

**THE USE OF ENGLISH VIDEOS TO IMPROVE STUDENTS'
PRONUNCIATION TO THE EIGHTH YEAR OF
SMP NEGERI 3 PALU**



THESIS

*Presented as A Partial Fulfillment of the Requirements for the Thesis
Seminar at the English Tadris Departement Faculty of Tarbiyah and
Teaching Training Datokarama State Islamic Univerisity Palu*

:By

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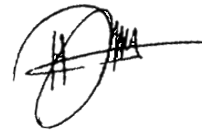
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Statement of the Thesis Authenticity

I hereby declare that this thesis entitled: *“The Use of English Videos to Improve Students’ Pronunciation to the Eighth Year of SMP Negeri 3 Palu”* has been officially approved as my own work and it has not been and will not be submitted to the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

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Your Sincerely,

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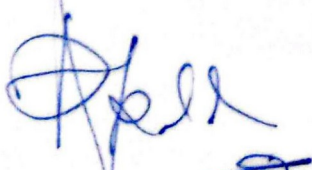
APPROVAL PAGE

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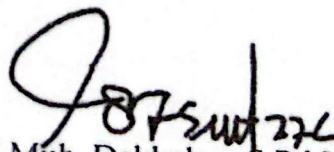
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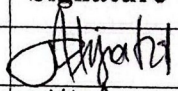
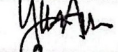

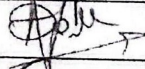
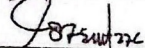
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LEGALIZATION

The thesis by **Dini Amanah**, NIM. 19.1.16.00.72 entitled **“The Use of English Videos to Improve Students’ Pronunciation to the Eighth Year of SMP Negeri 3 Palu”** which has been tested in front of the examiners of the Teacher Training and Tarbiyah Faculty in State Islamic University Datokarama Palu on 29th August 2023. It can be seen that this thesis has met the criteria for writing scientific papers and can be accepted as a requirements to obtain a bachelor of education in English Departement with some improvements.

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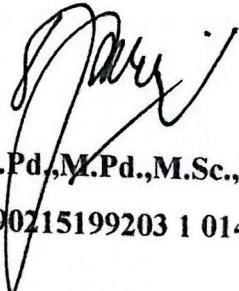
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The researcher realizes this thesis still has many mistakes, therefor the critique and suggestion would be accepted for its better to improving this thesis. This thesis is hoped can be useful for readers and other researchers.

Palu, 14 Agustus 2023 M

27 Muharram 1445 H

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ABSTRACT

Name : Dini Amanah
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Thesis Title : THE USE OF ENGLISH VIDEOS TO IMPROVE STUDENTS' PRONUNCIATION TO THE EIGHTH YEAR OF SMP NEGERI 3 PALU

In English, Speaking is a very important skill that students can use to communicate with each other. To speak effectively, learners need to be familiar with a variety of speaking skills. The most important factor in speaking is how to pronounce words. However, students have low interest in learning pronunciation. This case happens because the tutor used an old strategy and it makes the learning process feels boring. Therefore, the researcher chooses English Videos as the strategy for teaching pronunciation to make students have a good interest in learning pronunciation.

In relation to this, the description in this research starts from the problem Can the use of English Videos improve students' Pronunciation of the Eighth Year of SMP Negeri 3 Palu?

The research used a quantitative approach, the research design was quasi – experimental, the research instrument used were reading aloud tests, data collection related to the research instrument, the data processed using Mann-Whitney test by SPSS 22 version.

The results of this research prove that the pronunciation ability of students in the experimental class who were taught by using English Videos was better than students in the control class who were not taught by using English Videos. This can be seen from the increase in the average score of students in the pre-test and post-test, in the pre-test of the experimental class (23.35), increased to (57.68) in the post-test. Meanwhile, in the pre-test of the control class (22.27), increased to (33.73) in the post-test. In conclusion, the use of English Videos can improve the pronunciation of students in grade VIII of SMP Negeri 3 Palu.

Based on the conclusions obtained, it is recommended that teachers should improve their English teaching and learning, specifically in the use of learning media. Teachers should be more innovative in enriching their instructional media and materials.

CHAPTER I

INTRODUCTION

This chapter consist of backgorund, problem statement, objective and significance of the research, and outline of the research.

A. Background

Many countries use English as their second language because it is one of international language. But Indonesia used English as foreign language. The Indonesian government has decided to include English as one of the subjects that been taught in school from kindergarten to university level. English is increasingly important in human life, with education using it as the language for communication and sharing knowledge and information.¹

There are four basic skills in English: reading, writing, listening, and speaking. Speaking is a very important skill that students can use to communicate with each other. Speaking is also about being able to express oneself in the situation, expressing the situation in precise words, being able to report art or events clearly and concisely, and being able to express ideas eloquently. To speak effectively, learners need to be familiar with a variety of speaking skills. The most important factor in speaking is how to pronounce words.²

English pronunciation is influenced by a wide range of elements, making it a challenging talent to acquire. First language or native language

¹ Robeta Risna Dewi Rasati, *Teaching Pronunciation Through Movie: Case Study Of English Class At Mahad Al Jamiah Iain Jember* (Jember, 2020), 1.

² Robert Lado, *Language Testing* (London: Longman, 2006).

pronunciation issues are a widespread concern in English. Supported by Brown's statement, said that native language pronunciation issues are the key challenge that impacts pronunciation.³ In terms of pronunciation, the first language seems to have a far stronger impact.⁴ Then, attempts to teach English pronunciation in the classroom have frequently led to methods that range from mildly eccentric to outright bizarre, such as methods that have students use both gestures and physical movements to convey language.⁵ In addition, people often speak rather than write, many English teachers only focus on reading activities, writing activities, grammar practice but forget how to pronounce a word correctly, it affects words, talk, and other possibilities.⁶ Other than that, learning English pronunciation is a separate activity, it is frequently neglected in EFL teaching and learning environments.⁷ Furthermore, many teachers make a limited effort to provide and teach English pronunciation and pay little attention to it.⁸ Due to the first language's influence on pronunciation, the emphasis on textbook exercises, the employment of mildly eccentric to outright bizarre activities, and the disregard for pronunciation skills, many students have trouble pronouncing words. Then, because they struggle with pronunciation, students are reluctant to employ their English-speaking abilities. The researcher has

³ Dwi Warry Octaviana, *English Pronunciation Errors By Sundanese Speakers, Sustainability* (Switzerland, 2019).

⁴ David Nunan, *Language Teaching Methodology: A Textbook for Teachers* (1991).

⁵ Ibid.

⁶ Samsi Rijal and Nurdiana Arifah, *Teaching Productive Skill Through Vark, Jurnal Pemikiran Penelitian Pendidikan dan Sains* 5, no. 1 (2017).

⁷ Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, *Why Is English Pronunciation Ignored by EFL Teachers in Their Classes?*, *International Journal of English Linguistics* 6, no. 6 (2016), 195.

⁸ Jeremy Harmer, *The Practice of English Language Teaching Fourth Edition* (Cambridge: Pearson Longman, 2007).

investigated the pronunciation of 8th grade students at SMP Negeri 3 Palu and the difficulties they encountered. The investigation revealed that the pronunciation of 8th grade students at SMP Negeri 3 Palu fails to meet the standards for proper pronunciation.

In this case, the teacher plays a very active role in coming up with methods and materials that may be used in the classroom to help students with their pronunciation in a fun way. Good academic support requires affordable media because media is a tool used in learning without classroom media becoming less than maximum, there are many ways and media for students can be used to improve English pronunciation skills that are popular today is YouTube media so that students can see and hear directly how sentences in English pronounced correctly and clearly for students to learn English pronunciation in a good way. The use of modern technology media, such as YouTube, can enhance teaching and learning while also increasing student interest and motivation. Videos are excellent for practicing pronunciation because they include sound in addition to playing recordings or movies. The combination of sound and image will pique the public's interest.

Videos that show examples of native speakers' pronunciation can provide students with the opportunity to listen to the correct pronunciation, allowing them to improve their fluency over time.⁹ YouTube is one of the technical media that can be used to support learning. YouTube is used by a wide range of people, from teenagers and children to adults. Video can be used as a teaching tool to

⁹ Putri Andini, Zaitun, *The Effectiveness of Learning Pronunciation Through English Content by English With Lucy on YouTube*, *Jurnal Studi Guru dan Pembelajaran*, Vol. 5, No. 2 (2022), 1.

focus student learning, which can be found on YouTube.¹⁰ The media on YouTube is supposed to provide something to see and hear. By presenting students with fresh experiences, the learning process may also drive them to learn. YouTube is widely used to share, offer, and express gratitude to Internet users worldwide. Viewers of YouTube videos, for example, may not only watch and enjoy the videos, but also utilize them as instructional tools, such as pronunciation instructions. Students may see a range of videos that show accurate pronunciation and intonation from native English-speaking content developers.¹¹

Based on the explanations above the researcher is interested in conducting a research entitled “The Use of English Videos to Improve Students’ Pronunciation to the Eighth Year of SMP Negeri 3 Palu”.

B. Problem Statement

1. Formulation of the Problem

Based on the background described above, the researcher draws the main problem, namely: “Can the use of English Videos improve students’ pronunciation of the eighth year of SMP Negeri 3 Palu?”

¹⁰ Kaboocha, R., & Elyas, T, *The Effects of YouTube in Multimedia Instruction for Vocabulary Learning: Perceptions of EFL Students and Teachers*, *English Language Teaching*, (2018) 11(2), 72-81.

¹¹ Putri Andini, Zaitun, *The Effectiveness of Learning Pronunciation Through English Content by English With Lucy on YouTube*, *Jurnal Studi Guru dan Pembelajaran*, Vol. 5, No. 2 (2022), 1.

2. Limitation of the Problem

Based on the problem above, the researcher limits the problem and only focuses on the use of English videos to improve the students' pronunciation to the eighth year of SMP Negeri 3 Palu.

C. Objective and Significances of the Research

1. Objective of the Problem

Based on the description and formulation of the problem above, the purpose of this research was to determine the effect of the use of english videos media on the mastery of English pronunciation of 8th grade students of SMP Negeri 3 Palu.

2. Significances of the Problem

The usefulness of this research is expected to provide benefits, both as a scientific study and as a form of direct application to efforts to improve the quality of education. The things that can be obtained from the results of this study are as follows:

Scientific use, it is hoped that the results of this research can add scientific insight in the field of education, become a reference material for teaching staff in developing learning strategies, especially in learning English pronunciation, and can be an alternative consideration in overcoming problems that often occur. appears in English learning at the junior high school level.

The practical use is expected to benefit all parties, directly or indirectly. These parties are:

- a. For students, it is expected to improve knowledge, and skills in English, and it is also expected to accelerate students' understanding in mastering English pronunciation.
- b. For teachers, it is hoped that it can be input for teachers so that they can make maximum use of existing facilities so that they can create an effective and efficient atmosphere in learning activities, especially learning English.
- c. For Junior high school/Institutions, it is hoped that they can provide an overview and input for curriculum development as well as concrete information about learning techniques, especially in learning English pronunciation to improve the quality of learning and the quality of graduates, especially SMP Negeri 3 Palu.

D. Outline of the Research

To make it easier for readers to understand the discussion of this thesis proposal, the researcher analyzes it in outline according to the provisions contained in the composition of this thesis. Therefore, the outline of this discussion seeks to explain everything that is disclosed in the discussion material, including the following:

Chapter I, contains the introduction which states several main points and presents the basic foundation in the discussion of the thesis proposal which consists of the background, problem statement, objectives and significances of the research, and outlines of the contents of the thesis proposal.

Chapter II, namely literature review. In this chapter, the researcher explained the literature review, namely previous research, theoretical studies, and hypotheses.

Chapter III, is the research method. The content of this chapter used quantitative research methods by explaining the type and research design, population and samples, research variables, operational definitions, research instruments, data collection techniques, and data analysis techniques.

Chapter IV, is the result and discussion. In this chapter, the researcher explained the result and discussion of the research.

Chapter V, is the conclusion and suggestion. In this chapter the researcher explained the conclusion and suggestion of the research.

CHAPTER II

LITERATURE REVIEW

This chapter consist of previous research, theoretical review, conceptual framework and hypothesis of the research.

A. Previous Research

The first research was conducted by Adi Sasmita,¹ The Use of Youtube to Facilitate English Pronunciation Learning at SMP Muhammadiyah 2 Taman Sidoarjo: Teacher's and Students' Perceptions. The findings of using YouTube videos indicated positive perceptions from the teacher and students during English pronunciation learning. Both the teacher and the students received the benefits of the use of YouTube videos. The similarity between Adi Sasmita's research with this research is the use of youtube videos in learning pronunciation for the students. The difference is, Adi Sasmita used a qualitative approach and was held at SMP Muhammadiyah 2 Taman Sidoarjo 2021. This research used a quantitative approach and was held at SMP Negeri 3 Palu 2023.

The second research was conducted by Putri Andini, Zaitun,² The Effectiveness of Learning Pronunciation through English Content by English with Lucy on Youtube. The result of the research is that the use of YouTube videos has a positive effect on pronunciation improvement in high school students. The similarity between Putri Andini, Zaitun's research with this research is the use of

¹ Adi Sasmita, "The Use of Youtube to Facilitate English Pronunciation Learning at Smp Muhammadiyah 2 Taman Sidoarjo: Teacher's and Students' Perceptions." (2021)

² Putri Andini, Zaitun, "The Effectiveness of Learning Pronunciation through English Content by English with Lucy on Youtube." (2022)

youtube videos in learning pronunciation for the students. The difference is, Putri Andini, Zaitun's used a qualitative approach and the study specifically targeted high school students who studied remotely online to practice their pronunciation skills. This research used a quantitative approach and was held at 8th grade students of SMP Negeri 3 Palu 2023.

The third research was conducted by Reima Al-Jarf,³ *Youtube Videos as a Resource for Self-Regulated Pronunciation Practice in EFL Distance Learning Environments*. This research proposes using YouTube videos to improve EFL students' pronunciation. It aims to show the following: how YouTube videos can be integrated in EFL instruction to teach pronunciation, the advantages of integrating YouTube videos, show how examples YouTube videos that target a specific pronunciation skill can be located, criteria for selecting online videos, pronunciation subskills that can be developed through supplementary YouTube videos, teaching and learning with YouTube videos before watching a video, while watching the video and after watching the video. The similarity between Reima Al-Jarf's research with this research is the use of youtube videos in learning pronunciation for the students. The difference is, Reima Al-Jarf's used a qualitatif approach and the study specifically targeted EFL college students in Saudi Arabia who studied in the distance learning. This research used a quantitative approach and was held on 8th grade students of SMP Negeri 3 Palu 2023.

³ Reima Al-Jarf, *Youtube Videos as a Resource for Self-Regulated Pronunciation Practice in EFL Distance Learning Environments* (2022).

B. Theoretical Review

1. Pronunciation

a. Definition of Pronunciation

Pronunciation is one of the important aspects of English, especially in oral communication it is, here is the expert definition:

According to Susan Boyer, pronunciation is defined as a necessary part of speaking (verbal communication) that includes three important elements, such as producing the correct sound in a particular language. Understand how to properly emphasize words (not just isolated words) and how to use intonation properly.⁴

Furthermore, pronunciation is often taught by teachers, who provide learners with a model for listening and reviewing.⁵ Pronunciation handling as two related skills: speech flow recognition and spoken fluency generation. These skills are largely independent of intellectual proficiency in pronunciation rules. Ultimately, all that gives the learner the necessary skills is the practice of listening and speaking.⁶

Teaching pronunciation can not only make students aware of the's different sounds and sound characteristics (and their meanings), but can also improve their speaking immeasurably and increase. They provide additional information about the spoken language and help achieve the goal of improving the

⁴ Susan Boyer, *Understanding English Pronunciation* (USA: Boyer Educational, 2002),1.

⁵ Mark Hancock, *Pronunciation Games*, (Cambridge: Cambridge University Press, 1995),1.

⁶ Geoffrey Broughton, *et.al.*, *Teaching English As A Foreign Language*, (USA and Canada: Taylor & Francis E-Library, 2003), second edition, 49.

understanding and intelligibility.⁷

Pronunciation is the utterance of a separately taken word and requires knowledge of the power of a justice of letters in all combinations of, as well as the power and location of accents.⁸

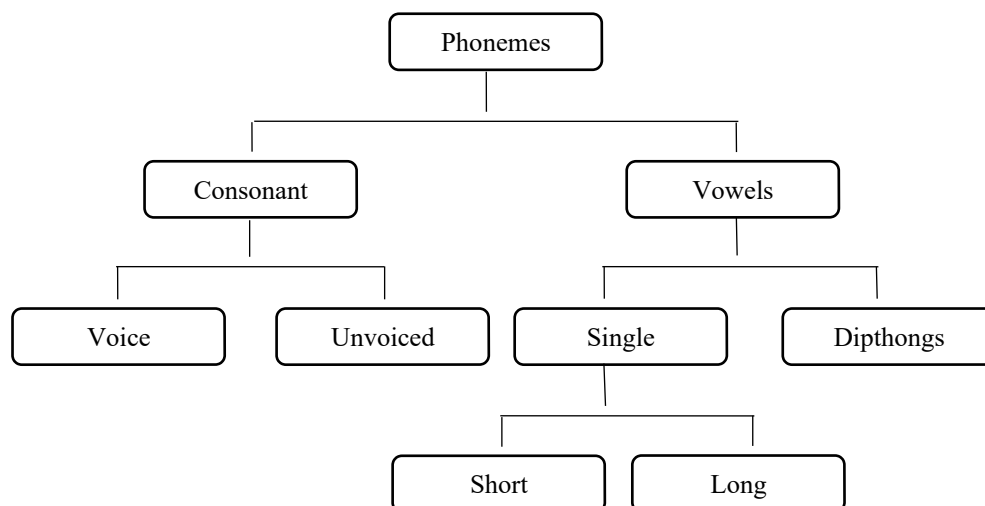
Based on the above theory, the researcher concludes that the pronunciation is a way of making sounds, which means that can be used for good communication.

b. Features of Pronunciation

It is frequently helpful to disassemble something in order to examine how it functions. The key components of pronunciation are broken down in the diagram below.⁹

Figure 2.1

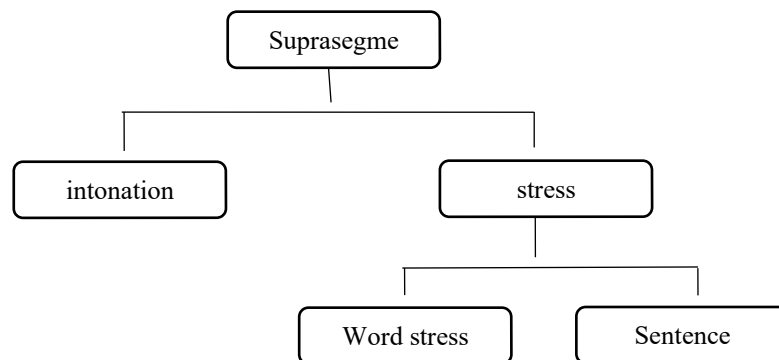
Features of Pronunciation



⁷ Jeremy Harmer, *The Practice of English Language Teaching Third Edition* (New York: Longman, 2002), 183.

⁸ Brandon Turner, *A New English Grammar*, (london: scot, weabster and gerry, 1840), 179.

⁹ Gerald Kelly, *How To Teach Pronunciation*, (England: Bluestone Press, 2000),1.



The various sounds that make up a language are called phonemes. Although people articulate sound slightly differently, we can nevertheless fairly properly explain how each sound is made. When considering meaning, we can see how choosing one sound over another might alter the word's meaning. The total number of phonemes in a language is determined by the principle. For instance, the phonemes /raet/ are found in the word rat. If you are unsure of the symbol being used here, please refer to the sound chart on the following page. If we swap the middle phonemes, the result is the different word /rt/ rot. Although our individual perceptions of colors may theoretically differ (for example, your idea of "green" may not be the same as mine), we intuitively know that we are most likely thinking about the same thing. For example, if you and I pronounce the letter /r/ slightly differently, the word does not change, and we still understand that we mean the same thing. When we see a green traffic light, we both know what it means and how it varies from a red one.

A sound can be voiced or unvoiced, often known as "voiceless." When the

vocal chords of the larynx vibrate, voiced sounds are produced. Placing one or two fingers on your Adam's apple will allow you to quickly determine whether a sound is vocal or not. Vibration will be felt if you are creating a voiced sound; it won't be felt if you are producing an unvoiced sound. the distinction between the sounds /f/ and /v/. For instance, you can hear by placing your top teeth on your bottom lip, exhaling continuously to generate the sound /f/, and then adding your voice to make the sound /v/. You will feel the vibration if you hold on to your Adam's apple while doing this.

There are two types of phonemes: vowel sounds and consonant sounds. However, these don't always correlate to the vowels and consonants in the alphabet that we are accustomed with. Vowels are all voiced and can be single (like /e/ in let) or combined (like /e/ in late), moving from one vowel sound to another. These combinations are called diphtongs.

As we've seen, phonemes are discrete sound units that can analyse. They can also be called portions. As the name suggests, suprasegmental features are characteristics of speech that typically apply to collections of segments or phonemes. Stress, intonation, and how sound changes in connected speech are crucial elements in English.¹⁰

c. Problem of Pronunciation

The researcher creates words and phrases with distinct sounds when

¹⁰ Nunik Puspita Ningrum, *The Use Of English Movie With Subtitle To Improve The Students' Pronunciation Mastery At The Eleventh Graders Of Sman 2 Way Serdang In The Academic Year Of 2017/2018* (Metro,2017), 8.

speaking or writing, but also alters the pitch, intonation, and stress to convey diverse meanings. The following list of pronunciation issues includes five :¹¹

1). Pitch

The vocal pitch of a person might be used to identify them. It indicates that we can understand someone just by hearing them speak. Each person has a unique voice; for instance, one person may have a very high voice while another may have a low voice. When we are terrified or aroused, people frequently speak at a higher pitch than usual. On the other hand, if we are exhausted, bored, or annoyed, our pitch may be lower. As an illustration, "yes" (/jes/) means "I agree" (/əgri/)'.

In conclusion, pitch is a means of conveying feeling and significance. It means that depending on how high or low a person's pitch is, what they say about a sentence or statement has a different meaning. In addition, pitch can convey a person's perception of mood or condition.

2). Intonation

In addition to speaking, body language, pitches, and tone of voice are all employed in communication to convey information about mood and emotion. Speaking with intonation, or "music," is crucial to communication.

The information is used to alter spoken words. By choosing a different language, it can display a variety of functions. Depending on how it is said, people can exhibit acceptance, skepticism, agreements, or disagreement. The word "no" conveys rejection, doubt about a claim, or disagreement.

In the final instance, intonation is crucial for conveying meaning. We can

¹¹ Jeremy Harmer, *The Practice of English Language Teaching Third Edition*, 28.

learn about someone's feelings and how they feel by listening to their intonation. People distinguish between making a declaration and posing a query. We can tell whether someone is scared and can infer from their intonation whether they have been nice or not.

3). Sound

The sounds (phonemes) that make up words and sentences may not necessarily have any meaning on their own. On the other hand, combining words creates phrases. When combined in a specific order, the phonemes /k/ (like the c in can) and /t/ (like the t in tooth) produce the word cat, which can be recognized.

Various languages have different sounds made by their speakers. This indicates that people who are native speakers of a language or who are learning a language for the first time may pronounce words differently.

4). Sounds and Spelling

While sounds and spelling may be closely related in another language, English typically has no issues with this. Phonetic symbols are used here to represent sound. This is due to the fact that spoken and written letters do not correspond exactly. For instance, the sounds can be spelled in a variety of ways, such as won (/wən/), young (/jəŋ/), funny (/fəni/), and flood (/fləd/). On the other hand, there are numerous ways to pronounce the letter /ou/.

5). Stress

The place in a word or phrase where vowels elongate, loudness rises, and pitch shifts is referred to as stress.

Things are frequently not pronounced, and people regularly speak words

differently than they spell them. On paper, the word secretary appears to have four syllables, but when it is pronounced, there are occasionally just three, with the first one being stressed, or even just two in quick speech. For instance, reading (/ 'ri; diŋ/), positive (/ 'pɒ zə tɪv/), jump (/ dʒʌmp/), jumper (/ ď ʒʌm pər/), and understand (/ ʌn də 'stænd/).

Primary stress is the strongest stress in the language and is distinguished from secondary stress by the placement of an apostrophe at the top. Examples include positive (/ 'pɒ zə tɪv/) and ability (/ ə 'bɪ lɪ ti/). While mild stress, denoted below in quotations, is the secondary stress. Examples include understand (/ ʌn də 'stænd/) and education (/ ə dʒʊ 'keɪ fən/).

The aforementioned quotation makes it quite evident that proper pronunciation of words or sentences is crucial. We need to understand rhythm, tension, and the significance of what we say when we talk.¹²

d. Teaching Pronunciation

Pronunciation instruction is quite challenging. If the work is structured, pronunciation instruction can be facilitated. The roles that teachers and students play in the teaching process are the most crucial factors. The teacher's responsibility is to assist students in hearing and producing sounds. additionally, to guarantee that the pupils receive the required resources The sounds that the children receive and hear must be verified by the teacher. Students are able to mimic new sounds. Although they are unable to do so, the teachers assist them by teaching them a few signs that will enable them to produce new noises.

¹² Nunik Puspita Ningrum, *The Use Of English Movie With Subtitle To Improve The Students' Pronunciation Mastery At The Eleventh Graders Of Sman 2 Way Serdang In The Academic Year Of 2017/2018* (Metro,2017), 10.

Students only respond to questions that the teacher poses during the teaching-learning process. Students' improvement is poor if they don't try to realize their effort and don't take any steps. As we previously said, planning are necessary when teaching pronunciation. First and foremost, the instructor needs to be aware of the issues that students are having in their first language groups and create lessons that address those issues. Second, teachers assess their pupils' pronunciation deficiencies and provide further exercises to help. The last is that the teachers need to specify which areas of pronunciation the portion can be employed on. Teaching pronunciation has always entailed using other languages and other linguistic abilities. Instead, the first language's influence on pronunciation is significant.¹³

e. The Goals of Teaching Pronunciation

The most crucial aspect of learning the English language is pronunciation. Students who can pronounce words clearly can make their meanings clear and be understood. Their speaking and spelling are both simple for their partners to understand. The pupils are not only capable of making the sounds, but they can also talk more clearly.

People also believe that speaking like a native speaker is not the goal. For example, students who study pronunciation usually do so with a specific purpose, such as a requirement to be able to communicate effectively and pronounce words correctly so that customers can understand them in any situation. On the other hand, when students want to become English teachers, they will learn natural

¹³ Martin Hewings, *Pronunciation Practice Activities: A Resources Book for Teaching English Pronunciation*. (Cambridge: Cambridge University Press, 2004), 20.

pronunciation.

On the other hand, teaching pronunciation aims to help students speak clearly and correctly to increase their self-assurance when speaking English.¹⁴

2. Media for English Pronunciation

a. Learning Media for English Pronunciation

Learning media is a technology that is used to deliver educational content and assist students in meeting learning objectives.¹⁵ The goal of educational media is to increase accessibility to learning resources. Media for learning can be used to learn English pronunciation. Language teaching relies heavily on teaching media, which can also be used as a teaching tool to help instructors explain the course materials in detail.¹⁶ As a result, teaching materials are very helpful for enhancing students' knowledge and comprehension of subject matter, such as teaching English pronunciation and correct word pronunciation. Students can use learning materials for English pronunciation as tools to help them with communication skills, particularly pronunciation in a factual context. To learn English pronunciation, one can use a variety of learning tools, such as images, diagrams, videos, and television.

In addition, a variety of teaching tools are available to make learning English pronunciation easier. The six categories of educational media include text,

¹⁴ Ibid.,20.

¹⁵ E. Marpanaji, M. I. Mahali, and R. A.S. Putra, *Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants*, Journal of Physics: Conference Series 1140, no. 1 (2018).

¹⁶ Rizka Safriyani, *An Analysis of the English Teachers' Ability in Creating Online Teaching Media at Surabaya and Sidoarjo Islamic Senior High Schools*, Journal of English Teaching Adi Buana 01, no. 01 (2016): 77–91.

audio, visual, motion, real object, and human.¹⁷ First, the text is a category of learning media that includes books, whiteboards, posters, and comic books, all of which convey information in written form. Second, audio is a listening tool that can be used to transmit educational content. Examples include music, podcasts, voice recorders, human voice dialogue, radio, and a wide variety of other audio sources. Thirdly, visuals are teaching aids that students can actually see, such as maps, photos, posters with diagrams, graphics, and images of actual objects. Fourth, motion is a technique that uses movement or a combination of audio-visual media, including movies, animation, YouTube videos, videotape presentations, business conferencing, television shows, and others, to transmit learning material. Fifth, real objects, such as food, furniture, and other objects, are tactile, three-dimensional learning resources that students can hold and interact with. Sixth, both teachers and students can be used as media to transmit educational information. Teaching media can be found in the form of a textbook, a computer, an audio, a song, a movie, a podcast, a video, a picture, a newspaper, and many other things. There are three types of teaching media: audio media, visual media, and audiovisual media.¹⁸ As a result, different forms of learning media can assist teachers in offering a variety of learning experiences for students learning English pronunciation, enabling students to understand the materials better and prevent boredom.

b. YouTube Videos as Learning Media for English Teaching

¹⁷ Marpanaji, Mahali, and Putra, *Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants*.

¹⁸ Safriyani, *An Analysis of the English Teachers' Ability in Creating Online Teaching Media at Surabaya and Sidoarjo Islamic Senior High Schools*.

There are many videos on the website YouTube. YouTube enables users to watch, download, and share videos. YouTube enables users to upload videos, create tags that are appropriate for the videos' content, describe the videos, leave comments on the videos, subscribe to their favorite YouTube channels, look for other videos, watch the videos by typing in the title or a keyword, create video reactions, and more.¹⁹ YouTube is a flexible platform with a wide range of offerings. the capacity to look for your preferred videos, make videos for other people, include interesting captions in your own videos, and respond to videos made by others. As a result, users can use YouTube to browse videos that suit their needs and conduct keyword or title searches for videos they are interested in. Users can easily post their own videos to YouTube or leave comments on videos posted by other users.

YouTube educational videos are ones that can be used as a learning resource. YouTube is categorized as part of open educational resources (OER) since YouTube provides video with educational resources known as educational video through communication and information technology.²⁰ Open educational resources are digital materials that offer information and knowledge to educators, students, and people of all educational levels in an open and unrestricted manner.²¹

¹⁹ Hanan and Gamal Mohamed Ebedy Ebedy, *Using Songs in YouTube to Enhance EFL Students' Pronunciation*, Occasional Papers in the Development of English Education 60, no. 2 (2015).

²⁰ Mariana Martinho and Marta Pinto, *Scholars' YouTube Channels: Content Analysis of Educational Videos*, Internet Latent Corpus Journal 2, no. 2 (2012): 76–90.

²¹ Ichda Sholikhatun Nisa, *Student's Perception Towards the Implementation of YouTube Song Video Content for Learning English Song Lyric*, University of Muhammadiyah Gresik (2020): 60–73.

Documents and media which are available publicly that can be used in teaching, learning, and perhaps even research are known as open educational resources.²²

As such, YouTube educational videos are classified as open educational resources, which are documents and media that provide material and knowledge in the form of freely available communication and information about technology and are thus appropriate for teaching and learning increase. As a result, teachers and others can promote learning materials by using educational YouTube videos. Above all, YouTube Educational Videos provide information, knowledge, and materials pertaining to useful educational resources for teachers, students, and a variety of other individuals. YouTube videos are frequently used to teach English in practice. Using YouTube videos to teach and learn English is critical to helping students understand English classes better. Students have a better understanding of learning English when teachers use YouTube videos as a medium for learning situations. Students can easily follow the English material by using YouTube videos as a learning medium. Additionally, learning through YouTube videos can be enjoyable and interesting for teachers and students who want to try something different than English textbooks and tapes to listen to. Teaching will be more engaging because the videos provide an enjoyable audiovisual experience and differentiated learning in which students can hear the language directly.

Furthermore, YouTube videos can help students improve their language skills. YouTube videos make it easier for students to learn English because they provide a wealth of information for developing students' English skills such as

²² Mokhamad Syaifudin, *Open Educational Resources*, IJET (Indonesian Journal of English Teaching) (2016): 1–14.

pronunciation. Furthermore, YouTube video is one of the most effective platforms for supporting and motivating teachers and students throughout the classroom teaching and learning process. As a result, because YouTube videos contain videos and information that can meet students' needs in learning English, students can learn many aspects of English skills through them. As students explore and use YouTube videos to learn, they gain knowledge of English.

Since YouTube videos are informative, they can be used as a learning resource to learn how to properly pronounce English. Students can learn how to pronounce a word correctly by watching and listening to YouTube videos. Students can then imitate and practice English by watching and hearing YouTube videos. Because students can feel the reality of English use and how to pronounce the vocabulary directly from native speakers in the YouTube video, its use provides learners with a new and different educational learning and practice English pronunciation ability.²³ Ultimately, by watching and listening to YouTube videos, students can learn proper English pronunciation.

c. YouTube Videos as Media to Teach English Pronunciation Learning

YouTube videos can be valuable sources for teaching English pronunciation when teachers use and integrate them into classroom teaching and learning. The teacher can teach English pronunciation using YouTube videos by selecting videos that are relevant to the students' needs, interests, and levels of proficiency. Furthermore, incorporating YouTube videos with educational aspects

²³ Mulyani and Sartika, *Anal. Students' Profic. English Pronunciation Using YouTube-Based Video Media*.

is thought to encourage students to improve their English pronunciation.²⁴ Because YouTube videos include supporting information about English pronunciation as part of the educational aspects used to teach and learn, they will encourage students to improve their English pronunciation. Furthermore, using YouTube videos to teach English pronunciation refers to using YouTube videos to teach word accuracy in the English language. Students must use proper English pronunciation when saying a word. The teacher in this case uses YouTube videos to help students learn English pronunciation. Using YouTube videos to teach English pronunciation, students can gain real-world experience pronouncing words, phrases, and sentences. As a result, incorporating YouTube videos into English pronunciation teaching and learning has powerful effects, yielding positive results.

Furthermore, when using YouTube videos as media to facilitate English pronunciation learning, there are procedures for using them in English pronunciation learning. The procedure for using YouTube videos to aid English pronunciation lessons is ways or steps to use YouTube videos to aid English pronunciation lessons. Berk mentioned there are essential procedure to use videos in the classroom, the procedures of using video in the classroom are:

- a. Choose a specific YouTube video to provide the content or to demonstrate materials, examples, and concepts.
- b. Develop detailed guidance or group discussions for students so they understand what to do, perceive, and look for. For example, what is the

²⁴ Olga V. Anisimova et al., *Integration of Internet Tools to Enhance Pronunciation Skills: Effectiveness of Educational Content on YouTube*, in *Lecture Notes in Networks and Systems*, vol. 131 2020.

video's purpose? Make it very clear to the students. When a single video is shown in a lesson, there appears to be no specific instruction on what the learners should know from the video or what they should do next. This subject must be excellent in order to help students meet their learning objectives.

- c. Briefly introduce the video to reaffirm the purpose. Providing information about what students should do and watch is an important step in activating their foreknowledge and assisting them in the grasping phase of the material and information.
- d. Starts and watch the video. Teachers must assist students in focusing on what they are watching as they begin to play video.
- e. Pause or stop the video at various points to emphasize knowledge, or rewind the video for a more detailed activity. It will be useful in guiding students to understand what they learn.
- f. Take a moment to consider what has been demonstrated. This activity is extremely useful for gathering information about the students' understanding of what they have seen.
- g. Designate a fruitful learning activity that will allow students to interact with the video's specific questions, issues, or concepts. The final point is the most important. Lessons will be ineffective if educators do not plan ahead of time for what students and teachers will be doing in class. Teachers must provide follow-up activities such as discussion, debate, and

role playing for students to participate in high-dimensional feature oral practice.²⁵

In addition to Berck, Harmer states similar steps for using videos throughout the lesson.²⁶ The teachers could start the sequence by discussing which of the following types of schools students might prefer to attend or send their children to, and why. Teachers can then assess students' understanding by assigning them a prediction exercise based on what they will see. After that, the students watch and listen to the videos. Before exiting the video, teachers can rewind and choose specific uses of language to ensure students' comprehension. Following the viewing, teachers can engage students in activities such as debating the pros and cons, writing a review, role-playing, writing letters, and so on.²⁷

d. The Benefits of Using YouTube Videos in English Pronunciation Learning

Using YouTube videos to learn English pronunciation has a number of advantages. There are four primary advantages to using clips in language learning: language use, cross-cultural understanding, formation power, and motivation.²⁸

- a. Observing language in action. What are the benefits of using video, students can not only hear but also see and practice the language in the video. Because video contains visual cues such as facial expressions, gestures, and so on, it improves student comprehension. This enables the

²⁵Ronald A. Berk, *Multimedia Teaching with Video Clips: TV, Movies, YouTube, and MtvU in the College Classroom*, *International Journal of Technology in Teaching and Learning* 7, no. 2 (2009): 1–21.

²⁶ Jeremy Harmer, *The Practice of English Language Teaching (3rd Edition)* Harlow, United Kingdom: Pearson Education Limited, 2001.

²⁷ Ibid.

²⁸ Ibid.

audience to improve their pronunciation, intonation, and facial expression.

Furthermore, all have paralinguistic features. It provides valuable meaning hints and assists viewers in learning the linguistic aspects of the video.

- b. Cultural understanding. Students can view the video outside of the classroom. British and American accents, for example, how Americans speak to certain people, how Americans dress, how British people speak to older people, and so on.
- c. The ability to create. Students will learn creativity and encourage communicative use of the English language when they attempt to create a video.
- d. Motivation. The use of video will pique students' interest in language learning. Students are motivated to learn because they can listen to the language and gain real-world experience.

e. The Challenges of Using YouTube Videos in English Pronunciation

Teaching and Learning

Because of some issues, challenges may arise when integrating YouTube videos in the classroom when using YouTube videos to facilitate English pronunciation. When using YouTube videos in English teaching and learning, several issues arise. The issues with using videos in language learning are as follows:

- a. The nothing new syndrome can have an impact on classroom efficiency when using YouTube clips. Because the teacher is unable to accommodate the teaching-learning process in a more interactive manner, students

believe that using YouTube videos is similar to other familiar educational activities.

- b. Another factor that appears to affect the efficiency of using video in the classroom is low-quality video; for example, students may struggle to visualize how well the language will be used in actual communication contexts.
- c. Inadequate display conditions may reduce the effectiveness of using YouTube clips. When using YouTube clips in class, the teacher must ensure that the classroom environment allows students to view the videos clearly. In some cases, regardless of the condition's qualifications in the class, the video is definitely attempted to bring into the school.
- d. Because the teacher is unsure how to implement the technique, a "stop and start" method when using YouTube clips may struggle to pique the students' interest in learning.
- e. The length of the YouTube clips used in class must be estimated. It will not work if the video is too long, as students may become sleepy and bored.
- f. Technical issues may arise during the preparation of the videos, while using the videos, and after using the videos. The teacher and students must be aware of their connection, device, and even learning tools. As a result, both teachers and students must become familiar with all of the tools that will be used to aid student learning.²⁹

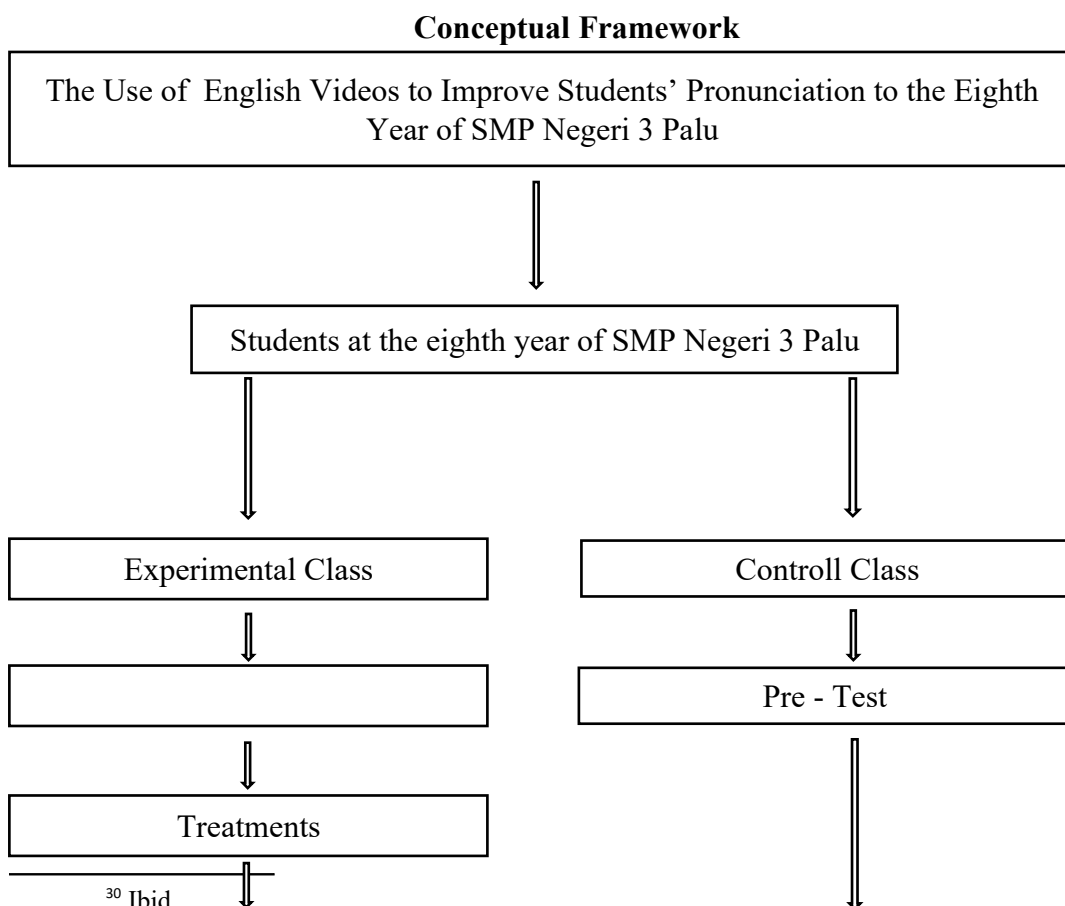
²⁹ Ibid.

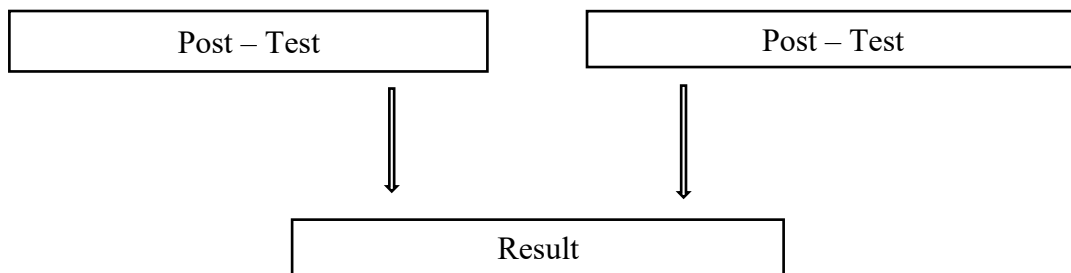
Furthermore, Harmer adds that the dangerous challenges of English language learning videos include poor production, inauthentic language use, and unsophisticated videos, which cause students to struggle to understand the videos.³⁰

C. Conceptual Framework

In this research, the researcher designed a framework by describing the effect of using English videos on the English pronunciation of 8th-grade students of SMP Negeri 3 Palu for the 2022/2023 academic year. The conceptual framework underlying in this research is given in the following:

Figure 2.2





D. Research Hypothesis

The hypothesis is a temporary answer to the research problem formulation, where the research problem formulation has been stated in the form of a question sentence.³¹

The null hypothesis (Ho) is a hypothesis that states that there is no relationship or influence between one variable and another. The alternative hypothesis (Ha) is a hypothesis that states that there is a relationship or influence between one variable and another.³²

Based on the background and problems raised, the hypotheses used in this research are :

Ho : The use of english videos can't improve students' pronunciation to the eighth year of SMP Negeri 3 Palu.

Ha : The use of english videos can improve students' pronunciation to the eighth year of SMP Negeri 3 Palu.

³¹ Sugiyono, *Metedologi Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2008), 96.

³² Nurul Zuriah, *Metodologi Penelitian Sosial Dan Pendidikan* (Jakarta: PT Bumi Aksara, 2009), 163.

CHAPTER III

METHODOLOGY

This chapter consist of approach and design of the research, population and sample of the research, variables of the research, operational definition, instrument of the research, technique of data collection, and technique of data analysis.

A. Approach and Design of the Research

In this research, the researcher used quantitative research. The quantitative research method was used for analyzing the statistic data that is students' pre – test and post – test scores. By that score, the researcher can analyze the effect of teaching pronunciation through english videos.

The design of this research was quasi-experimental, quasi-experimental design is the possible causes and effects between the treated group, the experimental group was given treatment through english videos and the control group was not given any treatment, so the researcher can compare the final results to see how effective english videos are in teaching english pronunciation. In this research, the researcher act as a practitioner who teaches the students. The researcher gave these two groups the same materials and the same tests. The research design is presented in the following table as stated by sugiono¹:

¹ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif and R&D* (Bandung: Alfabeta, 2018), 76.

Table 3.1
Research Design

Experimental Class	O ₁	X	O ₂
Controlled Class	O ₁		O ₂

Description:

E : Experimental Class

C : Controlled Class

X : Treatment

O₁ : Pre – Test

O₂ : Post – Test

B. Population and Sample of the Research

1. Population

The population is the whole object or subject that is in an area and fulfills certain requirements related to the research problem. The population can also be defined as the whole unit or individual within the scope to be studied.²

A similar understanding was also expressed by Sanapiah Faizal, who said: "A population is a group of individuals who have one or more characteristics that are the center of research, the population can be all individuals who have certain strengths or part of that group".³ Based on the opinion of experts regarding the definition of population, the researcher concludes that the population is the whole of certain objects that are used as information for researchers in a certain location,

² Nanang Martono, *Metode Penelitian Kuantitatif: Analisis Isi Dan Analisis Data Sekunder* (Cet.5; Jakarta: Rajawali Press, 2016), 76.

³ Sanapiah Faizal, *Metedologi Penelitian Pendidikan*, (Surabaya: Usaha Nasional, 1982),19.

in this case, the population is 8th-grade students of SMP Negeri 3 Palu. To serve as a population of researchers and information material for good scientific work.

Table 3.2
The Population of the Research

No.	Class	Number of Students
1.	VIII A	30
2.	VIII B	32
3.	VIII C	29
4.	VIII D	31
5.	VIII E	28
6.	VIII F	29
7.	VIII G	30
8.	VIII H	30
9.	VIII I	30
10.	VIII J	32
11.	VIII K	28
Total		329

2. Sample

The sample is part of the number of characteristics possessed by the population to be studied.⁴ The sample is part of the population with relatively the same characteristics and is considered representative of the population. Determination of the sample in this study was carried out with the type of probability sampling.

According to Sugiyono, probability sampling is a sampling technique that provides equal opportunities for each element or member of the population to be selected as a member of the sample.⁵ In this research, the sampling technique used is probability sampling with the technique taken is cluster sampling. The populations of eighth grade students of SMP Negeri 3 Palu are 329 students,

⁴ Sugiyono, *Statistik Untuk Penelitian*, (Bandung: Alfabeta, 2009), 72.

⁵ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D*, (Bandung: Alfabeta), 85.

consisted of 11 classes and the researcher chose 2 classes as the sample. The sample of this research was VIII J as the experimental group which consisted of 31 students, and VIII I as the control group which consisted of 30 students.

C. Variables of the Research

Variables are the center of attention in quantitative research. In short, a variable can be defined as a concept that has variations or has more than one value. Variables are all factors, conditions, situations, treatments and all actions that can be used to influence the experimental results.⁶ There are two variables in this research, namely the X variable and the Y variable.

1. Independent Variable

The independent variable is a variable that affects other variables or produces effects on other variables, which are generally in the order of time that occurs first. The existence of this variable in quantitative research is a variable that explains the occurrence of the focus or research topic. This variable is usually symbolized by the variable "X". In this case, the influencing variable is the use of english videos as media.

2. Dependent Variable

The dependent variable is the variable caused or influenced by the independent variable. The existence of this variable in quantitative research is a variable described in the focus or research topic. This variable is usually symbolized by the variable "Y". In this case, the variable that is affected is the mastery of English pronunciation.⁷

⁶ H. Wina Sanjaya, *Penelitian Pendidikan Jenis, Metode Dan Prosedur*, (Jakarta: Kencana, 2014), 95.

⁷ Nanang Martono, *Metode Penelitian Kuantitatif: Analisis Isi Dan Analisis Data Sekunder* (Cet.5; Jakarta: Rajawali Press, 2016), 61.

D. Operational Definition

In this part, the researcher describe about operational definition of the research:

1. Video

Video is an electronic medium for the recording, copying, playback, broadcasting, and display of moving visual media. Video was first developed for mechanical television systems, which were quickly replaced by cathode-ray tube (CRT) systems which, in turn, were replaced by flat panel displays of several types.

Video systems vary in display resolution, aspect ratio, refresh rate, color capabilities and other qualities. Analog and digital variants exist and can be carried on a variety of media, including radio broadcast, magnetic tape, optical discs, computer files, and network streaming.⁸

2. Pronunciation

Pronunciation relates to how we produce the sounds we use to convey meaning when we talk. Language segmentation refers to individual consonants and vowels, while suprasegmental features include stress, time, rhythm, intonation, phrasing, and voice quality.⁹

E. Instrument of the Research

A research instrument is a tool used to collect data through written guidelines on observations, interviews, and a list of questions or statements prepared to obtain information from respondents.¹⁰ The research instrument used in this research were reading aloud tests. The researcher gave two tests, the first

⁸ Video – HiDef Audio and Video, *hidefnj.com*. Archived from the original on May 14, 2017. Retrieved March 30, (2017).

⁹ Yates and Zelinski in Hasan, (2014:31).

¹⁰ Ronny Kountur, *Metode Untuk Penelitian Skripsi & Tesis* (Jakarta: CV. Taruna Grafika, 2003), 113.

test is pre-test, it was given to the students to measure their pronunciation ability before the treatment. The second test is post-test, the purpose of the post-test is to find out if there is an improvement in the students' pronunciation ability after the treatment through English videos. The materials of the test are taken from the students' handbook.

F. Technique of Data Collection

Data collection is a process of collecting data and is also a very important step in a study, because the data collected will be used to solve the problem being studied and to test the hypotheses that have been formulated.¹¹

The data collection techniques used in this research are:

1. Test

The test comes from the Old French, *testum* which means plates to set aside precious metals. According to Sudjiono test is a tool or procedure used in the framework of measurement and assessment.¹²

A test is a written, oral, interview to find out a person's knowledge, abilities, talents, and personality. In another sense, the test is also defined as several questions that require answers.¹³ The learning outcomes tests used in this research are:

a. Pre-Test

Pre-Test is a test that is held before a learning program is implemented to know the students' initial abilities.¹⁴ The researcher gave the students the pre-test before doing treatment to find out and identify the pronunciation ability that they had. In the pre-test, the test was reading aloud test, the researcher asked the

¹¹ Ibid., 39.

¹² Anas Sudjiono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Rajawali Press, 2011), 66.

¹³ Abdul Hamid, *Mengukur Kemampuan Bahasa Arab Untuk Studi Islam*, (Malang: UIN-Maliki Press, 2010), 8.

¹⁴ Aini 2013, 40.

students to read the text out loud that contain all the single vowels in English.

b. Post-Test

Post-Test is the opposite of Pre-Test, Post-Test or final test, which is a test conducted towards the end of a lesson, the purpose is to determine the final ability of students after participating in the learning program.¹⁵ The researcher gave the post-test to both the experimental group and the control group after conducting treatment. The purpose of this action is to find out whether the technique is effective or not.

c. Treatment

The researcher conducted the treatment to the students. The procedures of treatment are shown in the following table:

Table 3.3
Treatments

Meeting	Topic	Activities
1st Meeting	<i>Simple Past Tense</i> 90 minutes	<ul style="list-style-type: none"> • The teacher gives a pre-test. • Students do the pre-test given by the teacher
2nd Meeting	<i>Simple Past Tense</i> 90 minutes	<ul style="list-style-type: none"> • The teacher introduces English video as a media in learning pronunciation. • Students observe and listen to English video explanations regarding simple past tense material, as well as look for information and practice saying a few words related to simple past tense material in everyday life. • The teacher provides an opportunity for students to ask about what information they want to know related to the simple past tense material that they have observed through the English video. • Students practice pronouncing single vowel sounds /i/, /ɪ/, and /e/ according to the simple past tense they have observed through the English video. • The teacher provides feedback or correction to students.

¹⁵ Ibid., 15.

		<ul style="list-style-type: none"> • Students alternately come to the front of the class one by one saying single vowel sounds /i/, /ɪ/, and /e/ which correspond to the word past tense orally. • The teacher and students conclude the lesson related to simple past tense and single vowel sounds.
3rd Meeting	<i>Simple Past Tense</i> 90 minutes	<ul style="list-style-type: none"> • The teacher introduces English video as a media in learning pronunciation. • Students observe and listen to video explanations related to simple past tense material, as well as look for information and practice speaking a few words related to simple past tense material in everyday life. • The teacher gives students the opportunity to ask about what information students want to know about the simple past tense material that they have observed through English video. • Students practice pronouncing single vowel sounds /u/, /ʊ/, and /ə/ according to the simple past tense they have observed through the English video. • The teacher provides feedback or correction to students. • Students alternately come to the front of class one to understand the single vowel sounds /u/, /ʊ/, and /ə/ which correspond to the word past tense verbally. • The teacher and students conclude the lesson related to the simple past tense and single vowel sounds.
4th Meeting	<i>Simple Past Tense</i> 90 minutes	<ul style="list-style-type: none"> • The teacher introduces English video as a media in learning pronunciation. • Students observe and listen to English video explanations regarding simple past tense material, as well as look for information and practice saying a few words related to simple past tense material in everyday life. • The teacher provides an opportunity for students to ask about what information they want to know related to the simple past tense material that they have observed through the English video. • Students practice pronouncing single vowel sounds /æ/, /ɛ/, and /ɑ/ that correspond to the simple past tense they

		<p>have observed through the English video.</p> <ul style="list-style-type: none"> • The teacher provides feedback or correction to students. • Students alternately come to the front of the class one by one saying single vowel sounds /æ/, /ɛ/, and /ɑ/ which correspond to the word past tense verbally. • The teacher and students conclude the lesson related to simple past tense and single vowel sounds.
5th Meeting	<i>Simple Past Tense</i> 90 minutes	<ul style="list-style-type: none"> • The teacher introduces English video as a media in learning pronunciation. • Students observe and listen to English video explanations regarding simple past tense material, as well as look for information and practice saying a few words related to simple past tense material in everyday life. • The teacher provides an opportunity for students to ask about what information they want to know related to the simple past tense material that they have observed through the English video. • Students practice pronouncing single vowel sounds /o/, /ɔ/, and /ʌ/ that correspond to the simple past tense they have observed through the English video. • The teacher provides feedback or correction to students. • Students alternately come to the front of the class one by one saying single vowel sounds /o/, /ɔ/, and /ʌ/ which correspond to the word past tense verbally. • The teacher and students conclude the lesson related to simple past tense and single vowel sounds.
6th Meeting	<i>Simple Past Tense</i> 90 minutes	<ul style="list-style-type: none"> • The teacher gives a post-test. • Students do the post-test given by the teacher

G. Technique of Data Analysis

Data analysis techniques are the steps taken by researchers to obtain data to solve research problems, it can be interpreted as an effort to collect data using certain techniques so that the expected data can be collected and really in accordance with the problems to be solved.¹⁶

SPSS (Statistical Package for the Social Sciences) version 22 was the computer application used by the researcher to analyze the data in this study. Following the pronunciation exam, the researcher computed the students' standard scores for the pre- and post-tests. The data in this study were tested using the Mann-Whitney test. An alternate test to the independent sample t-test in cases where the distribution of data in a set of data or variables is not normally distributed is the Mann-Whitney test, also known as unpaired sample analysis. It is a statistical method that is non-parametric and used to analyze data from two unrelated samples. Consequently, there is quantitative data available. To examine the data, inferential statistics were applied. This statistical analysis is suitable for addressing the study's problem statement. Here, the alternative test employed by the researcher to determine if the treatment enhanced the students' pronunciation abilities was the Mann-Whitney test (English Videos).

Several steps are carried out by the research in order to analyze the data, as follows:

1. Analysis descriptive

Following the scoring of each student's pre- and post-test results, the researcher tallied the test results and computed the pre- and post-test scores. Next, the researcher does descriptive analysis in SPSS to calculate the mean and standard deviation. The research data, including the total number of research, the

¹⁶ V. Wiratna Sujarweni, *Metodologi Penelitian* (Yogyakarta: Pustaka Baru, 2014), 103.

maximum and minimum scores, the mean score, and the standard deviation, are presented and described using descriptive analysis.

2. Normality Test

Prior to performing parametric tests, a few terms were available. The data should be normal is one of the terms. To ascertain whether or not the data distribution in a set of variables or data is regularly distributed, a normality test was employed. If the probability value or critical value is greater than or equal to the level of significance 0.05, the test meets the criterion for normality and indicates that the data are normally distributed. The data are not normally distributed if the value of (probability value/critical value) is less than the significance level of 0.05. The data have to be regularly distributed in order to be used in parametric analysis; otherwise, a non-parametric analysis approach is used for hypothesis testing.

3. Homogeneity Test

A homogeneity test study is performed to check whether the study data has homogenous variance or not. In this study, the homogeneity test was used to determine whether the variance of the post-test data of the experimental group and the post-test data of the control group were identical. Significance values were compared with a significance level of 0.05. If the significant value is greater than the significance level (0.05), then the variance of the experimental group and the control group are identical.

4. Independent Sample t-Test

The independent samples t-test is unpaired samples analysis, which is a statistical method for analyzing research data involving two groups receiving different treatments. Meanwhile, if the study samples are related or paired, the testing hypothesis will use a paired samples t-test. The independent samples t-test is a statistical parametric method.

5. Mann Whitney Test

The Mann-Whitney test is also an unpaired samples analysis, which is an alternative to the independent samples t-test if the data distribution is not normally distributed. This is a non-parametric method and statistical method for analyzing data from two unrelated samples. The significance value is compared with the significance level to test the hypothesis. If the Asymp.Sig value (2-tailed) is < 0.05 , then the H_a is accepted. Meanwhile, if the Asymp.Sig value (2-tailed) is > 0.05 , then the H_o is rejected. Additionally, the MannWhitney test was used as an alternative to the independent samples t-test because the data from the two groups were not normally distributed.

6. Testing Hypothesis

To find out whether the hypothesis is accepted or rejected, the researcher must perform a test based on the results of data analysis. This study hypothesized that “the use of English videos can improve the pronunciation skills of students at SMP Negeri 3 Palu”. Below are the criteria for testing the hypothesis. If the Asymp.Sig value (2-tailed) is < 0.05 , H_o is rejected, and H_a is approved. If the Asymp.Sig value (2-tailed) is > 0.05 , H_o is accepted, and H_a is declined.

CHAPTER IV

RESULT AND DISCUSSION

This chapter consists of result of the research and discussion of the result.

A. Result of the Research

In this section, the researcher would like to describe about the result of the research. In this research, the researcher gave the students tests which consisted of a pre-test and post-test. The pre-test was given in the first meeting and the post - test was given in the last meeting.

1. Result of Pre-test in Experimental Class and Control Class

In this research the experimental class is VIII J which consisted of 31 students, this class was given English videos as the treatment. The control class is VIII I which consisted of 30 students, this class was given the conventional method as the treatment.

Table 4
The Results of Pre – Test for Experimental Class

No.	Initial Name	Obtained Scores	Maximum Scores	Standard Scores
1.	ASY	5	100	20
2.	AIR	3	100	12
3.	AAF	10	100	40
4.	AAK	10	100	40
5.	AA	3	100	12
6.	A	3	100	12
7.	APS	7	100	28
8.	BM	2	100	8
9.	COS	10	100	40
10.	DRPR	9	100	36
11.	FA	7	100	28
12.	F	2	100	8
14.	GJG	3	100	12
15.	HR	5	100	20
16.	IG	6	100	24
17.	KCS	10	100	40

18.	LFS	5	100	20
19.	MZA	9	100	36
20.	MFAB	5	100	20
21.	MF	5	100	20
22.	MR	2	100	8
23.	MRAJ	6	100	24
24.	MFAA	5	100	20
25.	MRI	5	100	20
26.	MFAD	2	100	8
27.	MGJ	2	100	8
28.	MSDL	15	100	60
29.	MFAU	6	100	24
30.	NI	5	100	20
31.	NM	4	100	16

Based on the results of pre – test of the experimental class which is presented on the table 1, the researcher found the highest score was 60 and the lowest score was 8. The minimum passing grade of SMP Negeri 3 Palu was 70. This means that all students in the experimental class scored below the standard score, they did not pass the pre-test and had low pronunciation skills.

Table 4.2
The Results of Pre – test for Control Class

No.	Initial Name	Obtained Scores	Maximum Scores	Standard Scores
1.	AR	5	100	20
2.	ARD	5	100	20
3.	ACN	10	100	40
4.	APR	3	100	12
5.	ANS	10	100	40
6.	BST	4	100	16
7.	BM	5	100	20
8.	CA	9	100	36
9.	DMTP	3	100	12
10.	D	2	100	8
11.	FAP	3	100	12
12.	JP	10	100	40
13.	KKM	10	100	40
14.	MR	2	100	8
15.	MMP	11	100	44
16.	MAGS	10	100	40
17.	MF	2	100	8

18.	MJ	10	100	40
19.	MRM	6	100	24
20.	MK	3	100	12
21.	N	7	100	28
22.	NR	2	100	8
23.	NKF	5	100	20
24.	RM	5	100	20
25.	RP	3	100	12
26.	R	2	100	8
27.	S	5	100	20
28.	SYT	2	100	8
29.	SR	3	100	12
30	UH	10	100	40

Based on the results of pre – test of the control class which is presented on the table 2, the researcher found the highest score was 44 and the lowest score was 8. The minimum passing grade of SMP Negeri 3 Palu was 70. This means that all students in the control class scored below the standard score, they did not pass the pre-test and had low pronunciation skills.

Furthermore, the mean and standard deviation of the pre-test in the experimental and control classes are presented in the following table:

Table 4.3
Descriptive Analysis Pre-Test of Experimental and Control Class

Group	N	Range	Minimum	Maximum	Mean	Stdandart Deviation
Experimental	31	52	8	60	23.35	12.821
Control	30	36	8	44	22.27	12.895

Based on the calculations in the descriptive analysis shown in the table above, the results showed that the mean pre-test score in the experimental class was 23.35, whereas the mean score in the control class was 22.27. This demonstrates that the mean pre-test score in the experimental class is higher than

the mean pre-test score in the control class, implying that students in the experimental class have slightly superior pronunciation knowledge.

2. Result of Post-test in Experimental Class and Control Class

In this research the experimental class is VIII J which consisted of 31 students, this class was given English videos as the treatment. After giving a pre-test in the first meeting, the researcher gave treatment at four meetings by using English videos and giving the post-test. The control class is VIII I which consisted of 30 students, this class was given the conventional method as the treatment. After giving a pre-test in the first meeting, the researcher gave treatment at four meetings using the conventional method and giving the post-test in the last meeting.

Table 4.4
The Results of Post – Test for Experimental Class

No.	Initial Name	Obtained Scores	Maximum Scores	Standard Scores
1.	ASY	10	100	40
2.	AIR	10	100	40
3.	AAF	20	100	80
4.	AAK	18	100	72
5.	AA	18	100	72
6.	A	9	100	36
7.	APS	10	100	40
8.	BM	10	100	40
9.	COS	20	100	80
10.	DRPR	19	100	76
11.	FA	10	100	40
12.	F	9	100	36
13.	FD	18	100	72
14.	GJG	10	100	40
15.	HR	18	100	72
16.	IG	19	100	76
17.	KCS	18	100	72
18.	LFS	15	100	60
19.	MZA	21	100	84
20.	MFAB	11	100	44

21.	MF	20	100	80
22.	MR	9	100	36
23.	MRAJ	10	100	40
24.	MFAA	20	100	80
25.	MRI	18	100	72
26.	MFAD	10	100	40
27.	MGJ	9	100	36
28.	MSDL	23	100	92
29.	MFAU	10	100	40
30.	NI	15	100	60
31.	NM	10	100	40

Based on the results of post – test of the experimental class, which is presented on the table 4, the researcher found the highest score was 92 and the lowest score was 36. The minimum passing grade of SMP Negeri 3 Palu was 70. It showed that 14 students passed the post-test, 17 students scored below the standard score. Thus, the students' pronunciation in the post – test of the experimental class was increase.

Table 4.5
The Results of Post– test for Control Class

No.	Initial Name	Obtained Scores	Maximum Scores	Standard Scores
1.	AR	10	100	40
2.	ARD	8	100	32
3.	ACN	12	100	48
4.	APR	5	100	20
5.	ANS	10	100	40
6.	BST	8	100	32
7.	BM	10	100	40
8.	CA	10	100	40
9.	DMTP	5	100	20
10.	D	5	100	20
11.	FAP	10	100	40
12.	JP	10	100	40
13.	KKM	12	100	48
14.	MR	5	100	20
15.	MMP	12	100	48
16.	MAGS	10	100	40
17.	MF	5	100	20
18.	MJ	12	100	48
19.	MRM	8	100	32

20.	MK	5	100	20
21.	N	9	100	36
22.	NR	5	100	20
23.	NKF	12	100	48
24.	RM	8	100	32
25.	RP	6	100	24
26.	R	8	100	32
27.	S	5	100	20
28.	SYT	5	100	20
29.	SR	8	100	32
30.	UH	15	100	60

Based on the results of post – test of the control class, which is presented on the table 5, the researcher found the highest score was 60 and the lowest score was 20. It showed that 21 students received a score below the standard score, 9 students received the minimum score of 20. Thus, the students' pronunciation in the post – test of the control class was increase but not significant.

Furthermore, the mean and standard deviation of post-test in the experimental and control classes are presented in the following table:

Table 4.6
Descriptive Analysis Post-Test of Experimental and Control Class

Group	N	Range	Minimum	Maximum	Mean	Standard Deviation
Experimental	31	56	36	92	57.68	19.121
Control	30	40	20	60	33.73	11.444

3. Research Findings

Normality Test

Table 4.7
Normality Test

Class		Kolmogorov-Smirnov		
		Statistic	Df	Sig.
Students learning outcomes	Pre-Test Experimental Class	.184	31	.009
	Post-Test Experimental Class	.274	31	.000
	Pre-Test Control Class	.203	30	.003
	Post-Test Control Class	.185	30	.010

The normality test is used to determine whether or not the data is normally distributed based on calculations made with the SPSS 22 application. According to the normalcy test criteria, the data is normally distributed if the significance value (Sig.) is higher than 0.05 and vice versa. The significant value (Sig.) of the pretest in the experimental class is $0.009 < 0.05$, the posttest in the experimental class is $0.000 > 0.05$, the pretest in the control class is $0.003 < 0.05$, and the posttest in the control class is $0.010 > 0.05$, as can be seen from the aforementioned data.

This indicates that the results on the post-test, both experimental and control, are normally distributed. While the data on the pretest of the experimental class and the control class are not normally distributed. The data of this research is not normally distributed.

Homogeneity Test

To test the hypothesis, finding homogeneity values is the last step. The homogeneity value was verified by use of the Homogeneity test. When the mean's significance level exceeds 0.05, the sample is deemed homogeneous. If the data is not homogeneous, it does not meet the criteria. The table below displays the homogeneity test results:

Table 4.8
Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Students learning outcomes	Based on Mean	29.502	1	59	.000
	Based on Median	24.962	1	59	.000
	Based on Median and with adjusted df	24.962	1	58.960	.000
	Based on trimmed mean	2.912	1	59	.000

The homogeneity test of the mean was 0.000 based on the given data. Consequently, $0.000 > 0.05$ indicated that the significance was higher than 0.05. This indicates that the data were homogenous or identical across the experimental and control groups.

Testing Hypothesis

In this study, the data were homogeneous but the normalcy of the data was not normally distributed, so the Mann-Whitney test was used to evaluate the research findings. When the data is not regularly distributed, the Mann-Whitney test is employed as an alternative to the independent samples t-test. The data must be normally distributed, which is an antiquated prerequisite for running an independent samples t-test. The purpose of the T-test is to determine whether or not students at SMP Negeri 3 Palu can enhance their pronunciation abilities through English videos in the teaching and learning process. The researcher used

SPSS 22 to compute the T-test. The post-test results for the experimental and control groups are where the data comes from. The significance value based on this formulation is 5% or 0.05.

The result of the test analysis is as follows:

Table 4.9
Test Statistics

	Students Learning Outcomes
Mann-Whitney U	156.000
Wilcoxon W	621.000
Z	-4.522
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Kelas

The criteria in the Mann-Whitney test are:

1. If the Asymp.Sig value (2-tailed) is < 0.05 , then the H_a is accepted
1. If the Asymp.Sig value (2-tailed) is > 0.05 , then the H_a is rejected

Based on Table 9, the results of the “Test Statistics” showed that the value of Asymp.Sig. (2-tailed) of this study is 0.000. It can be seen, the result is less than the specified significance level of 0.05. It can be concluded, H_0 is rejected, and H_a is accepted. H_0 is a statistical hypothesis that states that there is no difference between two variables, and H_a is an alternative or working hypothesis that states that there is a relationship, influence, or difference between two or more variables. Indicates that the researcher's hypothesis has been accepted. In conclusion, the use of English Videos can improve students' pronunciation to the eighth year of SMP Negeri 3 Palu.

B. Discussion of the Result

In teaching pronunciation in the Junior High School especially in students of SMP Negeri 3 Palu, based on pre-survey there were some problems, such as some students' difficulties to pronounce English words because of their accent and their environment. The researcher chooses English videos to improve the students' pronunciation.

In this research, the noise level inside and outside the classroom when students listen to English videos in class is considered as an external variable that can affect learning outcomes. Noise from inside the classroom can come from the voices of other students or electronic devices, while noise from outside the classroom can be the sound of vehicles, activities around the school, or other environmental factors. This variable needs to be considered because it can affect the level of concentration and understanding of students towards the material delivered through audio-visual media.

Nevertheless, based on the results of data analysis, the use of English Videos can affect the improvement of pronunciation of eighth-grade students at SMP Negeri 3 Palu. After implementing the treatment, the researcher discovered that using English videos to teach pronunciation enhanced students' pronunciation skills. The experimental group's scores differed significantly from those of the control group. The experimental group received treatment, which was taught using English videos as a medium, however, the control group did not get any treatment. The mean post-test score for the experimental group was 57.68.

Meanwhile, the mean post-test score for the control group was 33.73. Both groups improved their post-test results, while the control group improved by 11.46 points, going from 22.27 to 33.73. Meanwhile, the experimental group improved by 34.33 points, going from 23.35 to 57.68. The experimental group's post-test score increased significantly greater than the control group's.

Based on the results above, the researcher can conclude that there was an improvement in pronunciation skills from eighth-grade students of SMP Negeri 3 Palu. Students' pronunciation skills improved significantly by using English videos. The students' score improved because the students had trained to pronounce based on native speaker.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter consists of conclusion and suggestion of the research.

A. Conclusion

Based on the result and discussion in the previous chapter, the researcher concluded that the use of English videos can improve the pronunciation of students in grade VIII of SMP Negeri 3 Palu. It can be seen from the results of the Test Statistics showed that the value of Asymp.Sig. (2-tailed) of this study is 0.000, the result is less than the specified significance level of 0.05. Thus, H_a is accepted, as follows, The use of English videos can improve students' pronunciation to the eighth year of SMP Negeri 3 Palu.

B. Suggestion

Based on the findings of this study, the researcher would like to provide a few suggestions to the readers: First, teachers should improve their English teaching and learning, specifically in the use of learning media. Teachers should be more innovative in enriching their instructional media and materials. Teaching pronunciation with English videos is an efficient method. The researcher proposes that English teachers use English videos for junior high school students because they assist students enhance their pronunciation skills. Next, the teacher will use English videos to help students improve their pronunciation. The teacher is responsible for choosing relevant English videos. Choose a short-duration video to keep students engaged. Secondly, future researchers can utilize the outcomes of this study as a reference to perform other studies on the usage of English videos to improve students' pronunciation skills.

APPENDICES



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

Jl. Trans Palu-Palolo Desa Pombewe Kec. Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165

Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor : 2228 /Un.24/F.I/PP.00.9/6/2023

Palu, 22 Juni 2023

Lampiran : -

Hal : Izin Penelitian Untuk
Menyusun Skripsi

Yth. Kepala SMP Negeri 3 Palu

Di

Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Dini Amanah
NIM : 191160072
Tempat Tanggal Lahir : Palu, 04 Juli 2000
Semester : VIII (Delapan)
Program Studi : Tadris Bahasa Inggris
Alamat : Btn Pengawu Blok M3 no.1
Judul Skripsi : The Use of English Videos to Improve Students' Pronunciation to the Eighth Year of SMP Negeri 3 Palu
No. HP : 082196877614

Dosen Pembimbing :

1. Ana Kuliahana, S.Pd., M.Pd.

2. Andi Muhammad Dakhalan, S.Pd.I., M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,
Dekan,

Dr. H. Askaf, M.Pd.
NIP. 196705211993031005



PEMERINTAH KOTA PALU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 PALU
NSS : 201186001003



Alamat : Jl. Kemiri No. 35 Telp. 421992

Kelurahan : SIRANINDI
Kecamatan : Palu Barat
Kota : Palu

Propinsi : SULAWESI TENGAH
Telp. : (0451) 421992
Kode Pos : 94223

SURAT KETERANGAN

Nomor : KP.7/ 270 /421.3/ Pend.

Yang bertanda tangan dibawah ini Kepala SMP Negeri 3 Palu, menerangkan bahwa :

Nama : DINI AMANAH
NIM : 191160072
Program Studi : Tadris Bahasa Inggris

Benar Mahasiswa tersebut diatas telah selesai melaksanakan Penelitian di SMP Negeri 3 Palu,
Pada tanggal 26 Juni sd. 01 Agustus 2023, dalam rangka penyusunan Skripsi dengan Judul :

**“ THE USE OF ENGLISH VIDEOS TO IMPROVE STUDENTS’
PRONUNCIATION TO THE EIGHTH YEAR OF SMP NEGERI 3 PALU “.**

Sesuai surat dari Dekan UIN Datokarama Palu, tanggal 22 Juni 2023,
Nomor : 2228/Un.24/F.I/PP.00.9/06/2023.

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya



S.Pd., M.Pd
NIP. 19640108 198901 1 003

Pre-Test

Read these texts with correct pronunciation!

*Dayu is learning to write about herself. She is doing it little by little everyday.
Now, she has 8 entries. Read each entry correctly and clearly.*

When I Was A Child (day 1-4)

Hello my name is Dayu, when i was a baby, when i could not do anything, my parents and my elder brother took care of me. My brother is five years older than me. I didn't sleep with my mum. I slept in a baby cot in my parents bedroom. My brother slept in his own room. My mum breastfed me for two years. When i cried, they calmed me down. When i was afraid of something, they comforted me. My dad often carried me around in the morning sun. When i got older, they spoonfed me. I played with my brother. I was naughty, but he never got angry with me. He was very patient with me.

I started my kindergarten when i was five years old. I did my kindergarten for two years, one year in Kindy A and one year in Kindy B. My Kindy was near my home. I walked to my kindy with my mum or my sister. Sometimes i went with my dad on his motorcycle. In the classroom, my teacher read us stories. We sang happy songs, we coloured pictures, and we played with dough and colorful paper. In the playground, we played sliding, we ran around, and we also played hide and seek.

Post-Test

Read these texts with correct pronunciation!

When I Was A Child (day 5-8)

I started my primary school when i was seven years old and finished when i was twelve. I also walked to school, because my school was only 200 meters from my home. I went to school with my brother or with my friends. Sometimes my dad took me to school on his motorcycle. Sometimes i walked to school by myself. I learned many new things in primary school. I learned to write and to read in grade 1 and grade 2. My favourite teacher was Mrs. Ningrum, she was very smart. She taught us traditional dances and songs. She also taught us to plant trees and take care of the garden. One day she took us to the local library to borrow books.

I have many sweet memories in my primary school, my friends and i often teased Pak Min, the junior. We hid his broom, his duster, his mop, and his bucket. But he never got angry. My Physical Education (PE) teacher, Mr. Laode, often took us to walk around the hills and along the river near our school. We took a rest under the trees when we were tired. I learned to ride on a bicycle in the school yard in the afternoon after school. And then i could ride in the small streets in the neighbourhood, with my friends. My friends and i often spent hours chatting in the small green yard near the Kelurahan office. The boys climbed the big trees. We also swam in the river, it was still very clean at that time, but it is very dirty now.

Pre-test Answer Key

Read these texts with correct pronunciation!

*Dayu is learning to write about herself. She is doing it little by little everyday.
Now, she has 8 entries. Read each entry correctly and clearly.*

When I Was A Child (day 1-4)

Hello my name is Dayu, when i **was** (/ə/) a baby, when i **could** (/ʊ/) not do anything, my parents and my elder brother **took** (/ʊ/) care of **me** (/i/). My brother is five years older than me. I didn't **sleep** (/ɪ/) with my mum. I **slept** (/e/) in a baby **cot** (/ɑ/) in my parents bedroom. My brother slept in his own **room** (/u/). My **mum** (/ʌ/) breastfed me for **two** (/u/) years. When i cried, they calmed me down. When i was **afraid** (/ɛ/) of something, they comforted me. My dad often carried me around in the morning **sun** (/ʌ/). When i **got** (/ɑ/) older, they spoonfed me. I played with my brother. I was naughty, **but** (/ə/) he never got **angry** (/ɛ/) with me. He was very patient with me.

I started my kindergarten when i was five years **old** (/o/). I did my kindergarten for two years, one year in Kindy A **and** (/æ/) one year in Kindy B. My Kindy was near my home. I walked to my kindy with my mum or my sister. Sometimes i went with my **dad** (/æ/) on his motorcycle. In the classroom, my teacher read **us** (/ʌ/) stories. We **sang** (/e/) happy songs, **we** (/i/) coloured pictures, and we played with **dough** (/ɔ/) and colorful paper. In the playground, we played sliding, we **ran** (/æ/) around, and we **also** (/o/) played hide and **seek** (/ɪ/).

Post-test Answer key

Read these texts with correct pronunciation!

When I Was A Child (day 5-8)

I started my primary school **when** (/e/) i was seven years old and finished when i **was** (/ə/) twelve. I also walked to school, because my **school** (/u/) was only 200 meters from my home. I went to school with my brother or with my friends. Sometimes my **dad** (/æ/) took **me** (/i/) to school on his motorcycle. Sometimes i walked to school by myself. I learned many new things in primary school. I learned to **write** (/ɛ/) and to read in grade 1 and grade 2. My favourite teacher was Mrs. Ningrum, she was very smart. She taught **us** (/ʌ/) traditional dances **and** (/æ/) songs. **She** (/i/) also **taught** (/ɔ/) us to plant trees and take care of the garden. One day she took us to the local library to borrow **books** (/u/).

I have many **sweet** (/ɪ/) memories in my primary school, my **friends** (/ɛ/) and i often teased Pak Min, the junior. **We** (/i/) hid his broom, his duster, his **mop** (/ɑ/), and his bucket. **But** (/ə/) he never **got** (/ɑ/) angry. My Physical Education (PE) teacher, Mr. Laode, often took us to walk around the hills and along the river near our school. We **took** (/ʊ/) a **rest** (/e/) under the trees when we were tired. I learned to ride on a bicycle in the school yard in the afternoon after school. And then i **could** (/ʊ/) ride in the small **streets** (/ɪ/) in the neighbourhood, with my friends. My friends and i often spent hours chatting in the small **green** (/ɪ/) yard near the Kelurahan office. The boys climbed the big **trees** (/ɪ/). We **also** (/o/) **swam** (/æ/) in the river, it was still very clean at that time, but it is very dirty now.

RENCANA PROSES PEMBELAJARAN

(Experimental Class)

Sekolah	: SMP Negeri 3 Palu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/II
Materi	: Simple Past Tense
Topik	: What Did You Do?
Pertemuan	: 2
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Standar

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

B. Kompetensi Dasar

1. 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 yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense).
2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak

rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

- Siswa dapat mengucapkan kata yang mengandung bunyi /i/, /ɪ/, and /e/
- Siswa dapat mengidentifikasi kata yang mengandung bunyi /i/, /ɪ/, and /e/

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa diharapkan dapat:

- Mampu mengucapkan kata yang mengandung bunyi /i/, /ɪ/, and /e/
- Mampu mengidentifikasi kata yang mengandung bunyi /i/, /ɪ/, and /e/

E. Materi Pembelajaran

- English Videos (English Conversation What Did You Do? Simple Past Tense) YouTube Channel Learn English with Jessica
- Buku Cetak English for Nusantara
- Materi Simple past tense

F. Metode Pembelajaran

Discovery Learning

G. Teaching Procedures

1. Pre-activity
 - a. Guru memberikan salam
 - b. Guru mengecek kehadiran
 - c. Guru menyampaikan materi yang akan dipelajari
2. While-activity
 - a. Guru memperkenalkan english video sebagai media dalam pembelajaran pronunciation.
 - b. Siswa mengamati dan mendengarkan penjelasan english video terkait materi simple past tense.
 - c. Guru memberikan kesempatan kepada siswa untuk bertanya tentang informasi apa yang ingin diketahui terkait dengan materi simple past tense yang telah diamatinya melalui english video.
 - d. Siswa berlatih mengucapkan single vowel sounds /i/, /ɪ/, dan /e/ yang telah mereka amati melalui english video.
 - e. Guru memberikan umpan balik atau koreksi kepada siswa.

- f. Siswa secara bergantian maju ke depan kelas satu persatu mengucapkan single vowel sounds /i/, /ɪ/, dan /e/.
 - g. Guru dan siswa menyimpulkan pelajaran terkait dengan simple past tense dan single vowel sounds.
3. Post-activities
- a. Guru menyampaikan informasi terkait pembelajaran yang akan dipelajari dipertemuan berikutnya.
 - b. Guru menutup kegiatan pembelajaran dengan berdo'a.

H. Sumber Belajar

- Student's handbook
- Internet (Related source)
- YouTube

I. Latihan dan Evaluasi

J. Penilaian

1. Sikap : Lembar observasi
2. Pengetahuan : Simple past tense
3. Kemampuan : Pronunciation (single vowel sounds)

Mengetahui,
Kepala Sekolah



Masnur S.Pd., M.Pd

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RENCANA PROSES PEMBELAJARAN

(Experimental Class)

Sekolah	: SMP Negeri 3 Palu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/II
Materi	: Simple Past Tense
Topik	: What Did You Do Yesterday?
Pertemuan	: 3
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Standar

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

B. Kompetensi Dasar

1. 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 yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense).
2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak

rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

- Siswa dapat mengucapkan kata yang mengandung bunyi /u/, /ʊ/, dan /ə/
- Siswa dapat mengidentifikasi kata yang mengandung bunyi /u/, /ʊ/, dan /ə/

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa diharapkan dapat:

- Mampu mengucapkan kata yang mengandung bunyi /u/, /ʊ/, dan /ə/
- Mampu mengidentifikasi kata yang mengandung bunyi /u/, /ʊ/, dan /ə/

E. Materi Pembelajaran

- English Video (Past Simple in Conversation – What Did You Do Yesterday?) YouTube Channel English Panda
- Buku Cetak English for Nusantara
- Materi Simple past tense

F. Metode Pembelajaran

Discovery Learning

G. Teaching Procedures

1. Pre-activity
 - a. Guru memberikan salam
 - b. Guru mengecek kehadiran
 - c. Guru menyampaikan materi yang akan dipelajari
2. While-activity
 - a. Guru memperkenalkan english video sebagai media dalam pembelajaran pronunciation.
 - b. Siswa mengamati dan mendengarkan penjelasan english video terkait materi simple past tense.
 - c. Guru memberikan kesempatan kepada siswa untuk bertanya tentang informasi apa yang ingin diketahui terkait dengan materi simple past tense yang telah diamatinya melalui english video.
 - d. Siswa berlatih mengucapkan single vowel sounds /u/, /ʊ/, dan /ə/ yang telah mereka amati melalui english video.
 - e. Guru memberikan umpan balik atau koreksi kepada siswa.

- f. Siswa secara bergantian maju ke depan kelas satu persatu mengucapkan single vowel sounds /u/, /ʊ/, dan /ə/.
 - g. Guru dan siswa menyimpulkan pelajaran terkait dengan simple past tense dan single vowel sounds.
3. Post-activities
- a. Guru menyampaikan informasi terkait pembelajaran yang akan dipelajari dipertemuan berikutnya.
 - b. Guru menutup kegiatan pembelajaran dengan berdo'a.

H. Sumber Belajar

- Student's handbook
- Internet (Related source)
- YouTube

I. Latihan dan Evaluasi

J. Penilaian

1. Sikap : Lembar observasi
2. Pengetahuan : Simple past tense
3. Kemampuan : Pronunciation (single vowel sounds)

Mengetahui,
Kepala Sekolah



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Palu, 10 Juli 2023
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RENCANA PROSES PEMBELAJARAN

(Experimental Class)

Sekolah	: SMP Negeri 3 Palu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/II
Materi	: Simple Past Tense
Topik	: Talking About Vacation
Pertemuan	: 4
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Standar

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

B. Kompetensi Dasar

1. 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 yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense).
2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak

rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

- Siswa dapat mengucapkan kata yang mengandung bunyi /æ/, /ɛ/, and /ɑ/
- Siswa dapat mengidentifikasi kata yang mengandung bunyi /æ/, /ɛ/, and /ɑ/

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa diharapkan dapat:

- Mampu mengucapkan kata yang mengandung bunyi /æ/, /ɛ/, and /ɑ/
- Mampu mengidentifikasi kata yang mengandung bunyi /æ/, /ɛ/, and /ɑ/

E. Materi Pembelajaran

- English Videos (Spoken English Lesson Talking About Your Vacation – Simple Past Tense) YouTube Channel Learn English with Jessica
- Buku Cetak English for Nusantara
- Materi Simple past tense

F. Metode Pembelajaran

Discovery Learning

G. Teaching Procedures

1. Pre-activity
 - a. Guru memberikan salam
 - b. Guru mengecek kehadiran
 - c. Guru menyampaikan materi yang akan dipelajari
2. While-activity
 - a. Guru memperkenalkan english video sebagai media dalam pembelajaran pronunciation.
 - b. Siswa mengamati dan mendengarkan penjelasan english video terkait materi simple past tense.
 - c. Guru memberikan kesempatan kepada siswa untuk bertanya tentang informasi apa yang ingin diketahui terkait dengan materi simple past tense yang telah diamatinya melalui english video.
 - d. Siswa berlatih mengucapkan single vowel sounds /æ/, /ɛ/, and /ɑ/ yang telah mereka amati melalui english video.
 - e. Guru memberikan umpan balik atau koreksi kepada siswa.

- f. Siswa secara bergantian maju ke depan kelas satu persatu mengucapkan single vowel sounds /æ/, /ɛ/, and /ɑ/.
 - g. Guru dan siswa menyimpulkan pelajaran terkait dengan simple past tense dan single vowel sounds.
3. Post-activities
- a. Guru menyampaikan informasi terkait pembelajaran yang akan dipelajari dipertemuan berikutnya.
 - b. Guru menutup kegiatan pembelajaran dengan berdo'a.

H. Sumber Belajar

- Student's handbook
- Internet (Related source)
- YouTube

I. Latihan dan Evaluasi

J. Penilaian

1. Sikap : Lembar observasi
2. Pengetahuan : Simple past tense
3. Kemampuan : Pronunciation (single vowel sounds)

Mengetahui,
Kepala Sekolah



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RENCANA PROSES PEMBELAJARAN

(Experimental Class)

Sekolah	: SMP Negeri 3 Palu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/II
Materi	: Simple Past Tense
Topik	: Did You Have a Good Weekend?
Pertemuan	: 5
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Standar

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

B. Kompetensi Dasar

1. 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 yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense).
2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak

rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

- Siswa dapat mengucapkan kata yang mengandung bunyi /o/, /ɔ/, and /ʌ/
- Siswa dapat mengidentifikasi kata yang mengandung bunyi /o/, /ɔ/, and /ʌ/

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa diharapkan dapat:

- Mampu mengucapkan kata yang mengandung bunyi /o/, /ɔ/, and /ʌ/
- Mampu mengidentifikasi kata yang mengandung bunyi /o/, /ɔ/, and /ʌ/

E. Materi Pembelajaran

- English Videos (Did You Have A Good Weekend? – Simple Past Tense) YouTube Channel English Speaking Course
- Buku Cetak English for Nusantara
- Materi Simple past tense

F. Metode Pembelajaran

Discovery Learning

G. Teaching Procedures

1. Pre-activity
 - a. Guru memberikan salam
 - b. Guru mengecek kehadiran
 - c. Guru menyampaikan materi yang akan dipelajari
2. While-activity
 - a. Guru memperkenalkan english video sebagai media dalam pembelajaran pronunciation.
 - b. Siswa mengamati dan mendengarkan penjelasan english video terkait materi simple past tense.
 - c. Guru memberikan kesempatan kepada siswa untuk bertanya tentang informasi apa yang ingin diketahui terkait dengan materi simple past tense yang telah diamatinya melalui english video.
 - d. Siswa berlatih mengucapkan single vowel sounds /o/, /ɔ/, and /ʌ/ yang telah mereka amati melalui english video.
 - e. Guru memberikan umpan balik atau koreksi kepada siswa.

- f. Siswa secara bergantian maju ke depan kelas satu persatu mengucapkan single vowel sounds /o/, /ɔ/, and /ʌ/.
 - g. Guru dan siswa menyimpulkan pelajaran terkait dengan simple past tense dan single vowel sounds.
3. Post-activities
- a. Guru menyampaikan informasi terkait pembelajaran yang akan dipelajari dipertemuan berikutnya.
 - b. Guru menutup kegiatan pembelajaran dengan berdo'a.

H. Sumber Belajar

- Student's handbook
- Internet (Related source)
- YouTube

I. Latihan dan Evaluasi

J. Penilaian

1. Sikap : Lembar observasi
2. Pengetahuan : Simple past tense
3. Kemampuan : Pronunciation (single vowel sounds)

Mengetahui,
Kepala Sekolah



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RENCANA PROSES PEMBELAJARAN

(Control Class)

Sekolah	: SMP Negeri 3 Palu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/I
Materi	: Simple Past Tense
Topik	: What Did You Do?
Pertemuan	: 2
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Standar

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

B. Kompetensi Dasar

1. 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 yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense).
2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak

rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

- Siswa dapat mengucapkan kata yang mengandung bunyi /i/, /ɪ/, and /e/
- Siswa dapat mengidentifikasi kata yang mengandung bunyi /i/, /ɪ/, and /e/

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa diharapkan dapat:

- Mampu mengucapkan kata yang mengandung bunyi /i/, /ɪ/, and /e/
- Mampu mengidentifikasi kata yang mengandung bunyi /i/, /ɪ/, and /e/

E. Materi Pembelajaran

- Buku Cetak English for Nusantara
- Materi Simple past tense

F. Metode Pembelajaran

Discovery Learning

G. Teaching Procedures

1. Pre-activity
 - a. Guru memberikan salam
 - b. Guru mengecek kehadiran
 - c. Guru menyampaikan materi yang akan dipelajari
2. While-activity
 - a. Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca, dan menuliskannya kembali. Mereka diberi bahan bacaan terkait materi kalimat deklaratif dan interogatif dalam bentuk simple past tense.
 - b. Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi kalimat deklaratif dan interogatif dalam bentuk simple past tense.
 - c. Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai kalimat deklaratif dan interogatif dalam bentuk simple past tense.

- d. Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
 - e. Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait kalimat deklaratif dan interogatif dalam bentuk simple past tense. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
3. Post-activities
 - a. Guru menyampaikan informasi terkait pembelajaran yang akan dipelajari dipertemuan berikutnya.
 - b. Guru menutup kegiatan pembelajaran dengan berdo'a.

H. Sumber Belajar

- Student's handbook
- Internet (Related source)

J. Penilaian

1. Sikap : Lembar observasi
2. Pengetahuan : Simple past tense
3. Kemampuan : Pronunciation (single vowel sounds)

Mengetahui,
Kepala Sekolah



Masnur S.Pd., M.Pd

NIP. 19640108 198901 1 003

Palu, 10 Juli 2023
Mahasiswa Penelitian

Dini Amanah

NIM. 19 1 16 0072

RENCANA PROSES PEMBELAJARAN

(Control Class)

Sekolah	: SMP Negeri 3 Palu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/II
Materi	: Simple Past Tense
Topik	: What Did You Do Yesterday?
Pertemuan	: 3
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Standar

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

B. Kompetensi Dasar

1. 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 yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense).
2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak

rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

- Siswa dapat mengucapkan kata yang mengandung bunyi /u/, /ʊ/, dan /ə/
- Siswa dapat mengidentifikasi kata yang mengandung bunyi /u/, /ʊ/, dan /ə/

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa diharapkan dapat:

- Mampu mengucapkan kata yang mengandung bunyi /u/, /ʊ/, dan /ə/
- Mampu mengidentifikasi kata yang mengandung bunyi /u/, /ʊ/, dan /ə/

E. Materi Pembelajaran

- Buku Cetak English for Nusantara
- Materi Simple past tense

F. Metode Pembelajaran

Discovery Learning

G. Teaching Procedures

1. Pre-activity
 - a. Guru memberikan salam
 - b. Guru mengecek kehadiran
 - c. Guru menyampaikan materi yang akan dipelajari
2. While-activity
 - a. Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca, dan menuliskannya kembali. Mereka diberi bahan bacaan terkait materi kalimat deklaratif dan interogatif dalam bentuk simple past tense.
 - b. Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi kalimat deklaratif dan interogatif dalam bentuk simple past tense.
 - c. Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai kalimat deklaratif dan interogatif dalam bentuk simple past tense.

- d. Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
 - e. Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait kalimat deklaratif dan interogatif dalam bentuk simple past tense. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
3. Post-activities
 - a. Guru menyampaikan informasi terkait pembelajaran yang akan dipelajari dipertemuan berikutnya.
 - b. Guru menutup kegiatan pembelajaran dengan berdo'a.

H. Sumber Belajar

- Student's handbook
- Internet (Related source)
- YouTube

I. Latihan dan Evaluasi

J. Penilaian

1. Sikap : Lembar observasi
2. Pengetahuan : Simple past tense
3. Kemampuan : Pronunciation (single vowel sounds)

Mengetahui,
Kepala Sekolah



Masnur, S.Pd., M.Pd

NIP. 19640108 198901 1 003

Palu, 10 Juli 2023
Mahasiswa Penelitian

A handwritten signature in black ink, appearing to read 'Dini Amanah'.

Dini Amanah

NIM. 19 1 16 0072

RENCANA PROSES PEMBELAJARAN

(Control Class)

Sekolah	: SMP Negeri 3 Palu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/II
Materi	: Simple Past Tense
Topik	: Talking About Vacation
Pertemuan	: 4
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Standar

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

B. Kompetensi Dasar

1. 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 yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense).
2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak

rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

- Siswa dapat mengucapkan kata yang mengandung bunyi /æ/, /ɛ/, and /ɑ/
- Siswa dapat mengidentifikasi kata yang mengandung bunyi /æ/, /ɛ/, and /ɑ/

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa diharapkan dapat:

- Mampu mengucapkan kata yang mengandung bunyi /æ/, /ɛ/, and /ɑ/
- Mampu mengidentifikasi kata yang mengandung bunyi /æ/, /ɛ/, and /ɑ/

E. Materi Pembelajaran

- Buku Cetak English for Nusantara
- Materi Simple past tense

F. Metode Pembelajaran

Discovery Learning

G. Teaching Procedures

1. Pre-activity
 - a. Guru memberikan salam
 - b. Guru mengecek kehadiran
 - c. Guru menyampaikan materi yang akan dipelajari
2. While-activity
 - a. Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca, dan menuliskannya kembali. Mereka diberi bahan bacaan terkait materi kalimat deklaratif dan interogatif dalam bentuk simple past tense.
 - b. Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi kalimat deklaratif dan interogatif dalam bentuk simple past tense.
 - c. Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai kalimat deklaratif dan interogatif dalam bentuk simple past tense.

- d. Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
 - e. Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait kalimat deklaratif dan interogatif dalam bentuk simple past tense. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
3. Post-activities
 - a. Guru menyampaikan informasi terkait pembelajaran yang akan dipelajari dipertemuan berikutnya.
 - b. Guru menutup kegiatan pembelajaran dengan berdo'a.

H. Sumber Belajar

- Student's handbook
- Internet (Related source)
- YouTube

I. Latihan dan Evaluasi

J. Penilaian

1. Sikap : Lembar observasi
2. Pengetahuan : Simple past tense
3. Kemampuan : Pronunciation (single vowel sounds)

Mengetahui,
Kepala Sekolah



Masnur S.Pd., M.Pd

NIP. 19640108 198901 1 003

Palu, 10 Juli 2023
Mahasiswa Penelitian

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RENCANA PROSES PEMBELAJARAN

(Control Class)

Sekolah	: SMP Negeri 3 Palu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/II
Materi	: Simple Past Tense
Topik	: Did You Have a Good Weekend?
Pertemuan	: 5
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Standar

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

B. Kompetensi Dasar

1. 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 yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense).
2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak

rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

- Siswa dapat mengucapkan kata yang mengandung bunyi /o/, /ɔ/, and /ʌ/
- Siswa dapat mengidentifikasi kata yang mengandung bunyi /o/, /ɔ/, and /ʌ/

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa diharapkan dapat:

- Mampu mengucapkan kata yang mengandung bunyi /o/, /ɔ/, and /ʌ/
- Mampu mengidentifikasi kata yang mengandung bunyi /o/, /ɔ/, and /ʌ/

E. Materi Pembelajaran

- Buku Cetak English for Nusantara
- Materi Simple past tense

F. Metode Pembelajaran

Discovery Learning

G. Teaching Procedures

1. Pre-activity
 - a. Guru memberikan salam
 - b. Guru mengecek kehadiran
 - c. Guru menyampaikan materi yang akan dipelajari
2. While-activity
 - a. Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca, dan menuliskannya kembali. Mereka diberi bahan bacaan terkait materi kalimat deklaratif dan interogatif dalam bentuk simple past tense.
 - b. Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi kalimat deklaratif dan interogatif dalam bentuk simple past tense.
 - c. Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai kalimat deklaratif dan interogatif dalam bentuk simple past tense.

- d. Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
 - e. Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait kalimat deklaratif dan interogatif dalam bentuk simple past tense. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
3. Post-activities
 - a. Guru menyampaikan informasi terkait pembelajaran yang akan dipelajari dipertemuan berikutnya.
 - b. Guru menutup kegiatan pembelajaran dengan berdo'a.

H. Sumber Belajar

- Student's handbook
- Internet (Related source)
- YouTube

I. Latihan dan Evaluasi

J. Penilaian

1. Sikap : Lembar observasi
2. Pengetahuan : Simple past tense
3. Kemampuan : Pronunciation (single vowel sounds)

Mengetahui,
Kepala Sekolah



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Palu, 10 Juli 2023
Mahasiswa Penelitian

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DOCUMENTATION

1. The researcher gave a pre-test and post test in the experimental and control class



2. The researcher gave treatments in the experimental class



CURICULLUM VITAE

Personal Detail:

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Place/Date of Birth : Palu, 04 Juli 2000
Gender : Female
University : UIN Datokarama Palu
Majoring : English Study Program
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Training Faculty
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Formal Education:

1. SDN Pengawu (2007-2012)
2. MTS Alkhairaat Pusat Palu (2012-2015)
3. MA Alkhairaat Pusat Palu (2015-2018)
4. Universitas Islam Negeri Datokarama Palu (2019-2023)