rater 3	Sum	Avarage	Pembulatan	(Kua
7	84	85	85	254	84,66667	85	72:
13	87	89	85	261	87	87	756
16	75	77	75	227	75,66667	76	57:
18	65	64	68	197	65,66667	66	43:
19	95	97	93	285	95	95	90:
21	86	86	85	257	85,66667	86	739
22	64	66	68	198	66	66	43:
23	85	88	87	260	86,66667	87	756
24	70	68	71	209	69,66667	70	49(
25	75	74	71	220	73,33333	73	53:
26	82	85	84	251	83,66667	84	70:
27	60	65	62	187	62,33333	62	384
28	87	89	89	265	88,33333	88	774
29	80	80	82	242	80,66667	81	65(
34	89	92	88	269	89,66667	90	81(
35	85	85	84	254	84,66667	85	72:
36	75	77	75	227	75,66667	76	57:
37	73	73	73	219	73	73	53:
38	66	65	64	195	65	65	42:
40	89	91	89	269	89,66667	90	81(
						1585	1274
						79,25	
						9,86687707	
						2512225	
						125611,25	
						1849,75	
						97,3552632	

Experiment (Post-Test)							
Student Attendance Number	Rater 1	Rater 2	Rater 3	Sum	Avarage	Pembulatan	(Ku
1	90	89	93	272	90,66667	91	8
2	91	94	96	281	93,66667	93	8
3	91	93	95	279	93	93	8
4	92	95	97	284	94,66667	95	9
6	85	86	91	262	87,33333	87	7
7	89	84	88	261	87	87	7
10	86	85	86	257	85,66667	86	7
11	93	95	97	285	95	95	9
12	94	96	98	288	96	96	9
13	91	94	96	281	93,66667	94	8
15	88	92	94	274	91,33333	91	8
17	95	99	100	294	98	98	9
18	85	80	83	248	82,66667	83	6
19	89	89	90	268	89,33333	89	7
23	94	95	96	285	95	95	9
27	95	94	96	285	95	95	9
32	90	90	92	272	90,66667	91	8
33	72	77	79	228	76	76	5
35	95	96	98	289	96,33333	96	9
43	83	85	88	256	85,33333	85	7
						1816	16
						90,8	
						5,454114816	
						3297856	
						164892,8	

						565,2	
						29,74736842	

Surat Pernyataan

(Informed Consent)

Sebagai Interrater Penelitian

Yang bertanda tangan dibawah ini, saya:

Nama : Farida Esmianti

Umur : 41 th

Pekerjaan : Dosen Poltekkes Kemenkes twp.

Setelah mendapat penjelasan dari peneliti tentang penelitian dengan judul **"The Effect of Using Podcast in Improving Students' Pronunciation"** serta mendapat petunjuk tentang pelaksanaan penilaian, maka dengan ini saya enyatakan bahwa saya telah memberikan penilaian yang sungguh-sungguh dan bertanggung jawab atas performa pronunciation dari siswa/i kelas di SMA Negeri 1 Pasemah Air Keruh.

Demikian surat pernyataan ini saya buat dengan sungguh-sungguh tanpa ada paksaan dari pihak manapun. Kiranya dapat digunakan dengansebaik-baiknya sebagai pegangan bagi peneliti dan pihak lain yang berkepentingan dalam penelitian ini.

Curup,   2021

Peneliti   **Interrater Reliability**

(Yolanda)   (Farida Esmiati)

Surat Pernyataan

(Informed Consent)

Sebagai Interrater Penelitian

Yang bertanda tangan dibawah ini, saya:

Nama   : Ekta Sartika, S.Pd

Umur   : 29 Tahun

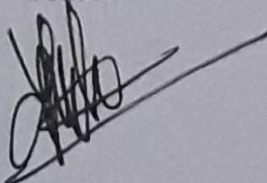Pekerjaan   : Guru SMAN 01 PAIKER

     Setelah mendapat penjelasan dari peneliti tentang penelitian dengan judul **"The Effect of Using Podcast in Improving Students' Pronunciation"** serta mendapat petunjuk tentang pelaksanaan penilaian, maka dengan ini saya enyatakan bahwa saya telah memberikan penilaian yang sungguh-sungguh dan bertanggung jawab atas performa pronunciation dari siswa/i kelas di SMA Negeri 1 Pasemah Air Keruh.

    Demikian surat pernyataan ini saya buat dengan sungguh-sungguh tanpa ada paksaan dari pihak manapun. Kiranya dapat digunakan dengansebaik-baiknya sebagai pegangan bagi peneliti dan pihak lain yang berkepentingan dalam penelitian ini.
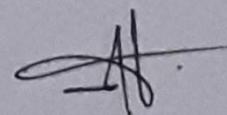
Curup,   2021

Peneliti   Interrater Reliability

(Yolanda)   (Ekta Sartika , S.Pd)

Appendix 9

"SK Pembimbing"

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 160 Tahun 2020
Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

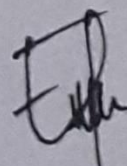|			
Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	:	1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
		3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
		4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
		5.	Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
		6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
		7.	Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN:

Menetapkan			
Pertama	:	1.	Bayu Senjahari, M.Pd,.M.Ed 19800306 200212 1 004
		2.	Henny Septia Utami, M.Pd 201609890

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A   :   Yolanda
N I M   :   17551073
JUDUL SKRIPSI   : The Effect of Using Podcast in Improving Students' Pronunciation

	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 12 Juni 2020
Dekan

Ifnaldi Nurmal

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

Appendix 10

"SK Penelitian"

Nomor   : 19 /In.34/FT/PP.00.9/01/2021   18 Januari 2021
Lampiran   : Proposal dan Instrumen
Hal   : Permohonan Izin Penelitian

Kepada Yth. **Kepala Cabang Dinas Pendidikan**

Wilayah II Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama   : Yolanda
NIM   : 17551073
Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi   : The Effect of using Podcast in improving Students' pronunciation (an Experiment
                  Research at SMAN 1 Pasemah Air Keruh)
Waktu Penelitian : 18 Januari s.d 18 April 2021
Tempat Penelitian : SMAN 1 Pasemah Air Keruh

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan

Wakil Dekan I.

Abdul Rahman, M.Pd.I.
NIP. 197202/04 200003 1 004

Tembusan : disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka Biro AUAK

Appendix 11

"Kartu Bimbingan"

PEMBIMBINGAN SKRIPSI

Pembimbing 1

Bimbingan ke 1

Topic pembimbingan   : Bab 1

                               : Background

Catatan Bimbingan : _____

_____

_____

_____

Curup, 7 - 1 - 2021

Pembimbing

Popin. S, M.M.M.Cq

Pembimbing 1

Bimbingan ke 2

Topic pembimbingan   : Bab 2

                               : _____

Catatan Bimbingan : Tambah keori

_____

_____

_____

Curup, 8 - 1 - 2021

Pembimbing

Popin. MM.M.cod

Pembimbing 1

Bimbingan ke 3

Topic pembimbingan   : _Bab 3_

                         : _(Konsultasi Sampel dan populasi)_

Catatan Bimbingan : _____

_____

_____

_____

Curup, _7-1-2521_

Pembimbing

Azil

Bgu. 0 Mrd., M.Ed

_____

Pembimbing 1

Bimbingan ke 4

Topic pembimbingan   : _Bab 3_

                         : _Instrumen_

Catatan Bimbingan : _____

_____

_____

_____

Curup, _7-1-2021_

Pembimbing

Azil

Bgu. 0 Mrd., M.Ed

_____

Pembimbing 1

Bimbingan ke 5

Topic pembimbingan   : Review 1, 2. 3

                                  :

Catatan Bimbingan : Penambahan teori

Curup, 29 Mei 2021

Pembimbing

Pembimbing 1

Bimbingan ke 6

Topic pembimbingan   :

                                  :

Catatan Bimbingan : Konsultasi sebelum penelitian

Curup, 1 Juni 2021

Pembimbing

Pembimbing 1

Bimbingan ke 7

Topic pembimbingan   : Bab 4

                                    : _____

Catatan Bimbingan : Konsultasi penilaian pronunciation siswa

_____

_____

_____

Curup, 21 Juli 2021

Pembimbing

_____

Pembimbing 1

Bimbingan ke 8

Topic pembimbingan   : Bab 1, 2, 3, 4, 5

                                    : _____

Catatan Bimbingan : Review

_____

_____

_____

Curup, 5 Agustus 2021

Pembimbing

_____

Pembimbing 1

Bimbingan ke 9

Topic pembimbingan   : _____

                                      : _____

Catatan Bimbingan : _____

_____

_____

_____

Curup, _____

Pembimbing

_____

Pembimbing 2

Bimbingan ke 1
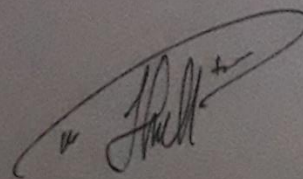
Topic pembimbingan   : Bab 1 _____

                                      : _____

Catatan Bimbingan : _____

Penambahan teori " Authentic Materials " pada Background

_____

_____

Curup, 21 Juli 2020

Pembimbing

_____

Pembimbing 2

Bimbingan ke 2

Topic pembimbingan : _Bab 2_____

  : _____
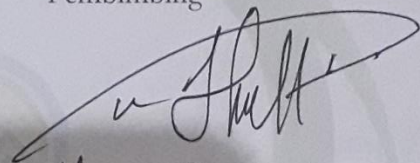
Catatan Bimbingan : _____

_Tambahin lagi teorinya_____

_____

_____

Curup, _6 Agustus 2020_

Pembimbing

Henny Syphia Utami, M. Pd

Pembimbing 2

Bimbingan ke 3

Topic pembimbingan : _Bab 2_____

  : _____
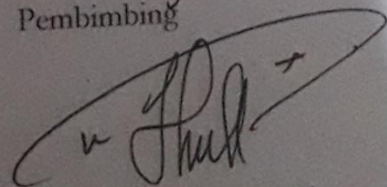
Catatan Bimbingan : _____

_Lanjut Bab 3_____

_____

_____

Curup, _31 Agustus 2020_

Pembimbing
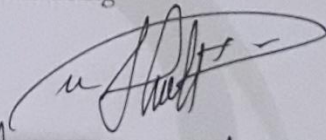
Henny Syphia Utami, M. Pd

Pembimbing 2

Bimbingan ke 4

Topic pembimbingan   : _____

                         : _____

Catatan Bimbingan : *Revise ch. 1 - 3., especially instrument.* _____

_____

_____

_____

Curup, *28 Sep 2020*

Pembimbing

Henny Saphis Utami, M.Pd.

Pembimbing 2

Bimbingan ke 5

Topic pembimbingan   : _____

                         : _____
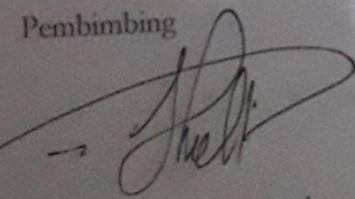
Catatan Bimbingan : *Perbaikan Indikator* _____

_____

_____

_____

Curup, *6 Januari 2021*

Pembimbing

Henny Saphis Utami, M.Pd

Pembimbing 2

Bimbingan ke 6
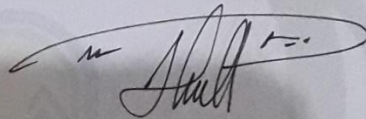
Topic pembimbingan : Instrument & scony Rubric

: _____

Catatan Bimbingan : _____

_____

_____

_____

Curup, _____

Pembimbing

_____

Pembimbing 2

Bimbingan ke 7
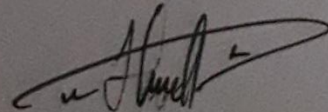
Topic pembimbingan : Revisi bab 4 & 5

: _____

Catatan Bimbingan : _____

_____

_____

_____

Curup, 31 Mei 2021

Pembimbing

_____

Pembimbing 2

Bimbingan ke 8

Topic pembimbingan   : _____

_____
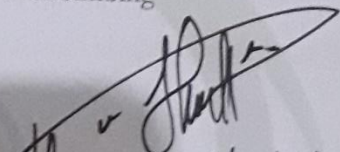
Catatan Bimbingan : _Add mktur_____

_____

_____

_____

Curup, 5 Juli 2021

Pembimbing

Henny Septia Wani, M.Pd

Pembimbing 2

Bimbingan ke 9

Topic pembimbingan   : _____

_____

Catatan Bimbingan : _Acc Sidang_____

_____

_____

_____
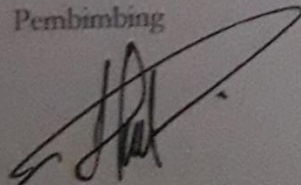
Curup, 10 Juli 2021

Pembimbing

_____

Appendix 12

"Surat telah menyelesaikan Penelitian"

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor : 421.3/081/SMAN.1 PAK/Disdik/2021

Yang bertanda tangan di bawah ini :

Nama	:	RUSLI ZAKARIA, S.P., M.Pd
NIP	:	196903062006041005
Pangkat/Gol	:	Penata Tingkat I, III/d
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMA Negeri 1 Pasemah Air Keruh
		Kab. Empat lawang Prov. Sumatera Selatan

Menerangkan bahwa :

Nama	:	YOLANDA
NIM	:	17551073
Jurusan	:	Tarbiyah
Prodi	:	Tadris Bahasa Inggris

Telah melaksanakan penelitian di SMA Negeri 1 Pasemah Air Keruh dalam rangka Menyusun Skripsi sejak tanggal 16 April 2021 sampai dengan 8 Mei 2021 dengan Judul **"THE EFFECT OF USING PODCAST IN IMPROVING STUDENTS' PRONUNCIATION"**.

Demikian Surat Keterangan Penelitian ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Pasemah Air Keruh, 9 Mei 2021
Kepala Sekolah

RUSLI ZAKARIA, S.P,. M.Pd
NIP. 196903062006041005

Experimental Class

Control Class

Pre-Observasi

Screenshot 1

Ngpe yuk? 8:17 AM

Sape ngajagh e dek? 8:17 AM

You
Ayk mintak ngai Yeni dek
Ooau 8:17 AM

You
Sape ngajagh e dek?
Mom ekta 8:17 AM

Selame belajagh bahasa inggris, ade kesusahan dide dek? 8:18 AM

Ade yuk 8:18 AM

Cara membacanya itu agak sulit 8:18 AM

Alda 2nd Grade of SMA N 1 PAIKER
Cara membacanya itu agak sulit
Ngape sangka agak sulit dek? 8:18 AM

Karena menyebutkan kalimat e t kadang salah kdng benar,,udm t kte mom cara menyampaiknya itu krang lugas 8:20 AM

Alda 2nd Grade of SMA N 1 PAIKER
Karena menyebutkan kalimat e t kadang salah kdng benar,,udm t kte mom cara menyampaiknya itu krang lugas
Ade agi dide selain itu dek? 8:21 AM

Kadang² yuk kn kmi disuruh ngapal tentang komunikasi dngn teman kmi cara mengafalnya itu agk sulit tani salagi nian nasti hafal

Type a message

Screenshot 2

Ade yuk 5:41 AM

Ade kendala dide selamr belajagh Bahasa Inggris dek? 5:42 AM

Kendala tu misale nak lok mne yuk 5:44 AM

Misale susah ame ngicek B.ingg dek 5:44 AM

Dem tu ubak nangkap ame dijelaska ngai guru 5:45 AM

You
Misale susah ame ngicek B.ingg dek
Au yuk ame ngicika dalam bahasa inggris msh agak susah 5:45 AM

Ngape sangka agak susah dek? 5:46 AM

You
Ngape sangka agak susah dek?
Karne blm pacak nian yuk 5:47 AM

Selain itu, ade agi dide dek? 5:47 AM

Dd bie agi yuk cuman ngicika dalam bahasa inggris tula nak agak susah 5:49 AM

Pernah di enjok tips dide ngai guru mangke care ngicek bahasa inggris tu agak mudah dek? 5:49 AM

Pernah misale ngikuti les bahasa inggris ngai guru bahasa inggris 5:50 AM

Cuman itu bae tips e au dek? 5:51 AM

Type a message

Screenshot 3

Ohh okok mksh au dek 🙏 7:45 PM

Au yuk same° 7:48 PM

Rumbongan okes ade pelajaran B.ingg? 7:49 PM

Ade yuk 7:52 PM

Sape ngajagh e dek? 7:54 PM

Mom ekta yuk 7:54 PM

Susah dide pelajaran B.ingg dek? 7:54 PM

Mudah ame di jlas kh langsung yuk
Ame dating ni nthh llk dde nyambung nian 7:55 PM

*Daring 7:55 PM

Name prlajarane tu Bahasa inggris au dek? 7:56 PM

Okes 2nd Grade of SMA 1 PAIKER
Mudah ame di jlas kh langsung yuk
Ame dating ni nthh llk dde nyambung nian
Ade masalah dide selame belajagh ndek dide daring dek? 7:56 PM

Au yuk bahasa inggris 7:57 PM

Alhamdulillah lom prnah pegasean ak yuk 7:58 PM

Ame pelajaran Speaking ade dide dek? 7:59 PM

Type a message

Screenshot 1

Yelva 2nd Grade of SM...

You
Selame ini ndek SEPTEMBER 12, 2020 Bahasa
Inggris tu dimanenye dek?
Susah Care Ngucap Ngi Ngick Kh
Nye Tu Na Yukk 9:16 PM

Aamiin. Same2 dek 9:16 PM ✓✓

Yelva 2nd Grade of SMA N 1 PAIKER
Susah Care Ngucap Ngi Ngick Kh Nye
Tu Na Yukk
Ngape sangkah susah tu dek? 9:16 PM ✓✓

You
Ngape sangkah susah tu dek?
Karne Aku Dd Lihay Nn Yuk Di
Bidang Pelajaran Bahase Inggris
Ni 9:17 PM

Selain itu dek? 9:18 PM ✓✓

You
Selain itu dek?
Entah Ngp Ame Nak Memahami Pljrn
Bhase Inggris Tu Pnng Plk Aku
Yok😂 9:19 PM

Mungkin karne itu bahasa asing neh dek, jadi
agak susah😂 9:20 PM ✓✓

Na Itu Kruan Kb Yuk🙈 9:21 PM

Wkwkwk 9:21 PM ✓✓

Type a message

Screenshot 2

Nada 2nd Grade Of SM...
online

Ade kesulitan belajagh bahasa inggris dide dek
3:05 PM ✓✓

Sebelume Nada kelas XI IPS 2 kan? 3:05 PM ✓✓

au kelas xi ips 2 yok 3:06 PM

ndookkk 3:07 PM

kata banyak e yok 3:07 PM

tepat benagh ayok nanye ngai aku 3:07 PM

Nah nyadi😂 3:07 PM ✓✓

Cube cerite kalah daii 3:07 PM ✓✓

petame care ngicek e kata ubak e yok 3:08 PM

kedue awak tulisan abcdefg tu kan yok lok itu
bacenye. terus ngape ame kami galak diajong
ngai miss ekta mace tu beda agi yok🙈 3:09 PM

puseng palak aku 3:09 PM

tulah aku ni agak dide ribang nian ngai bahasa
inggris yok ayy 3:09 PM

Wkwkw 3:09 PM ✓✓

Ade agi dide dek? 3:09 PM ✓✓

Bahasa inggris tu spesial die dek😂 3:10 PM ✓✓

Sangka die beda tu 3:10 PM ✓✓

banyak sebenar e yok 3:15 PM

dide ka ngudem aku ceritekanye disini kele

Type a message

Screenshot 3

Vivi 2nd Grade Of SMA...

Tentang bahasa inggris dek? 3:20 PM ✓✓

ohhh 3:21 PM

dide ngerti aku yok 3:21 PM

bhs enggres 3:21 PM

Nah itu ndek ayok cakagh wkw 3:21 PM ✓✓

yak tuape die yok? bay 3:22 PM

Berarti ade masalah kan vi 3:22 PM ✓✓

Belajagh bahasa inggris 3:22 PM ✓✓

ade yok 3:22 PM

sangka aku kicekka dide terti 3:23 PM

Tape ndek dide tertie tu dek? 3:23 PM ✓✓

banyak yok 3:23 PM

bahasa inggris tu lain daripada ndek laen tunah
yok 3:23 PM

mbace Kanye la bedah. tulisane la beda pule
3:24 PM

awak tadi lok itu mbacenye mangke beda agi die
3:24 PM

tulah aku puseng yok 3:24 PM

ame pacak diaposka aposka bae pelajaran
bahasa inggris tu yok ay🙈 3:25 PM

susah iqe 3:25 PM

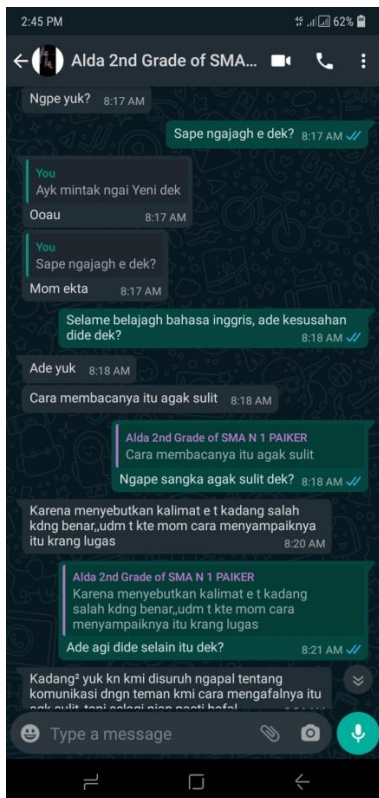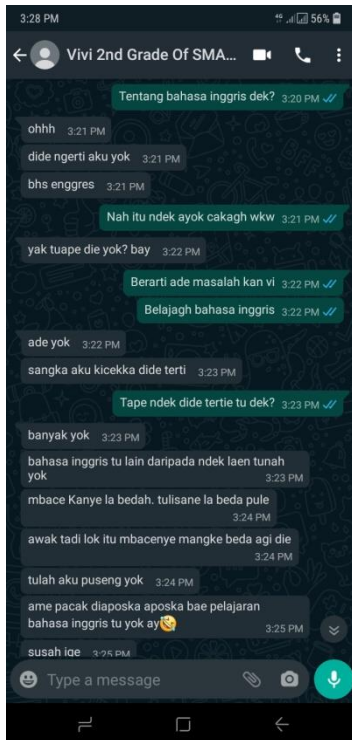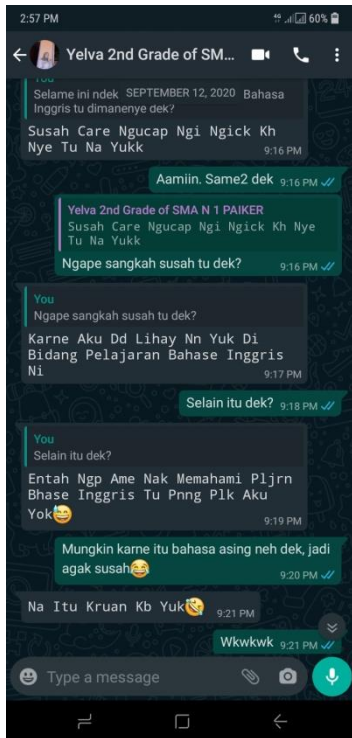Type a message

Try-Out

BIOGRAPHY

Yolanda was born in Pagar Jati in October third 1999. She is a daughter of Mr. Alfian and Mrs. Minarni. She has one brother, his name is Ryon Zielguin. She finished her elementary school at SD Negeri 4 Pasemah Air Keruh and graduated in 2012. Then, she continued her study to junior high school at SMP Negeri 1 Pasemah Air Keruh and graduated in 2014. Furthermore, she carried to senior high school at SMA Negeri 1 Pasemah Air Keruh and graduated in 2017. Moreover, after graduated for senior high school she decided to continue her study at IAIN (Institute for Islamic Studies) Curup and took English as her major. This year she will finish her study in college in 2021.