

**THE EFFECT OF STATION ROTATION MODEL ON STUDENTS'
ENGLISH PRONUNCIATION**

*(A Pre Experimental Research at the 8th Grade of SMP Muhammadiyah
Limbung, Gowa)*

*Submitted to the Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Partial Fulfillment of the Requirement for the
degree of education in English Department*

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MOTTO

**“ BELIEVE YOURSELF AND ALWAYS BE GRATEFUL FOR ALLAH
SWT”**

**‘Dan milik Allah-lah apa yang ada di langit dan apa yang ada di bumi, dan
(pengetahuan) Allah meliputi segala sesuatu’ Qs. An-Nisa: 126**



ABSTRACT

EGA SAFIRA, 2022 *The Effect of Station Rotation Model on Students' English Pronunciation (A Pre Experimental Research at the 8th Grade of SMP Muhammadiyah Limbung)*. A thesis of English Education Department, the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Syamsiarna Nappu and St. Asmayanti AM.

This research aimed to investigate the effect of station rotation model on students' English pronunciation in term stress pronouncing words and intonation pronouncing sentences at the eight grade of SMP Muhammadiyah Limbung. This research used a pre-experimental research design. The sample of the research was 20 students which was taken by purposive sampling technique. The data was analyzed using SPSS 28.00.

The finding of research showed that the mean score of pre-test on stress was 37.50, post-test was 64.50 and the value t-test was higher than the value of t-table ($9.423 > 1.729$). While, score pre-test on intonation was 10.00, post-test was 54.00 and the value t-test was higher than the value of t-table ($6.242 > 1.729$). It means that between Stress and intonation have significant improvement. So that, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Based on the research findings, the writer concluded that the implementation of Station Rotation Model had a good effect on students' English Pronunciation Skill.

Keyword: Pronunciation, Station Rotation Model, Stress, Intonation

ABSTRAK

EGA SAFIRA, 2022. *The Effect of Station Rotation Model on Students' English Pronunciation (A Pre Experimental Research at the 8th Grade of SMP Muhammadiyah Limbung).* Sebuah skripsi dari jurusan bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Syamsiarna Nappu dan St. Asmayanti A M

Penelitian ini bertujuan untuk menginvestigasi efek dari Model Station Rotation pada pelafalan bahasa Inggris siswa dalam hal penekanan dan intonasi di kelas VIII SMP Muhammadiyah Limbung. Penelitian ini menggunakan desain penelitian pre-experimental. Sample dari penelitian ini adalah 20 siswa yang mana diambil melalui teknik purposive sampling. Data dianalisis menggunakan SPSS 28.00.

Hasil dari penelitian ini menunjukkan bahwa skor dari pre-test pada penekanan adalah 37.50, post-test adalah 64.50, dan nilai t-test lebih tinggi daripada nilai t-table ($9.423 > 1.729$). Selain itu, pre-test pada intonasi siswa adalah 10.00, post-test adalah 54.00, dan nilai t-test lebih tinggi daripada nilai t-table ($T-6.242 > 1.729$). Itu berarti antara penekanan dan intonasi memiliki peningkatan yang signifikan. Sehingga, null hipotesis (H_0) ditolak and alternative hipotesis (H_1) diterima. Berdasarkan temuan penelitian, penulis menyimpulkan bahwa menerapkan model rotasi stasiun memiliki efek yang baik pada pelafalan bahasa Inggris siswa.

Keyword : Pelafalan, Model Rotasi Stasiun, Penekanan, Intonasi

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The Writer

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CHAPTER 1

INTRODUCTION

A. Background

Pronunciation is a part of speaking, because when we speak up with others, we will produce the sounds of mouth. This sound will bring a meaning and code language for its listener. In learning English, we need to pay attention element of pronunciation. Element Pronunciation are identified segmental and suprasegmental. Segmental consist of vowel, consonant, and diphthong, while suprasegmental consist of stress, intonation, pause, and rhythm (Haryani et.al., 2016). These elements is very important for English communication ability. So, if people can pronounce words or sentences clearly and well, the people can understand the meaning and there is no misunderstanding between speaker and listener.

When students have good pronunciation skills, they can be more confident to communicate with many people internationally. According to Yangklang (2013, p. 445) defined that the foundation of effective spoken communication is good pronunciation. In this case, we have to learn pronunciation well, because pronunciation can influence communication (Isnani et al., 2016, p. 2). One of the purposes of learning pronunciation is to assist the students to pronounce English accurately in order to be understood by the listener.

English pronunciation has four aspects; accuracy, fluency, intonation, and stress. However, intonation and stress are rarely taught even not at all. Intonation and stress are suprasegmental feature is essential part that needs to be taught in learning pronunciation because in English, pronouncing words or sentences with appropriate stress and intonation is needs to be taught in speaking. Not only that, stress and intonation also plays an important role in the production of spoken language. For the reasons, learning stress and intonation pronunciation is very important in English.

As a foreign language, there are many difficulties will be faced by the students. One of the difficulties is they do not know to pronounce stress and intonation correctly. In Indonesia, many students makes some mistake in stress and intonation when pronouncing the words or sentences, for example in stress, the word stress /present/ will be noun if apostrophe is placed in beginning of letter /'present/, and will be verb if apostrophe is placed in middle of letter /pre'sent/. While on students' intonation sometimes they cannot difference rising and falling intonation. In this case, the student should be seriously for learn it.

However, now the atmosphere is different because pandemic. This situation makes students doing online learning. It will cause students is less interest in taking learning English because they are difficulties to understand, if don't be explained directly by the teacher. So that, as a teacher must have a

learning method is interesting for students to build students' enthusiasm. In this case, blended learning can be suitable in this situation.

Blended learning is a method in learning process. This method is still unfamiliar in Indonesia. According to Nugraha (2020, p. 517) blended learning is combines learning forms, such as online or face-to-face learning. Blended learning aims to combine the best aspects of face-to-face classroom learning experiences with the best of mobile and online learning experiences (Nisa & Mubarak, 2018, p. 3). So, blended learning gives the best learning experience for students. With applying this method, atmosphere in classroom be different than usual.

In the classroom, there are many models of blended learning exist, but there are 4 models of blended learning that accepted and it has been adopted by educators that are: 1) Station Rotation Model, 2) Lab Rotation Model, 3) Flipped Classroom Model, 4) Flex Model (Nisa & Mubarak, 2018, p. 3). From the these four models of blended learning, the researcher will choose Station Rotation Model. According to Nisa and Mubarak (2018, p.3) stated that the rotation include only one for online learning and other station may include activities such as doing discussion or face-to-face learning with teacher, and another is small- group or group projects. So, it can be concluded that Station Rotation model is the learning model for students to visit several stations or centers repeatedly during the specified time for certain subject matter.

Station rotation model consists of three stations, the first station is online learning, the second station is teacher-led instruction, and the third station is collaborative activities. All of the stations have time that is set by the teacher. Based on the explanation above, the writer concludes that the station rotation model can be the best model in learning English Pronunciation is fun, enjoyable, and interesting. With using this model, the students can improve English pronunciation.

Based on the experience of the writer during P2K at SMP Muhammadiyah Limbung, when students were given tasks and those tasks needed to be pronounced by the student, turns out, they did not know pronouncing the English words or sentences correctly. They pronounced words or sentences by using incorrect stress and intonation. They had many difficulties in pronouncing stress and intonation, especially in stress was two-syllable word between noun and verb. While in sentence was rising intonation. This was occurred because the students lack of practice when pronouncing English words or sentences. On the other hand, they were also not too active in learning English because there was no enthusiasm on learning English during online class applied. They just stayed on the online class without asking a question to their teacher. Sometimes their teacher also just gave the material without practice. In this case, the teacher needed to provide a learning model to build students' enthusiasm in learning. A model was expected can make

atmosphere in learning be enjoyable, fun and interesting. As the effect, student can improve their pronunciation well.

Therefore, the writer wants to investigate the effect of station rotation model on students' English pronunciation in term stress, especially two-syllable word noun and verb and in term intonation, especially rising intonation. Related to the explanation above, the writer is intended to investigate about "The Effect of Station Rotation Model on Students' English Pronunciation".

B. Problem Statement

The problem in this research is formulated in research questions as follows:

1. How is the effect of station rotation model on students' stress in pronouncing words?
2. How is the effect of station rotation model on students' intonation in pronouncing sentences?

C. Objective of the Research

Based on the research questions, the objective of this research are:

1. To investigate how is the effect of station rotation model on students' stress in pronouncing words.
2. To investigate how is the effect of station rotation model on students' intonation pronouncing sentences.

D. Significance of the Research

This research is expected to be useful for theoretically to know the effect of station rotation model on students' English Pronunciation. For the teachers have a new method in learning English Pronunciation through station rotation model. For the students to know how to pronounce stress and intonation well and also the students gets learning experiences. For the writer helps the students to find out the solution to improve students' stress and intonation.

E. Scope of the Research

This research wants to investigate and solve a problem of students who less understanding about pronunciation skill, especially in suprasegmental features such as stress and intonation which many students do not know how to pronounce English words and sentences correctly. This research only focuses on students' stress in term two syllable words of verb and noun and intonation in term rising intonation for specific the elements.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Related Findings

Some previous researchers have been done almost the same thing about in this research, there are as follows:

1. Research from Nugraha (2020) about "Station Rotation model in Critical Thinking Ability". He found that blended learning station rotation model is better than the average score of students learning with the conventional model. The test results of the experimental group tended to be better than the control group. The experimental group that was given the station rotation model treatment showed differences in learning attitudes. A positive attitude in learning is meant, such as an increase in thinking activities and patterns formed in response to something. Finally, this model is very significant to increase in learning activities.
2. A previous research from Soselisa, et.al (2019) in the title is "Station Rotation Model to Improve Higher Order Thinking Skills". They found that Station Rotation is a learning method that is able to meet all the children's learning needs and to grow their higher order thinking skills (HOTS) in differentiated classroom. Each student gets the opportunity to explore the Science learning process in various ways (using ICTs, specimen, and other sources) in each station. Through the station rotation

method, the students get stimulation to grow their abilities in analyzing, evaluating, and creating.

3. The research from Nisa and Mubarak (2018) about "*Using Station Rotation Model to Improve Students' Reading Skill in Recount Text*". They found that Station Rotation model is effective to use in teaching reading skill in recount text. In this proved with the result that showed the experimental group (19.7) is higher than the control group (9.6).
4. Yanklang (2013) in researched about "Improving English Stress and Intonation Pronunciation Through An E-Learning". He found that The results generally revealed that most of students posed satisfactory competence in e-learning program. Based on the scores of 40 students, it was found that their word stress and intonation placement was higher. Therefore, it can be said that the e-learning program can encourage them to improve their stress and intonation pronunciation.

From the related findings above, there is differences and similarity with her research. Nugraha (2020), Sosealisa, at.al (2019), and Nisa & Mubarak (2018) used station rotation model to investigate the critical thinking ability, Higher Order Thinking Skills (HOTS), and Reading skill in recount text. The recent research used Station Rotation Model to investigate students in English Pronunciation. While, Yangklang (2013) used an E-Learning Program and her research used Youtube Application. The similarity between the previous research and her research that both writer research about stress and intonation.

B. Partinent Ideas

1. Concept of Pronunciation

a. Definition of Pronunciation

Pronunciation comes from the word "pronounce" which someone will pronounce the words from his mouth so it produces a sound. Pronunciation is the way how to express the words which are produced by sounds which consist of vowel and consonant (Nasution et al., 2019, p. 4). A sound is produced will has own meaning. This meaning will be easy to someone understanding our ideas and feelings. So, if someone make errors in pronunciation, it can cause the listener misunderstanding and it will disturb communication (Anugrah, 2019, p. 8).

According to Algifari, (2017, p. 11) defined that Pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability. Then, According to Anugrah, (2019, p. 8) defined pronunciation is truly important in English speaking activity because it can be influence the meaning of utterances.

Based on explanation above, the writer can conclude that Pronunciation is the the act or result of producing sounds to express meaning utterances. Pronunciation is very important in English. Mastering in pronunciation skill can be easy to interect many people.

b. Element of Pronunciation

The elements of English pronunciation into two parts namely segmental and suprasegmental features (Anugrah, 2019, p. 9). The first is segmental features, which refer to sound units arranged in a sequential order. This feature can be studied in isolation. It means that every utterance may be cut up or segmented into a linear sequence of segmental feature. The other one is suprasegmental features, which refer to such features as stress, length, intonation, and other features that always accompany the production of segmental, however, suprasegmental cannot be studied in isolation. Suprasegmental features cannot be described, unless it deals with segmental.

1. Segmental Features

English segmental features include vowels, diphthongs, and consonants.

Here are the classifications:

a) Vowel

Vowel is sound produced with a free passage. A free passage here means that vowel sounds are produced without obstruction.

English vowels are divided into two kinds, these are long vowels and short vowels. Long vowels consist of /i:/, /ɜ:/, /a:/, /u:/, /ɔ:/, while short vowels consist of /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ʊ/, /ɒ/.

There are some processes that are responsible for the vowels production, those are: the shape of the lips, the opening between the jaws, the position of the soft palate, and the shape of the tongue. Vowels are described

in terms of height, backness/frontness and roundedness. In phonetics it is usual to symbolize the place of vowels in the mouth schematically by a chart as displayed below:

Figure 2.1 : The English Vowel Chart



b) Diphthong

Diphthong is a part of vowel. He also defined that diphthong is a combination of two vowel sounds and involving a movement from one vowel sound to another (like /eɪ/, as in rain). The first sound in each phoneme is longer and louder than the second in English. There is an intentional glide (or movement of the tongue, lips and jaw) made from one vowel position to another vowel position. It is produced in one single impulse of breath. For example: "lay", "how", "hair", "boy", "poor", etc.

There are two kinds of diphthongs in English, centering diphthongs end with a glide toward /ə/ such as: /eə/, /ɪə/, and /ʊə/, they are called 'centring' because /ə/ is a central vowel and closing diphthongs end with a glide towards /ɪ/ or towards /ʊ/ such as: /eɪ/,

/aɪ/, /ɔɪ/, /aʊ/, and /əʊ/. The glide is towards a higher position in mouth. In other words, when movement of the tongue is carried out from the open vowel position to the close vowel position, the diphthong is said to be a closing diphthong. When movement of the tongue is carried out towards the central vowel /ə/, the diphthong is said to be a centering diphthong.

c) Consonant

The term consonant is negatively defined, that is, sounds which are not vowels are consonants. There are 24 consonants in English, those are: p, b, t, d, k, g, f, v, s, z, ʃ, ʒ, ʧ, ʤ, θ, ð, m, n, ŋ, h, i, r, w, and j.

According to the position of consonants, it can be divided into:

1. Voiced consonants: / b, d, ɖ, g, j, l, m, n, r, v, ð, y, z, ʒ, ʝ /
2. Unvoiced consonants: / f, p, t, ʈ, k, θ, s, ʃ /

To know whether voiced or unvoiced consonant can be done by pulling your finger on your throat. If you feel a vibration while you are speaking, the consonant is voiced. Contrary, if there is no vibration in your throat, just a short explosion of air as you pronounce, it means that the consonant is unvoiced.

Those are the kinds of segmental features. It is quite different with the condition in Indonesian language. There are only 5 vowels,

21 consonants and 3 diphthongs. It is possible if many students find difficulties when they learn the producing of English words.

2. Suprasegmental Features

Suprasegmental features are the style that used in words or sentences. There are four kinds of suprasegmental features. Here are the classifications:

a. Stress

According to Yangklang, 2013, (p. 446) Stress is used to describe the point in a word or phrase where pitch changes. Vowels is lengthened and volume is increased. It is vitally important in conveying meaning in phrases and sentences. A word if have more than one syllable is more complex. For example, a word "Export" on the second syllable (Expo'rt) it is as a verb, but if it is stressed the first syllable ('Export) it is can be noun. Incorrect in Stressing of syllable it can change the meaning, the listener can be misunderstanding.

Stress is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence. Stress can be classified into word stress and sentence stress. Stress has an important role in English because different stress will differentiate a meaning and intention. Example: a word "Present" will be noun when we say /'present/ and will be verb when /pre'sent/.

Based on statements above, it can concluded that stress is a word or phrase where pitch changes. It means that a words can strong and weak when pronounced.

Stress is divided into two parts of. There are, namely:

1. Word Stress

a. Definition of Word Stress

According to Algifari, (2017, p. 14) "When a word has more than two syllables in English, one syllable will receive more importance than the others when it is pronounced. This is the syllable that receives the primary word stress. This means that the vowel sound of that syllable will be slightly louder, longer, and at a higher pitch than the other ones.

b. Level of Stress

According to Idhar, (2017, p. 32) there are three level of stress, namely:

1. Primary stress (*I*)

Each word of two or more syllables has one syllable that is longer and louder than the others.

2. Secondary stress

Some two syllable words primary stress (*I*) on the first syllable and second stress (*I*) on the second syllable.

Say the first syllable strongly. Emphasise the second syllable a little less.

3. Unstressed syllable

There are many unstressed syllable in English. They have a short, soft vowel sound and may be difficult to hear at first.

c. Parts of Syllables in stress

A syllable is a word, or part of a word, which contains a single vowel sound. It is a single unit of speech. Each word contains one syllable, or more.

1 Syllable

Here are examples of words with a single syllable:

pen, man, pig, cup, hat In English, a vowel sound can be made of more than one vowel letter. So the following words have a single syllable as well: feet, moon, cake, have, break, bought.

All of these words contain only one vowel sound, and therefore a single syllable.

2 Syllables

A word can have more than one syllable. The following words are examples of words with two syllables.

Here are examples of words with two syllables. The

different syllables are shown on the right, and they are separated with a space. Example: garden: gar-den hotel: hotel consist: con-sist object: ob-ject focus: fo-cus

3 Syllables

Examples of words with three syllables: September: sep-tem-ber department: de-part-ment telephone: te-le-phone camera: ca-mer-a Saturday: sa-tur-day hamburger: han-bur-ger vitamin: vi-ta-min

4 Syllables

Examples of words with four syllables: kindergarten: kin-der-gar-ten information: in-for-ma-tion January: ja-nu-ar-y American: A-mer-i-can discovery: di-sco-ver-y

2. Sentence stress

The same way sentences have parts which are strong (sentence stresses) and parts which are weak (unstressed and sometime reduced words). Sentence stressed are the strong parts in the rhythm of the sentence. The speaker gives more strength to certain parts to help the listener get the sense (or the meaning) of the sentence.

For Example: if I say "I can cook" I am probably only talking about ability to cook. But if I say "can cook" I am probably

stressing the word “can” because somebody is suggesting that I am not able to cook and I am vehemently denying it.

b. Intonation

According to Yangklang, 2013, (p. 446) Intonation is a music of speech. It is a crucial factor in speaking. The main movement of intonation begins at the tonic syllable, which the movement is upwards (a rise) and downwards (a fall). These variations in pitch are called intonation (or inflection). Intonation Speech is produced with a sort of musical accompaniment or intonation. Intonation is the tune of what we say. For example if someone is getting angry, he will speak in a high tone. But when he is sad, he will speak in a low tone.

Intonation encompasses the moments which speaker change pitch, it enables to express surprise, pleasure, disappointment, irony, excitement and other feelings (Winarti et al., 2014).

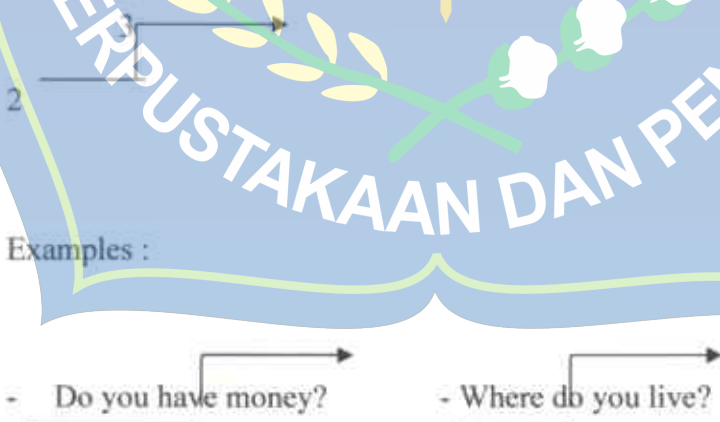
Based on explanation above, the writer can conclude that the intonation is a musical or tone that produced through sound which is someone can express his feelings. Intonation is very important in pronunciation because it can help someone can understanding situation.

According to Yangklang (2013, p. 447) there are two most common intonation patterns are:

1. The rising-falling intonation pattern is used with statement, a command, an exclamation and a question beginning with wh-words. The rising-falling intonation is also called 2-3-1 pattern. The number refers to pitch levels two, three and one respectively. Pitch level 1 refers to a low pitch, level 2 refers to a normal pitch, and pitch level 3 refers to a high pitch. The 2-3-1 intonation looks like this:



2. The rising intonation pattern is normally used with yes-no question, and for addressing and asking for information to be repeated.



c. Pause.

English is spoken in groups of words which are separated by pause. There are two kinds of pauses, a short one and a final one.

d. Rhythm.

It means the beat of language. In English, rhythm is stress timed. For example, "Can you see the van?" the words see and van take primary stresses for special purposes. This means that the time between two primary stresses is the same.

Based on the theories above, it can be concluded that suprasegmental features strongly influence pronunciation. While speaking, we have to apply the appropriate suprasegmental rules. If not, our words will be meaningless or even occur misinterpretation from the hearer.

c. Problem in Pronunciation

In Indonesia, English plays as a foreign language. Most of students uses English only in school when they have a lesson in the classroom and they do not repeat again in home. Students also are rarely practice using medium of technology. Therefore, the students finds many difficulties in English pronunciation which the sound of a word is different from its written form. For example, the word Island is pronounced /'aɪ.lənd/. Whereas in Indonesian language, we pronounces the /island/. Another problem or difficulty in learning pronunciation is people's hearing.

Students have different hearing ability. For Example, the word /think/, it is pronounced /thɪŋk/ and /thing/ it is pronounced /thɪŋ/. This case is caused because students are rarely taught about suprasegmental features. as the effect, they do not pronounce well.

The three reasons students' made error in stress that was: a) the differences between the language systems both of English and Bahasa Indonesia (mother tongue and second/native language). b) the learners do not take care with stressing the words correctly because they do not know how important it is in English. c) english stress placement varies according to grammatical categories while Indonesian not. So, if the learners do not able to distinguish between various word classes: noun, verb, adjective, adverb it will causes they make errors (Haryani et al, 2016)

According to Winarti et.al., (2014) the students had difficulties in pronouncing a word with the right intonation such as they did not know express their feeling which was sad, happy, angry, ect. For example, students were asked to pronounce a word that means happy but students are expressing it with a flat intonation like the word "Great!", in fact the word is used with an expression of pleasure or a high intonation, but in reality students often ignore the use of the right intonation.

The statement above can be concluded that many students in Indonesia have difficulties pronunciation because the sound of English is different than it's written and hearing ability of Indonesian people is low

and they are less understanding about suprasegmental features which is important in learning pronunciation.

2. Concept of Station Rotation Model

a. Definition of Station Rotation Model

Station Rotation model is a part of Blended Learning (Soselisa et al., 2020, p. 109). According to Nisa & Mubarak, (2018, p. 39) the aims of blended learning that combines the best aspects of face-to-face classroom learning experiences with the best of mobile and online learning experiences. Station rotation model is a learning rotation include only one for online learning and other station may include activities such as doing discussion or face-to-face learning with teacher, and another is small-group or group projects (Nisa & Mubarak, 2018, p. 39). Station rotation is one of the blended learning models that combines information and communication technology in learning in traditional classroom (Soselisa et al., 2020, p. 109). The basic design of a Station Rotation Model include three types of station; online instruction, teacher-led instruction, collaborative activities. Figure 2.1. Station Rotation Model

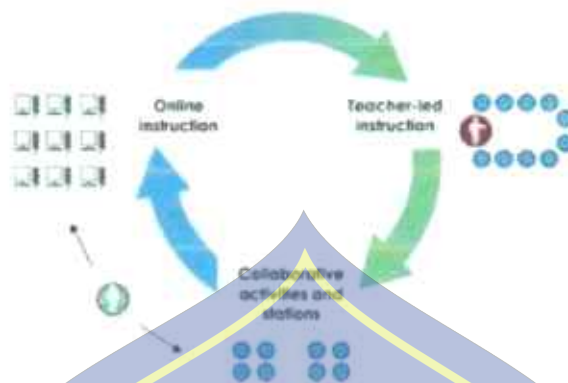


Figure 2.2. Station Rotation Model

Based on explanation above, the writer can conclude that the Station rotation model is a model rotation that invite the students to rotate during the specified time for certain subject matter. This model is expected to help the students in learning are enjoy, fun, and interesting.

b. Types of Station Rotation Model

According to Nisa & Mubarak, 2018, (p. 42) there are three types of station rotation model, that are:

1. Online learning

This station involves support with visual and audio learning through online learning. The students learn with using technology such as computer or mobile phone which the material has been set up by the teacher. The teacher give the material with find in Youtube and can make the own learning material.

2. Teacher-led instruction

In this station, the Student work directly on the learning target and build off what was shown on the video. The teacher adjusts how they learn a group depending on the skills students. And this station, the teacher can give students feedback directly or the students ask a question to the teacher when there is not understand about the material.

3. Collaborative activities and station

In this station, the students work on collaborative with each group to solve the problem. After that, they continue to do assignments given by the teacher.

c. The Advantages of Station Rotation Model

According to Ogude & Chukweggu, (2019) the implementing this model would provide both teacher and student many advantages, that are:

1. Teacher and students can get the best learning experiences combines learning form.
2. Teacher and students can increase enthusiasm in learning classroom because the students visits in various station.
3. Teacher and students can get large knowledge because this model can search many material in internet.
4. Teacher and students can be more focus because work in small group.
5. Students can improve their skill because getting feedback directly through station teacher-led instruction.

C. Conceptual Framework

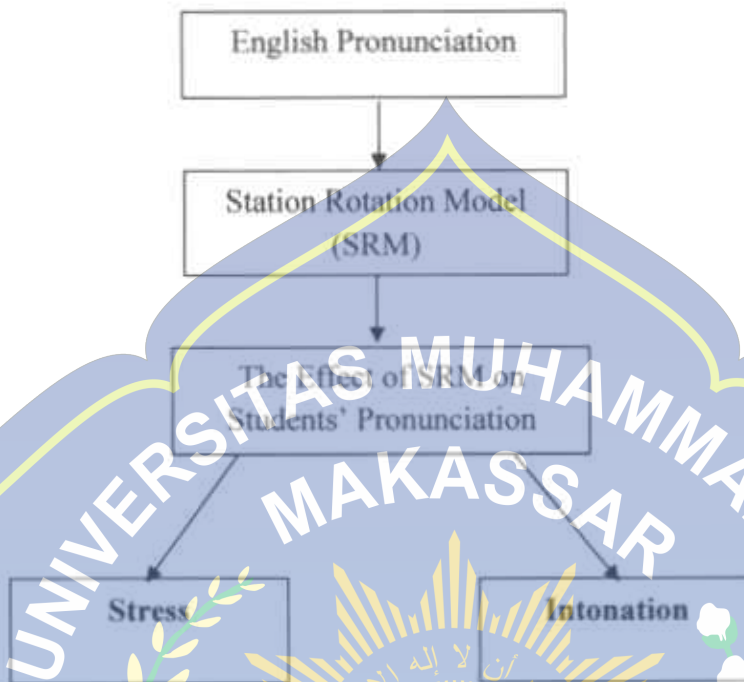


Figure 2.3 Conceptual Framework

The conceptual framework above shows teaching and learning process. This research investigate the effect of station rotation model on students' English pronunciation. Before the treatment using station rotation model, this research give pre-test to assess and examine students' prior knowledge in English pronunciation. Then giving post-test to investigate the effect of station rotation model on students' stress and the students' intonation.

D. Hypothesis

There are two hypothesis in this research as follows:

1. H0 (Null Hypothesis) there is no effect of station rotation model on students' English Pronunciation

2. H1 (Alternative Hypothesis) there is an effect of station rotation model on students' English Pronunciation.



CHAPTER III

RESEARCH METHOD

A. Research Design

Research method deals with how the research questions proposed in the first chapter was processed with a particular method. According Teguh, method was approach was used in educational research to gather data. It meant that method was a way used to discuss and eximine the problem.

This research used a quantitative approach to analyze the data. This research applied a pre-experimental research design, involving pre-test and post-test to measure students' skill in English pronunciation. Then, the writer used test in the first and last meeting to investigate the Effect of station rotation model on students' English pronunciation especially stress and intonation. The research design was presented in the following table:

Table 3.1: Research Design

Pre-test	Treatment	Post-test
O1	X	O2

(Gay et al, 2012)

1. Pre-test

The writer gave oral test as a pre-test to measure students' prior knowledge in English pronunciation skill in term stress an intonation.

The pre-test took first meeting.

2. Treatment

The writer gave the treatments. The treatments of this research as follows:

- a. Online Learning Station. In this station, students watched and heard the video on the Youtube well. The material related about stress term two syllable words of verb and noun and rising intonation.
- b. Teacher-led Instruction Station. In this station, the writer explained again about the video and gave the example how to pronounce stress in term two syllable word of verb and noun and rising intonation well, if the students got wrong, the teacher repaired it directly.
- c. Collaborative Activities Station. In this station, the writer gave exercise to pronounce the words or sentences. Then, students practiced pronouncing with each groups, after that, all of the member of group pronounced the exercise given.

3. Post-test

The writer gave the post-test to investigate the effect of station rotation model on students' stress and intonation pronunciation.

B. Research Variable and Indicators

1. Variables

There were two types of variable in this research, the independent variable (X) and the dependent variable (Y). Independent variable was the

effect of station rotation model and dependent variable was students' English Pronunciation.

2. Indicator

Related to the two variables above, the indicator of this research was Students' understanding in English pronunciation.

C. Population and Sample

1. Population

The population of this study was the students' of eight grade at SMP Muhammadiyah Limbung which class VIII.2 consisted of 33 students.

2. Sample

This research used purposive sampling technique because the sample was chosen based on characteristics of a population that the writer needed for research. This research took 20 students of class VIII.2. According to the teacher, 20 students of class VIII.2 have a low pronunciation than the other classes.

D. Instrument of The Research

The instrument of this research was pronunciation test. It was applied in pre-test and post-test segment. Pre-test aimed to investigate the prior knowledge of students' English pronunciation in term stress and intonation and it was conducted at the first meeting. While, post-test aimed to investigate the effect of station rotation model on students' English pronunciation

especially in stress and intonation and it was conducted at the last meeting.

This research used tool recorder to record students' sound.

E. Procedure of Data Collection

The writer collected data collection with the following steps:

1. The writer asked permission to the English teacher.
2. The writer visited to the class, then student as a sample of this research to do pre-test first meeting.
3. After did the pre-test, the writer gave the treatment, that was the station rotation model.
4. After did the treatment, the writer gave the post-test to the students in the last meeting.

F. Technique of Data Analysis

The writer collected the data analysis through the pre-test and post-test with the procedures as follows:

1. Scoring the students' correct answer pre-test and post-test

$$\text{Students' score} = \frac{\text{The Number of students' correct answer}}{\text{Maximum item}} \times 100$$

(Gay et al., 2012)

2. To classify the students' score, there was seven classifications which used as follows:

Table 3.2 Classification of Score

Score	Classification
90-100	Very Good
80-89	Good
70-79	Average
60-69	Fairly Good
50-59	Poor
≤50	Very Poor

(Layli, 2016, p. 45)

3. To know the students' score percentage by using the formula:

$$\%f = \frac{F}{N} \times 100$$

Where :

% = Percentage Score Frequency of The Students

F = Frequency Score of The Students

N = The Number of Subjects

(Gay et al., 2012)

4. To find out the mean score of the students' answer by using the formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$\bar{X}$ = Mean score

$\sum x$ = Total Score

N = The Number of Subjects

(Gay et al., 2012)

5. To find out the significant different between the pre-test and post-test by calculating the value of the test using the formula:

$$D = \frac{\sum D}{N}$$

Where:

D = Deviation

$\sum D$ = Standart Deviation

N = Number of students

(Gay 1981:298)

6. To find out the significant differences between the score of pre-test and post-test, the writer used the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2}{N(N-1)}}}$$

Where:

t = Test of significant

D = The difference between the scores of pre-test and post-test ($x_1 - x_2$)

D = The mean score of the difference between the scores of pre-test and post-test

$\sum D^2$ = The sum of the difference scores

N = The number pairs of subject in the study 1 = Constant number

(Gay, 1981:331)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In findings section, the writer has calculated the result of research in SMP Muhammadiyah Limbung related to the effect of Station Rotation Model on students' English pronunciation. The discussion includes the result of test which pre-test result and post-test result. Each sections is presented in details as follows.

1. The Effect of Station Rotation Model on Students' Stressing

a. Pre-test Score

This section, the writer presents the result of students' pre-test score in the component of pronunciation profile of Stress. The frequency and the percentages of the students' English Pronunciation skill on stressing component in pre-test can be seen in the table 4.1 and figure 4.1.

Table 4.1 Students Pre-test Score in Stress

Classification	Score	F	%
Very Good	90-100	-	-
Good	80-89	1	5
Average	70-79	-	-
Fairly Good	60-69	-	-
Poor	50-59	4	20
Very Poor	<50	15	75
Total		20	100

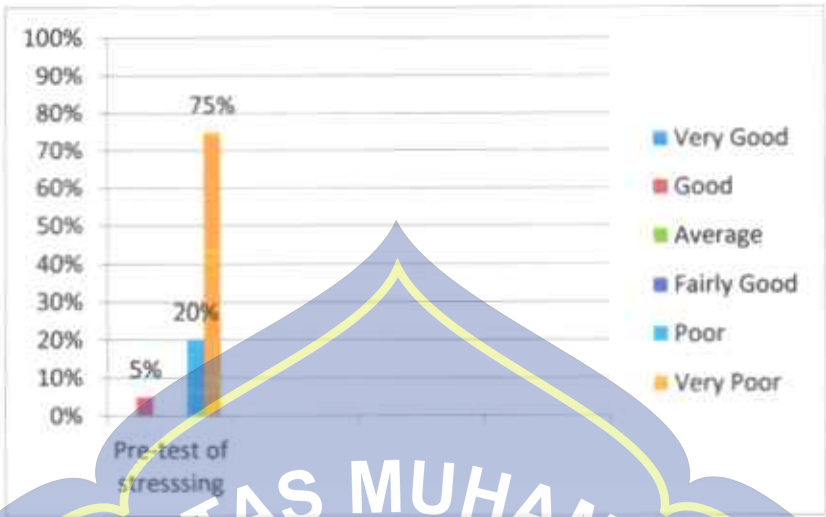


Figure 4.1 Students Pre-test Rate Percentage in Stress

Table 4.1 and Figure 4.1 shows the post-test score and rate percentage of Stress in 20 students which there was 1 student got good classification with rate percentages (5%), 4 students got poor classification with rate percentages (20%), 15 students got very poor classification with rate percentages (75%).

From the table and figure above can be concluded that the students' stressing in pronunciation are less.

b. Post-test Score

This section, the writer presents the result of students post-test score in the component of pronunciation profile of Stress. The frequency and the percentage of the students' English Pronunciation skill on stressing component in post-test can be seen in the table 4.2 and figure 4.2.

Table 4.2 Students' Post-Test Score in Stress

Classification	Score	F	%
Very Good	90-100	3	15
Good	80-89	1	5
Average	70-79	4	20
Fairly Good	60-69	7	35
Poor	50-59	1	5
Very Poor	<50	4	20
Total		20	100



Figure 4.2 Students' Post-test Rate Percentage in Stressing

Table 4.2 and Figure 4.2 shows the post-test score and rate percentage of Stress in 20 students which there was 3 students got very good classification with rate percentages (15%), 1 student got good classification with rate percentages (5), 4 students got Average classification with rate percentages (20), 7 students got fairly good classification with rate percentages (35%), 1 student

got poor classification with rate percentages (5%), and 4 students got very poor classification with rate percentages (20%).

From the table and figure above can be concluded that the students' post-test score are higher than the pre-test score.

c. Mean Score Pre-test and Post-test

The following Figure 4.3 presents the mean score and standard deviation from students' pre-test and post-test in Stress.



Figure 4.3 Students' Mean Score Pre-test and Post-test in Stress

After calculating the data, the writer finds that the mean score of the students in pre-test was 37.50 and standard deviation was 16.741 and in post-test was 64.50 for the mean score and standard deviation was 16.051. The mean score between pre-test and post-test are different after being given treatment. It means that the mean score of post-test is higher than pre-test ($64.50 > 37.50$), for more details can be seen on appendix H 4.3.

d. Hypothothesis Testing of stress (T-test of Significance)

The hypothesis are tested by using inferential statistics. In this case, the writer uses paired t-test (testing of significance) to determine the level of significance between two variable (pre-test and post-test). The writer uses t-test analysis on the level of significance (p) = 0,05 with defree of freedom (df) = $N-1$, where N = number of students (20) students and the value of t-table is 1.729 (can be seen in appendix I). the writer uses SPSS 28.00 to analyze the t-test.

This research, the null hypothesis (H_0) states that there is not effect of Station Rotation Model on students' English Pronunciation skill. While the alternative hypothesis (H_1) states that there is an effect of Station Rotation Model on students' English Pronunciation skill. The t-test of pre-test and post-test in stressing are 9.423. It can be seen Appendix H.

Table 4.3 The t-test value of students' English pronunciation in stressing

Variable	T-Test	T-Table	Stressing	Classification
Pronunciation in Stress	9.423	1.729	T-test>T-table	Significantly different

Table 4.3 shows that t-test value for students English pronunciation skill focuses on stress with the t-test value is 9.423>1.729. it is proved that the results of t-test value in all

variables and indicator are higher than t-table value. It means that there is a significant difference between the results of the pre-test and post-test in stressing. Therefore, the alternative hypothesis (H1) is accepted and null hypothesis (H0) is rejected.

Based on the result, the writer concludes that Station Rotation Model has a good effect on students' English pronunciation Skill in term Stress.

2. The effect of Station Rotation Model on Students' Intonation

a. Pre-test Score

This section, the writer presents the result of students pre-test score in Intonation. The frequency and the percentages of the students' English Pronunciation skill in Intonation component can be seen in the table 4.4 and figure 4.4

Table 4.4 Students' Pre-test Score in Intonation

Classification	Score	F	%
Very Good	90-100	1	5
Good	80-89	-	-
Average	70-79	-	-
Fairly Good	60-69	-	-
Poor	50-59	-	-
Very Poor	<50	19	95
Total		20	100

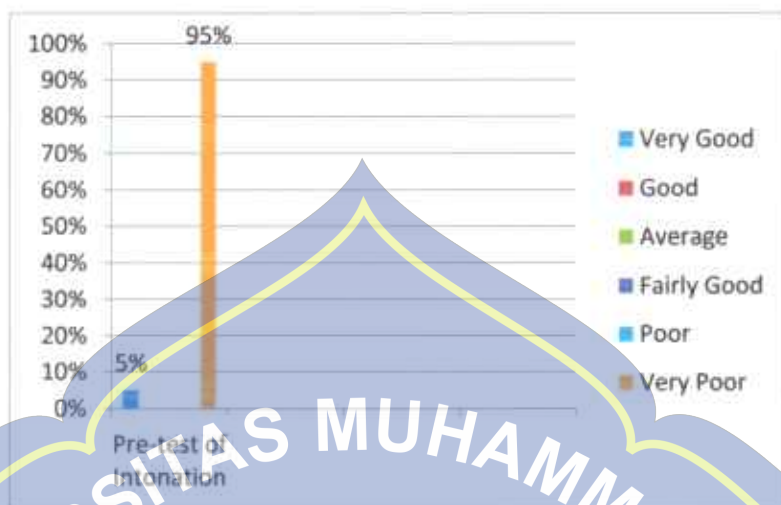


Figure 4.4 Students' Pre-test Rate Percentage in Intonation

Table 4.4 and **Figure 4.4** shows that the pre-test score and rate percentage of Intonation in 20 students which there was 1 student got very good classification with rate percentage (5%), 19 students got very poor classification with rate percentage (95%).

From the table and figure can be concluded that the students' Intonation in pronunciation are less.

b. Post-test Score

This section, the writer presents the result of students post-test score in Intonation. The frequency and the percentage of the students' English Pronunciation skill in Intonation component can be seen in the table 4.5 and figure 4.5.

Table 4.5 Students' Post-test Score in Intonation

Classification	Score	F	%
Very Good	90-100	4	20
Good	80-89	4	20
Average	70-79	-	-
Fairly Good	60-69	1	5
Poor	50-59	-	-
Very Poor	<50	11	55
Total		20	100

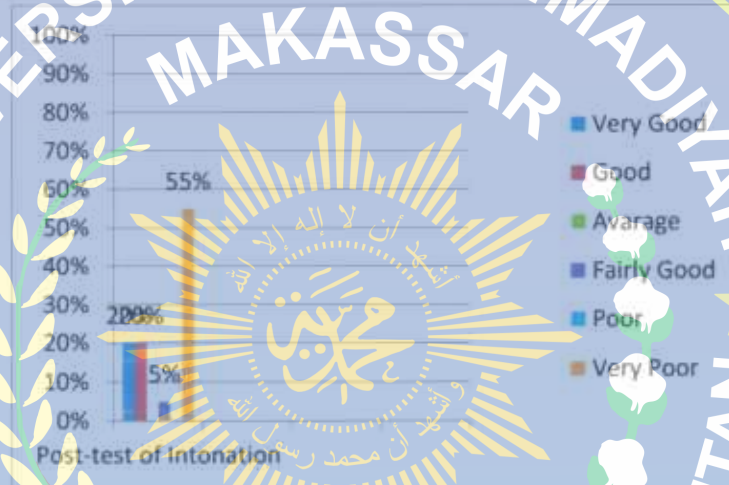


Figure 4.5 Students' Post-test Rate Percentage in Intonation

Table 4.5 and Figure 4.5 shows that the post-test score and rate percentage of students' intonation in pronunciation of 20 students which there were 4 students got very good classification with rate percentage (20%), 4 students got good classification (20%), 1 student got fairly good classification with rate percentage (5%), and 11 students got very poor classification 11(55%).

From the table and figure can be concluded that the students' post-test score in Intonation are higher than the pre-test score.

c. Mean Score Pre-test and Post-test

The following **Figure 4.6** presents the mean score and standard deviation the students' pre-test and post-test term of Intonation.

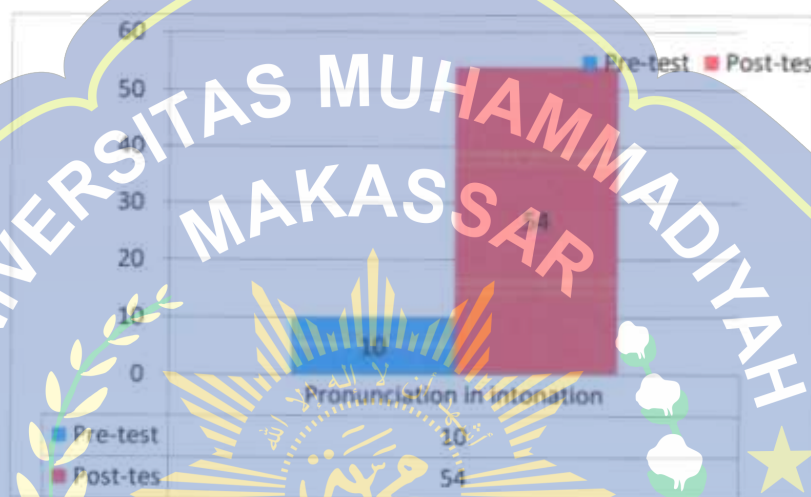


Figure 4.6 Students' Mean Score Pre-test and Post-test in Intonation

After calculating the data, the writer finds that the mean score of the students pre-test in Intonation was 10.00 and standard deviation 23.842 and in post-test was 54.00 for the mean score and standard deviation was 32.509. The mean score of both pre-test and post-test are different after being given treatment. It means that the mean score of post-test is higher than pre-test ($54.00 > 10.00$), for more details it can be seen on appendix H 4.6.

d. Hypothesis Testing (T-test of Significance)

The hypothesis are tested by using inferential statistics. In this case, the writer uses paired t-test (testing of significance) to determine the level of significance between two variable (pre-test and post-test). The writer uses t-test analysis on the level of significance ($p = 0,05$ with defree of freedom (df) = $N-1$, where N = number of students (20) students and the value of t-table is 1.729 (can be seen in appendix G). the writer uses SPSS 28.00 to analyze the t-test.

This research, the null hypothesis (H_0) states that there is not effect of Station Rotation Model on students English Pronunciation skill. While the alternative hypothesis (H_1) states that there is an effect of Station Rotation Model on students English Pronunciation skill. The t-test of pre-test and post-test in intonation is 6.242. It can be seen in Appendix H.

Table 4.6 The t-test value of students' English pronunciation in intonation

Variable	T-Test	T-Table	Intonation	Classification
Pronunciation in Intonation	6.242	1.729	T-test>T-table	Significantly different

Table 4.6 shows that t-test value on students' English pronunciation in term intonation was $6.242 > 1.729$. it is proved with the results of t-test value in all variables and indicator are

higher than t-table value. It means that there is a significant difference between the results of the pre-test and post-test in intonation. Therefore, the alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected.

Based on the result, the writer concludes that Station Rotation Model has a good effect on students' English pronunciation Skill in term Intonation.

B. Discussions

This section is intended to analyze the result of research findings based on the related theory. All the data is collected from the research instrument, then the result of the students score is calculated using t-test by SPSS 28.00.

1. Effect of Station Rotation Model on Students' Stressing

The comparison of students' improvement can be proven by analysis the pre-test and post-test result. The result shows that the mean score of students post-test improve after being given treatment. It can be seen through students' pre-test mean score pre-test from 37.50 to 64.50 in the post-test. This case can be seen that there is the improvement of the students after being given treatment. The result in pre-test and post-test of Stress t-test, the research finds that p-value is lower than α ($0.000 < 0.005$) can be seen the p-value (0.00) at the level of significance (0.05). In other word, it can be stated that after treatment, there is significant differences in Stress.

From the findings, it shows that the results of the pre-test are lower than the results of the post-tests. This is caused the students' lack of self-confidence and the lack of practicing English Pronunciation in term stress. many students are still less in pronouncing English words with incorrect stressing. This case is caused when they are less practicing to pronounce the word stress well. Since the pandemic, they do not practice again, they just looks their book without practice about how to pronounce word stress well. When I asks them to pronounce words correctly, they are still wrong, when I give the question for them, they answer, but they do not know and do not self-confident to pronounce words. So, students gets low scores in stressing.

After implementation the treatment, the writer give the students post-test and find that students already understand how to pronounce word stress two syllable word of noun and verb well. It is proved the students' mean score post-test higher than pre-test. The students' score is gotten from the writer asks the students to pronounce English word correctly used tool recorder. When students pronounce English word is wrong, they did not get score. To get good score, the student is asked to watch video in youtube throught online learning station in order to help students pronouncing English word in correct stressing. With this station, they use technology such as computer or mobile phone. This research uses mobile phone in order to be easy for students in following the learning process. Then, they are more active and anthusiasm to improve their pronunciation skills and encourage

the students to be independent. In fact, by implementation Station Rotation Model, the students tend to participate actively and they also has a greater independence.

This fact convinces the writer that the implementation of Station Rotation Model in learning process can stimulate students' skill. This skill can be developed by teacher for monitoring learning process through teacher-led instruction station. This station, The teacher help students to develop their skill. It is started by teacher explaining, asking, practicing, and giving the feedback when students get difficulties in pronouncing words especially stress in term two syllable words of noun and verb. With this station, students' English Pronunciation skill can be increasing.

The collaborative station also give chance for students to practice with each group. They practices pronouncing words in correct stress with theirs' group. They helps their friends if one of the friends did not know to pronounce words correctly. So, this activities helps students to be active and cooperative. It is supported by Ogude and chukweggu (2019) in their research, that applying this model the students be active, meaningfull learners, co-operation, engaged learning and enhanced performance. In addition, for responding the students' answer, the writer always gives the appreciation in order to encourage them to be participate actively without being guilty.

After calculating data, there is the difference significant in stress of pre-test and post-test in this research after being given the treatments, they students pre-test get is 1 student classify into good category, 4 students classify the poor category, there are 15 students classify and very poor category from 20 students. After provide the treatment, there are 3 students classify very good category, 1 student classify the good category, 4 students classify average category, there was 7 students classify fairly good, there is 1 student poor category and 4 students classify very poor category. Based on the score above, the use of Station Rotation Model had gave a good effect on students English pronunciation skill in stress. This research also supported by Nisa and Mubarak (2018), when they uses Station Rotation Model in reading skill, the result found that it is effective to improve reading skill. It is proved the result is $3,97 > 1,99$. In this research, the writer used Station Rotation Model in students' English pronunciation skill with tool recorder, test, mobile phone and internet through the treatment. This previous research takes the differences subject. But both this research have the similarities about used Station Rotation Model, that the result of the research shows there is an effect of Station Rotation Model on students' English pronunciation especially in term of stress.

By comparing the result of pre-test and post-test of pronunciation in stress, the writer concludes that the implementation Station Rotation Model has a good effect on students English pronunciation because there is a progress or the

improvement in students' score. There is also the significant progress by comparing the result of t-test count with t-table based on the result of paired sample test.

2. The Effect of Station Rotation Model on Students' Intonation

The comparison of students' improvement can be proven by analysis the pre-test and post-test result. The result shows that the mean score of students post-test improve after being given the treatment. It can be seen through the students' pre-test mean score from 10.00 to 54.00 in the post-test. In this case, it can be seen the improvement after being given treatment. The result between pre-test and post-test of intonation t-test, the research finds that p-value is lower than α ($0.000 < 0.005$). It can be seen the p-value (0.00) at the level of significance (0.05). In other word, it can be stated that after being given treatment, there is significant differences in intonation.

From the findings, it shows that the results of the pre-test are lower than the results of the post-tests. This is because the students' lack of motivation to learn, lack of self-confidence and the lack of use of media in the classroom make students get low scores in pronunciation, especially in terms of their intonation. However, there is an increase after treatment, especially in the use of technology. After being shown several learning videos of using technology, they are more active, focus and able to improve their pronunciation skills well, especially in their intonation.

There are the difference significant in intonation of pre-test and post-test in this research after the treatment, so the implementation of Station Rotation Model has a good effect on students' English pronunciation skill in intonation especially rise intonation. This research also has a similarities with previous studied the Yangklang Warisara (2013), there is a difference significant in Intonation between pre-test and post-test. Then, the students English pronunciation skill has improvement after being given the treatment. It is proved by EFL learners gets the higher score in post-test after being given the treatment by using E-learning. Meanwhile, the difference of previous study uses random sampling technique to get the sample. But now the writer chooses purposive sampling technique to get the sample and using Station Rotation Model.

By comparing the result between pre-test and post-test of pronunciation skill in Intonation, the writer conclude that the implementation Station Rotation Model has a good effect on students' English pronunciation because there is a progress or the improvement in students' score. There is also the significant progress by comparing the result of t-test counted with t-table based on the result of paired sample test. This is a evidence that can see from students' score 10.00 to 54.00, it means that the use of Station Rotation Model has a good effect on students' English Pronunciation skills, especially in term intonation. It is supported by soselisa at al (2019) in research said that implementation Station Rotation Model be able to foster higher order thinking skills in students, including

students with special needs, including delays in speech, impair concentration, and learning difficulties.

The differences significant can be seen from the mean score between pre-test and post-test. The mean score of pre-test was 10.00, while the mean score of post-test is 54.00. In other word, it can be stated that after being given treatment, there is a significant differences.

The research uses t-test to test the hypothesis and know the significant difference of the research. It is used to check whether H_0 is accepted or not. Analyzing the result of pre-test and post-test of data analysis, this case indicates that the alternative hypothesis H_1 is accepted and null hypothesis was rejected. More explanation, result in teaching pronunciation especially intonation shows station rotation model has an effect on students' English Pronunciation.

Implementation Station Rotation Model success giving a good effect on students' English Pronunciation Skill especially in rising Intonation. The Station Rotation Model is used in learning to build students' enthusiasm because have online learning station to get interesting material and there are teacher-led instruction to build comprehension with the teacher, and the collaborative activities station to solve the problem being given by the teacher with group. In this case, this model can be learning experiences different than usual, so, students more active and enthusiastic to develop their skill in other subject. It is explained by the Nisa and Mobarok (2018) in their research that Station Rotation Model can be learning experiences difference than usual because combine the learning form

face to face and online learning, so that, apply this model in learning process can help teacher to develop students' skill. Many students want to use Station Rotation Model in teaching and learning. They become enthusiastic about their studies and make them serious to practice pronouncing words. The three stations of station Rotation Model give them opportunity to understand well because their attention to the teacher's explanation until give practicing in learning process. They are actively involved in the learning process, ask question, make comment, and practice pronouncing the words and sentences. It means that presence the Station Rotation Model improve students' English Pronunciation Skill to foccus and more active in pronouncing the words. The simplicity of Station Rotation Model can be applied in teaching. This can be seen from students' score increasing.

The result of the research shows that students' have a better improvement after being given implementation the Station Rotation Model. It is simply concludes that null hypothesis (H_0) "there is not effect of Station Rotation Model on students' English Pronunciation" is rejected. Meanwhile, the alternative hypothesis (H_1) "there is an effect of Station Rotation Model on students' English Pronunciation" is accepted. So, it can be conclude that there is an effect after implementation Station Rotation Model on students' English Pronunciation.

Based on the explanation, it can be concluded that implementation Station Rotation Model has a good effect on students' pronunciation skill especially in term of intonation.

1. The teacher of Junior High School of SMP Muhammadiyah Limbung should used Station Rotation Model in learning process.
2. For the next researcher can use this thesis as an addition reference for further research with different discussion.



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APPENDIX A

The result of the students' English Pronunciation skill in Pre-test

No	Sample	Pronunciation Skill		Final Score
		Stressing	Intonation	
1	S-1	15	0	7
2	S-2	15	0	15
3	S-3	30	0	15
4	S-4	30	0	15
5	S-5	85	20	52
6	S-6	35	0	17
7	S-7	45	0	22
8	S-8	15	0	7
9	S-9	45	0	22
10	S-10	50	0	25
11	S-11	20	0	10
12	S-12	35	0	17
13	S-13	40	40	40
14	S-14	50	0	25
15	S-15	25	0	12
16	S-16	55	100	77
17	S-17	40	0	20
18	S-18	40	0	20
19	S-19	50	20	35
20	S-20	30	20	25
Total Score		1428		
Avarage		4.78		

APPENDIX B

The result of the students English Pronunciation skill in Post-test

No	Sample	Pronunciation Skill		Final Score
		Stressing	Intonation	
1	S-1	60	80	70
2	S-2	45	20	32
3	S-3	60	20	40
4	S-4	75	40	57
5	S-5	90	100	95
6	S-6	70	40	55
7	S-7	65	60	62
8	S-8	40	20	30
9	S-9	60	20	40
10	S-10	60	80	70
11	S-11	35	20	27
12	S-12	90	100	95
13	S-13	60	40	50
14	S-14	70	20	45
15	S-15	45	20	32
16	S-16	90	100	95
17	S-17	75	100	87
18	S-18	55	40	47
19	S-19	80	80	80
20	S-20	65	80	72
Total Score		3551		
Avarage		11.81		

APPENDIX C

DATA ANALYSIS

A. Students' Mean Score Pre-test and post-test in Stessing 4.3

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest in Stessing	57.50	20	16.741	3.743
	Posttest in Stessing	64.50	20	16.051	3.589

B. Students' T-Value and Significance Pre-test and Post-test in Stessing 4.3

Paired Samples Test

		Paired Differences						Significance		
		95% Confidence Interval of the Difference								
		Mean	Std. Deviation	Mean	Lower	Upper	T	df	One-Sided p	Two-Sided p
Pair 1	Pretest in Stressing - Posttest in Stressing	-27.000	12.814	2.865	-32.997	21.003	-9.423	19	<.001	<.001

C. Students' Mean Score Pre-test and Post-test in Intonation 4.6

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Intonation in Pronunciation	10.00	20	23.842	5.331
	Intonation in Pronunciation	54.00	20	32.509	7.269

APPENDIX D THE DISTRIBUTION OF T-TABLE (df 1-40)

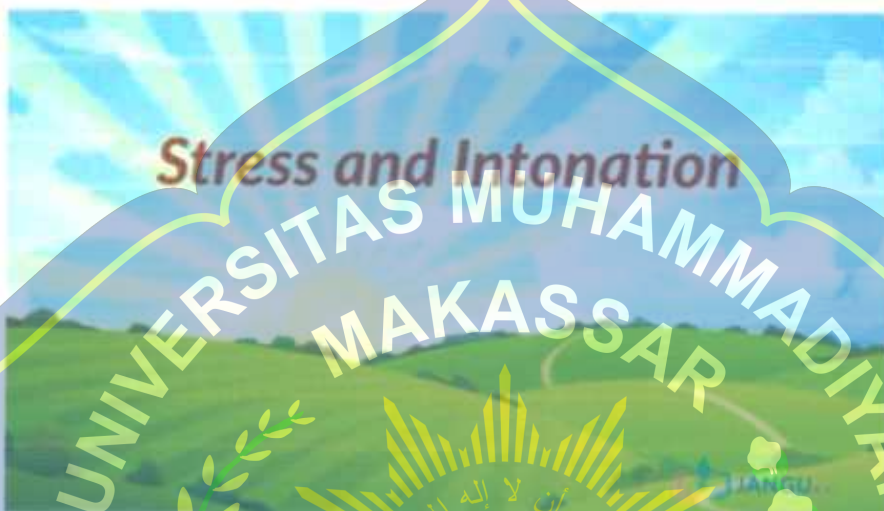
Pr /df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89645	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.26984	4.29881
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678

APPENDIX E

INSTRUMENT

TEACHING AND LEARNING MATERIAL

WATCH THE VIDEO ON HANDPHONE



A. Definition of the Stress

Stress is the emphasis given to syllables in a word which there is strong and weak of word.

B. The Types of the Stress

1. Word Stress is the way in which a certain part of a word is emphasized more than others when speaking. Word stress is the emphasis we place in a specific syllable of a word when pronouncing it. In English words that have more than one syllable. Stressed syllables are louder than the other.
2. Sentence Stress is the pattern of stressed and unstressed words across a sentence. Normally this emphasis is on words that carry important information, although this can change significantly, depending on the specific meaning the speaker wants to communicate.

C. The part of Stress

1 Syllable

Here are examples of words with a single syllable: pen, man, pig, cup, hat. In English, a vowel sound can be made of more than one vowel sound. So the following words have a single syllable as well: feet, moon, cake, have, break, bought.

2 Syllables

A word can have more than one syllable. The following words are examples of words with two syllables. Here are examples of words with two syllables. The different syllables are shown on the right, and they are separated with a space. Example: garden: gar-den hotel: ho-tel consist: con-sist object: ob-ject focus: fo-cus

3 Syllables

Examples of words with three syllables: September: sep-tem-ber department: de-part-ment telephone: te-le-phone camera: ca-mer-a Saturday: sa-tur-day hamburger: ham-bur-ger vitamin: vi-ta-min

4 Syllables

Examples of words with four syllables: kindergarten: kin-der-gar-ten information: in-for-ma-tion January: ja-nu-ar-y American: A-mer-i-can discovery: di-sco-ver-y

D. Definition of the Intonation

Intonation is variation in pitch used to indicate the speakers' attitude and emotions. Intonation is the rise and fall of a person's voice.

E. The types of the intonation

There are two basic intonation patterns that are:

1. Falling

- a. Statements (e.g pleased to meet ↓ you).
- b. Wh-questions (e.g What food do you ↓ want).
- c. Command (e.g Take your shoes ↓ off).
- d. Exclamations (e.g That's a perfect ↓ gift).

2. Rising

- a. Yes/No questions (e.g do you like your new ↑ shirt?, May I borrow your ↑ book?).
- b. Asking for information to be repeat (e.g What the ↑ heck?).



APPENDIX F
STUDENTS' PROJECT

PRACTISE 1(meeting 1)

Name of Group :

Pronounce the words correctly and indentify which noun and verb!

1. Garden
2. Mushroom
3. Record
4. Permit
5. Color
6. Protest
7. Insult
8. Tiger
9. Transfer
10. Study



PRACTICE 2 (meeting 2)

Name of Group :

Pronuonce the words correctly!

1. City
2. Lizard
3. Body
4. Picnic
5. Demand
6. Children
7. Person
8. Lion
9. Hero
10. Monkey



PRACTICE 3 (meeting 3)

Name of Group :

Pronounce the words correctly

1. Collect
2. Rebel
3. Suspect
4. Open
5. Publish
6. Over
7. Decrease
8. Import
9. Iron
10. Transport



PRACTICE 4 (meeting 4)

Name of Group :

Pronounce the words correctly !

1. Perfect
2. Offer
3. Answer
4. Enter
5. Approve
6. Appear
7. Attack
8. Avoid
9. Compare
10. Delay



PRACTICE 5 (meeting 5)

Name of Group :

Read the sentences below correctly!

1. Are you ready study English?
2. Do you know about his uncle?
3. Do you know this address?
4. Are you scared?
5. Is your name Dewi?



PRACTICE 6 (meeting 6)

Name of Group :

Read the sentences below correctly!

1. Do you like it?
2. What did you say?
3. Are you sick?
4. Can you give me a milk?
5. Can you call your mother?



APPENDIX G

PRE-TEST AND POST-TEST

PRE TEST

A. Pronounce the words correctly!

- | | |
|---------------|--------------|
| 1. Increase | 11. Mother |
| 2. Address | 12. Clothes |
| 3. Record | 13. Winter |
| 4. Uncle | 14. Apple |
| 5. Mention | 15. Student |
| 6. Survey | 16. Idea |
| 7. Affect | 17. Transfer |
| 8. Conduct | 18. Teacher |
| 9. Permit | 19. English |
| 10. Transport | 20. Water |

B. Read the sentences below correctly!

1. Do you like dancing?
2. Can you help me?
3. Do you know about this lesson?
4. Have you done your assignment?
5. Did we listen this song yesterday?

POST-TEST

A. Pronounce the words correctly!

- | | |
|-------------|---------------|
| 1. Desert | 11. Lesson |
| 2. Contract | 12. People |
| 3. Object | 13. Classroom |
| 4. Command | 14. Water |
| 5. Effect | 15. Window |
| 6. Arise | 16. Brother |
| 7. Remind | 17. Summer |
| 8. Focus | 18. Autumn |
| 9. Review | 19. Handphone |
| 10. Enter | 20. Market |

B. Read the sentences below correctly!

1. Do you like playing badminton?
2. Can you borrow your pen?
3. Do you know plot this movie?
4. Have you cleaned this room?
5. Did you go to beach last week?

APPENDIX H

KEY ANSWER THE PRE-TEST AND POST-TEST

KEY ANSWER PRE-TEST

A. Pronounce the words correctly!

- | | |
|----------------------------------|-------------------------------|
| 1. Increase (V) = /in'crease/ | 11. Mother (N) = /'mother/ |
| 2. Address (V) = /ad'dress/ | 12. Clothes (N) = /'clothes/ |
| 3. Record (N) = /'record/ | 13. Winter (N) = /'winter/ |
| 4. Uncle (N) = /'uncle/ | 14. Apple (N) = /'apple/ |
| 5. Mention (V) = /men'tion/ | 15. Student (N) = /'student/ |
| 6. Survey (V) = /sur'vey/ | 16. Idea (N) = /'idea/ |
| 7. Affect (V) = /af'fect/ | 17. Transfer (V) = /tran'fer/ |
| 8. Conduct (V) = /con'duct/ | 18. Teacher (N) = /'teacher/ |
| 9. Permit (V) = /per'mit/ | 19. English (N) = /'english/ |
| 10. Transport (V) = /trans'port/ | 20. Water (N) = /'water/ |

B. Read the sentences below correctly!

1. Do you like **dancing**?
2. Can you help **me**?
3. Do you know about this **lesson**?
4. Have you done your **assignment**?
5. Did we listen this song **yesterday**?

KET: A. Huruf tebal = dibaca strong

Huruf tidak tebal = dibaca weak

B. Huruf tebal = rise tune (/)

KEY ANSWER POST-TEST

A. Pronounce the words correctly!

- | | |
|-------------------------------|----------------------------------|
| 1. Desert (N) = /'desert/ | 11. Lesson (N) = /'lesson/ |
| 2. Contract (V) = /con'tract/ | 12. People (N) = /'people/ |
| 3. Object (N) = /'object/ | 13. Classroom (N) = /'classroom/ |
| 4. Command (V) = /com'mand/ | 14. Water (N) = /'water/ |
| 5. Effect (V) = /eɪ'fect/ | 15. Window (N) = /'window/ |
| 6. Arise (V) = /a'rise | 16. Brother (N) = /'brother/ |
| 7. Remind (V) = /re'mind/ | 17. Summer (N) = /'summer/ |
| 8. Focus (V) = /fo'cus/ | 18. Autumn (N) = /'autumn/ |
| 9. Review (V) = /re'view/ | 19. Handphone (N) = /'handphone/ |
| 10. Enter (N) = /'enter/ | 20. Market (N) = /'market/ |

B. Read the sentences below correctly!

6. Do you like playing **badminton**?
7. Can you borrow your **pen**?
8. Do you know plot this **movie**?
9. Have you cleaned this **room**?
10. Did you go to beach last **week**?

KET: A. Huruf tebal = dibaca strong
 Huruf tidak tebal = dibaca weak
 B. Huruf tebal = rise tune (/)

APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP - X.1)

Sekolah : SMP Muhammadiyah Limbung
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : VIII / 2
 Materi Pokok : *Teks Interaksi Transaksional*; Memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau
 Alokasi Waktu : 40 Menit

A. Kompetensi Dasar

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, sesuai dengan konteks penggunaannya

4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

B. Tujuan Pembelajaran

- Siswa dapat mengetahui fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau
- Siswa dapat mengucapkan stress and intonation dengan benar
- Siswa dapat menggunakan pengucapan yang benar dan tepat dalam Bahasa Inggris.

C. Materi Pembelajaran**1. Fungsi sosial**

- Menjelaskan dan memberi gambaran tentang menyatakan dan menanyakan tindakan/kejadian di waktu lampau

2. Unsur Kebahasaan

- Kata kerja dalam simple past, present tense, past continuous tense
- Ucapan, tekanan kata, intonasi

D. Metode dan Model Pembelajaran

1. Metode : Blended Learning
2. Model : Station Rotation Model

E. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- ❖ Media : Youtube, WA, dan PPT.
- ❖ Alat/Bahan : Spidol, handphone, papan tulis/Lembar kerja peserta didik
- ❖ Sumber Belajar : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings The Bell*, Kelas VIII, Kemendikbud, Revisi Tahun 2017, dan sumber lain yang relevan

F. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Stressing</i>	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh	
Kegiatan Inti (30 Menit)	
STATION 1 Online Learning 10 menit	Peserta didik menonton, dan mengamati secara seksama video pembelajaran melalui YOUTUBE/WA serta menulis hal yang penting terkait materi yang dipelajari yang nantinya akan dikemukakan di station Teacher Led-Instruction. Mereka diberi tayangan terkait materi <i>Stressing</i>
STATION 2 Teacher-Led Instruction 5 menit	- Guru memberikan kesempatan kepada peserta didik untuk bertanya terkait pemahaman peserta didik setelah menonton video pembelajaran untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami peserta didik. Pertanyaan ini harus tetap berkaitan dengan video pembelajaran - Guru membentuk kelompok untuk peserta didik bertujuan untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai when I was a child - Guru membuka buku cetak dan meminta 5 orang siswa untuk melafalkan beberapa kata atau kalimat dari materi when I was a child - Guru memberikan feedback perbaikan langsung kepada

	peserta didik ketika menemukan kesalahan saat melafalkan kata atau kalimat
STATION 3 Collaborative Activities 15 menit	Peserta didik diberikan latihan untuk mengucapkan sebuah kata dan kalimat tanya oleh guru bersama masing-masing teman kelompoknya setelah itu tugas di lafalkan oleh siswa yang ditunjuk oleh guru
Kegiatan Penutup (5 Menit)	
Peserta Didik	- Siswa melakukan refleksi tentang pelaksanaan pembelajaran dan pelajaran apa yg di peroleh setelah belajar tentang topik. - Membuat ringkasan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran yg baru di lakukan.
Guru	- Melakukan penilaian. - Mengingatkan untuk mempelajari yang akan di bahas di pertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya. - Menutup kegiatan belajar mengajar dengan berdoa.

G. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

RENCANA PELAKSANAAN PEMBELAJARAN (RPP – X.2)

Sekolah : SMP Muhammadiyah Limbung
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : VIII / 2
 Materi Pokok : *Teks Interaksi Transaksional*; Memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau
 Alokasi Waktu : 40 Menit

A. Kompetensi Dasar

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, sesuai dengan konteks penggunaannya

4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

B. Tujuan Pembelajaran

- Siswa dapat mengetahui fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau
- Siswa dapat mengucapkan stress and intonation dengan benar
- Siswa dapat menggunakan pengucapan yang benar dan tepat dalam Bahasa Inggris.

C. Materi Pembelajaran

1. Fungsi sosial

- Menjelaskan dan memberi gambaran tentang menyatakan dan menanyakan tindakan/kejadian di waktu lampau

2. Unsur Kebahasaan

- Kata kerja dalam simple past, past continuous tense
- Ucapan, tekanan kata, intonasi

D. Metode dan Model Pembelajaran

1. Metode : Blended Learning
2. Model : Station Rotation Model

E. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- ❖ **Media** : Youtube, WA, dan PPT.
- ❖ **Alat/Bahan** : Spidol, handphone, papan tulis/Lembar kerja peserta didik
- ❖ **Sumber Belajar** : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings The Bell*, Kelas VIII, Kemendikbud, Revisi Tahun 2017 dan sumber lain yang relevan.

F. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Stressing in noun	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh	
Kegiatan Inti (30 Menit)	
STATION 1 Online Learning 10 menit	Peserta didik menonton, dan mengamati secara seksama vidio pembelajaran melalui YOUTUBE/WA serta menulis hal yang penting terkait materi yang dipelajari yang nantinya akan dikemukakan di station Teacher Led-Instruction. Mereka diberi tayangan terkait Stressing in noun
STATION 2 Teacher-Led Instruction 5 menit	Guru memberikan kesempatan kepada peserta didik untuk bertanya terkait pemahaman peserta didik setelah menonton vidio pembelajaran untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami peserta didik. Pertanyaan ini harus tetap berkaitan dengan materi stressing in noun. ▪ Guru membentuk kelompok untuk peserta didik bertujuan untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai when I was a child. ▪ Guru membuka buku cetak dan meminta 5 orang siswa untuk melafalkan beberapa kata atau kalimat dari materi when I was a child ▪ Guru memberikan feedback perbaikan langsung kepada peserta didik ketika menemukan kesalahan saat melafalkan

	kata atau kalimat
STATION 3 Collaborative Activities 15 menit	Peserta didik mengerjakan latihan yang diberikan oleh guru bersama masing-masing teman kelompoknya setelah itu tugas di lafalkan oleh siswa yang ditunjuk oleh guru
Kegiatan Penutup (5 Menit)	
Peserta Didik	- Siswa melakukan refleksi tentang pelaksanaan pembelajaran dan pelajaran apa yg di peroleh setelah belajar tentang topik. - Membuat ringkasan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran yg baru di lakukan.
Guru	- Melakukan penilaian - Mengingatkan untuk mempelajari yang akan di bahas di pertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya. - Menutup kegiatan belajar mengajar dengan berdoa

G. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

RENCANA PELAKSANAAN PEMBELAJARAN (RPP – X.3)

Sekolah : SMP Muhammadiyah Limbung
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : VIII / 2
 Materi Pokok : *Teks Interaksi Transaksional*; Memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau
 Alokasi Waktu : 40 Menit

A. Kompetensi Dasar

- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, sesuai dengan konteks penggunaannya
- 4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

B. Tujuan Pembelajaran

- Siswa dapat mengetahui fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau
- Siswa dapat mengucapkan stress and intonation dengan benar
- Siswa dapat menggunakan pengucapan yang benar dan tepat dalam Bahasa Inggris.

C. Materi Pembelajaran

1. Fungsi sosial

- Menjelaskan dan memberi gambaran tentang menyatakan dan menanyakan tindakan/kejadian di waktu lampau.

2. Unsur Kebahasaan

- Kata kerja dalam simple past, past continuous tense
- Ucapan, tekanan kata, intonasi.

D. Metode dan Model Pembelajaran

1. Metode : Blended Learning
2. Model : Station Rotation Model

E. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- ❖ **Media** : Youtube, WA, dan PPT.
- ❖ **Alat/Bahan** : Spidol, handphone, papan tulis/Lembar kerja peserta didik
- ❖ **Sumber Belajar** : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings The Bell*, Kelas VIII, Kemendikbud, Revisi Tahun 2017, dan sumber lain yang relevan.

F. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Stressing in verb</i>	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh	
Kegiatan Inti (30 Menit)	
STATION 1 Online Learning 10 menit	Peserta didik menonton, dan mengamati secara seksama vidio pembelajaran melalui YOUTUBE/WA serta menulis hal yang penting terkait materi yang dipelajari yang nantinya akan dikemukakan di station Teacher Led-Instruction. Mereka diberi tayangan terkait materi <i>Stressing in verb</i>
STATION 2 Teacher-Led Instruction 5 menit	• Guru memberikan kesempatan kepada peserta didik untuk bertanya terkait pemahaman peserta didik setelah menonton vidio pembelajaran untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami peserta didik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Stressing in verb</i> • Guru membentuk kelompok untuk peserta didik bertujuan untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>when I was a child</i>. • Guru membuka buku cetak dan meminta 5 orang siswa untuk melafalkan kata atau kalimat dari materi <i>when I was a child</i> • Guru memberikan feedback perbaikan langsung kepada peserta didik ketika menemukan kesalahan.

STATION 3 Collaborative Activities 15 menit	Peserta didik mengerjakan latihan yang diberikan oleh guru bersama masing-masing teman kelompoknya setelah itu tugas dilafalkan oleh siswa yang ditunjuk oleh guru
Kegiatan Penutup (5 Menit)	
Peserta Didik	▪ Siswa melakukan refleksi tentang pelaksanaan pembelajaran dan pelajaran apa yg di peroleh setelah belajar tentang topik. ▪ Membuat ringkasan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran yg baru di lakukan.
Guru	▪ Melakukan penilaian ▪ Mengingatkan untuk mempelajari yang akan di bahas di pertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya. ▪ Menutup kegiatan belajar mengajar dengan berdoa.

G. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- 3. **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

RENCANA PELAKSANAAN PEMBELAJARAN (RPP – X.4)

Sekolah : SMP Muhammadiyah Limbung
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : VIII / 2
 Materi Pokok : *Teks Interaksi Transaksional*; Memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau
 Alokasi Waktu : 40 Menit

A. Kompetensi Dasar

- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, sesuai dengan konteks penggunaannya
- 4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

B. Tujuan Pembelajaran

- Siswa dapat mengetahui fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau
- Siswa dapat mengucapkan stress and intonation dengan benar
- Siswa dapat menggunakan pengucapan yang benar dan tepat dalam Bahasa Inggris.

C. Materi Pembelajaran

1. Fungsi sosial

- Menjelaskan dan memberi gambaran tentang menyatakan dan menanyakan tindakan/kejadian di waktu lampau.

2. Unsur Kebahasaan

- Kata kerja dalam simple past, past continuous tense
- Ucapan, tekanan kata, intonasi.

D. Metode dan Model Pembelajaran

1. Metode : Blended Learning
2. Model : Station Rotation Model

E. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- ❖ **Media** : Youtube, WA, dan PPT.
- ❖ **Alat/Bahan** : Spidol, handphone, papan tulis/Lembar kerja peserta didik
- ❖ **Sumber Belajar** : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings The Bell*, Kelas VIII, Kemendikbud, Revisi Tahun 2017, dan dari sumber lain yang relevan.

F. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Stressing in verb</i>	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh	
Kegiatan Inti (30 Menit)	
STATION 1 Online Learning 10 menit	Peserta didik menonton, dan mengamati secara seksama vidio pembelajaran serta menulis hal yang penting terkait materi yang dipelajari melalui YOUTUBE/WA yang nantinya akan dikemukakan di station Teacher Led-Instruction. Mereka diberi tayangan terkait materi <i>Stressing in verb</i>.
STATION 2 Teacher-Led Instruction 5 menit	• Guru memberikan kesempatan kepada peserta didik untuk bertanya terkait pemahaman peserta didik setelah menonton vidio pembelajaran untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami peserta didik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Stressing in noun</i>. ▪ Guru membentuk kelompok untuk peserta didik bertujuan untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>when I was a child</i>. ▪ Guru membuka buku dan meminta 5 orang siswa untuk melafalkan beberapa kata atau kalimat dari materi <i>when I was a child</i>. ▪ Guru memberikan feedback perbaikan langsung kepada peserta didik ketika menemukan kesalahan saat melafalkan kata atau kalimat mengenai materi <i>when I was a child</i>.

STATION 3 Collaborative Activities 15 menit	Peserta didik menulis latihan yang diberikan oleh guru dengan masing-masing teman kelompoknya setelah itu peserta didik ditunjuk oleh guru untuk melafalkan hasil tulisannya dengan keras dan jelas
Kegiatan Penutup (5 Menit)	
Peserta Didik	▪ Siswa melakukan refleksi tentang pelaksanaan pembelajaran dan pelajaran apa yg di peroleh setelah belajar tentang topik. ▪ Membuat ringkasan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran yg baru di lakukan.
Guru	▪ Melakukan penilaian. ▪ Mengingatkan untuk mempelajari yang akan di bahas di pertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya. ▪ Menutup kegiatan belajar mengajar dengan berdoa.

G. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan serta penugasan

4. **Penilaian Keterampilan** berupa penilaian unjuk kerja



RENCANA PELAKSANAAN PEMBELAJARAN (RPP - X.5)

Sekolah : SMP Muhammadiyah Limbung
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : VIII / 2
 Materi Pokok : *Teks Interaksi Transaksional*; Memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau
 Alokasi Waktu : 40 Menit

A. Kompetensi Dasar

- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, sesuai dengan konteks penggunaannya
- 4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

B. Tujuan Pembelajaran

- Siswa dapat mengetahui fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau
- Siswa dapat mengucapkan stress and intonation dengan benar
- Siswa dapat menggunakan pengucapan yang benar dan tepat dalam Bahasa Inggris.

C. Materi Pembelajaran

1. Fungsi sosial

Menjelaskan dan memberi gambaran tentang menyatakan dan menanyakan tindakan/kejadian di waktu lampau.

2. Unsur Kebahasaan

Kata kerja dalam simple past, past continuous tense
 Ucapan, tekanan kata, intonasi.

D. Metode dan Model Pembelajaran

1. Metode : Blended Learning
2. Model : Station Rotation Model

3. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- ❖ **Media** : Youtube, WA, dan PPT.
- ❖ **Alat/Bahan** : Spidol, handphone, papan tulis/Lembar kerja peserta didik
- ❖ **Sumber Belajar** : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings The Bell*, Kelas VIII, Kemendikbud, Revisi Tahun 2017 dan dari sumber lain yang relevan

4. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Intonation</i>	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh	
Kegiatan Inti (30 Menit)	
STATION 1 Online Learning 10 menit	Peserta didik menonton, dan mengamati secara seksama vidio pembelajaran serta menulis hal yang penting terkait materi yang dipelajari melalui YOUTUBE/WA yang nantinya akan dikemukakan di station Teacher Led Instruction. Mereka diberi tayangan terkait <i>Intonation</i> .
STATION 2 Teacher-Led Instruction 5 menit	▪ Guru memberikan kesempatan kepada peserta didik untuk bertanya terkait pemahaman peserta didik setelah menonton vidio pembelajaran untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami peserta didik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Intonation</i>. ▪ Guru membentuk kelompok untuk peserta didik bertujuan untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi. ▪ Guru membuka buku cetak dan meminta 5 orang siswa untuk melafalkan beberapa kata atau kalimat dari materi <i>when I was a child</i>. ▪ Guru memberikan feedback perbaikan langsung

	kepada peserta didik ketika menemukan kesalahan saat melafalkan kata atau kalimat mengenai materi when I was a child .
STATION 3 Collaborative Activities 15 menit	Peserta didik mengerjakan latihan yang diberikan oleh guru bersama masing-masing teman kelompoknya setelah itu tugas di bacakan oleh siswa yang ditunjuk oleh guru
Kegiatan Penutup (5 Menit)	
Peserta Didik	- Siswa melakukan refleksi tentang pelaksanaan pembelajaran dan pelajaran apa yg di peroleh setelah belajar tentang topik. - Membuat ringkasan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran yg baru dilakukan.
Guru	- Melakukan penilaian. - Mengingatkan untuk mempelajari yang akan di bahas di pertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya. - Menutup kegiatan belajar mengajar dengan berdoa.

5. Penilaian Hasil Pembelajaran

- Penilaian Pengetahuan tertulis uraian, tes lisan / observasi terhadap diskusi dan serta penugasan
- Penilaian Keterampilan berupa penilaian unjuk kerja

RENCANA PELAKSANAAN PEMBELAJARAN (RPP - X.6)

Sekolah : SMP Muhammadiyah Limbung
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : VIII / 2
 Materi Pokok : *Teks Interaksi Transaksional*; Memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau
 Alokasi Waktu : 40 Menit

A. Kompetensi Dasar

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, sesuai dengan konteks penggunaannya

4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

B. Tujuan Pembelajaran

- Siswa dapat mengetahui fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau
- Siswa dapat mengucapkan stress and intonation dengan benar
- Siswa dapat menggunakan pengucapan yang benar dan tepat dalam Bahasa Inggris.

C. Materi Pembelajaran

1. Fungsi sosial

Menjelaskan dan memberi gambaran tentang menyatakan dan menanyakan tindakan/kejadian di waktu lampau

2. Unsur Kebahasaan

Kata kerja dalam simple past, past continuous tense
 Ucapan, tekanan kata, intonasi

D. Metode dan Model Pembelajaran

1. Metode : Blended Learning
2. Model : Station Rotation Model

3. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- ❖ **Media** : Youtube, WA, dan PPT.
- ❖ **Alat/Bahan** : Spidol, handphone, papan tulis/Lembar kerja peserta didik
- ❖ **Sumber Belajar** : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017 dan sumber yang relevan

4. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Rising intonation .	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (30 Menit)	
STATION 1 Online Learning 10 menit	Peserta didik menonton, dan mengamati secara seksama video pembelajaran serta menulis hal yang penting terkait materi yang dipelajari melalui YOUTUBE/WA yang nantinya akan dikemukakan di station Teacher Led-Instruction. Mereka diberi tayangan terkait Rising Intonation .
STATION 2 Teacher-Led Instruction 5 menit	▪ Guru memberikan kesempatan kepada peserta didik untuk bertanya terkait pemahaman peserta didik setelah menonton video pembelajaran untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami peserta didik. Pertanyaan ini harus tetap berkaitan dengan materi. ▪ Guru membentuk kelompok untuk peserta didik bertujuan untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi. ▪ Guru membuka buku cetak lalu meminta 5 orang siswa untuk melafalkan beberapa kata atau kalimat dari when I was a child. ▪ Guru memberikan feedback perbaikan langsung kepada peserta didik ketika menemukan kesalahan saat

	mengucapkan kata atau kalimat yang salah.
STATION 3 Collaborative Activities 15 menit	Peserta didik mengerjakan latihan yang diberikan oleh guru bersama masing-masing teman kelompoknya setelah itu tugas dilafalkan oleh siswa yang ditunjuk oleh guru
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Guru	- Melakukan penilaian. - Mengingatkan untuk mempelajari yang akan di bahas di pertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya. - Menutup kegiatan belajar mengajar dengan berdoa.

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- Penilaian Pengetahuan tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan serta penugasan
- Penilaian Keterampilan berupa penilaian unjuk kerja

RESEACH PERMIT



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENYAMBAHAN KEPADA MASYARAKAT
Jl. Sultan Hassan No. 259 Telp: (0412) 940772 Fax: (0412) 907708 Makassar 90221 E-mail: info@unismuhmakkassar.ac.id



Nomor: 2087/05/C.4-VIII/VI/1443/2022
Lamp: 1 (satu) Rangkap Proposal
Hal: Permohonan Izin Penelitian
Kepada Yth:
Bapak / Ibu Kepala Sekolah
SMP Muhammadiyah Limbung
di
Gowa

11 Dzulqadiah 1443 H
10 June 2022 M

Universitas Muhammadiyah Makassar

EGASAFIRA
107321186817
Pembina: Kepala Sekolah
Pembimbing: Kepala Sekolah
Bertujuan: Untuk penelitian skripsi
dengan judul:
"The Effect of Student Motivation on Academic Achievement"
yang akan dilaksanakan di lokasi penelitian pada tanggal 20 Juni 2022.
Sehubungan dengan maksud di atas, maka dengan ini diberikan izin untuk
melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumillahu khairan katsiran.

Kerua LP3M,
Ketua LP3M,
M. Nur Hafidha, S.Pd., M.Pd.
NPM 101 7716

RESEARCH CONTROL

MAJLIS DITILITRANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

كبرياء الله العظيمة
KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Ega Safa
NIM : 105351106817
Judul Penelitian : The Effect of Learning Model on Students' English
Tangal Lulus Proposal : 2022
Tempat/Lokasi Penelitian : SMP Muhammadiyah Ujung

No	Nama Pengajar	Nama	Waktu
1	Kami	Mengajar	09/05/2022
2	Kami	Mengajar	14/07/2022
3	Kami	Mengajar	18/07/2022
4	Kami	Mengajar	18/07/2022
5	Kami	Mengajar	18/07/2022
6	Kami	Mengajar	18/07/2022
7	Kami	Mengajar	18/07/2022
8	Kami	Mengajar	18/07/2022
9	Kami	Mengajar	18/07/2022
10	Kami	Mengajar	18/07/2022
11	Kami	Mengajar	18/07/2022
12	Kami	Mengajar	18/07/2022
13	Kami	Mengajar	18/07/2022
14	Kami	Mengajar	18/07/2022
15	Kami	Mengajar	18/07/2022
16	Kami	Mengajar	18/07/2022
17	Kami	Mengajar	18/07/2022
18	Kami	Mengajar	18/07/2022
19	Kami	Mengajar	18/07/2022
20	Kami	Mengajar	18/07/2022

Disetujui
Lampiran 26 Juli 2022

Dr. Kurni Khaerati N
NIM. 977 807

Universitas Muhammadiyah Makassar
UPT PERPUSTAKAAN DAN PENERBITAN

KETERANGAN SELESAI MENILITI



PIMPINAN DAERAH MUHAMMADIYAH KAB. GOWA MAJELIS DIKDASMEN
SMP MUHAMMADIYAH LIMBUNG
(TERAKREDITASI A)

Kantor: Jalan Pendidikan Lontang Km. Karang Selayang St. 1002 Telp. (081) 911 8111

SURAT KETERANGAN PENELITIAN
Nomor : 222 /KET/IV. & AU/9/2022

Yang bertanda tangan di bawah ini :

Nama	Nasrullah, S.P
Tempat, Tanggal Lahir	073191
Pangkat/Kelompok Pangkat	Pemata II/c
Jabatan/Pejabat	Kapala SMP Muhammadiyah Limbung

Dengan ini menerangkan :

1. Nama	Nasrullah
2. NPM	105851506817
3. Stambuk	Kepulauan Ilmu Pendidikan
4. Fakultas	Pendidikan Bahasa Inggris
5. Jurusan	Mahasiswa
6. Pekerjaan	

Edhas Besar (Mahasiswa) berdasarkan surat ini telah melaksanakan penelitian/pengumpulan data dalam rangka penelitian skripsi dengan judul :

"THE EFFECT OF STATION ROTATION MODES ON STUDENT ENGLISH PRONUNCIATION PADA SUB KLAS VII.2 SMP MUHAMMADIYAH LIMBUNG"

Panglima Pendidikan Kabupaten Gowa, 26 Juli 2022

Ditandatangani oleh ketua lembaga pendidikan dan pejabat yang berwenang :

Nasrullah, S.P
NPM. 977191

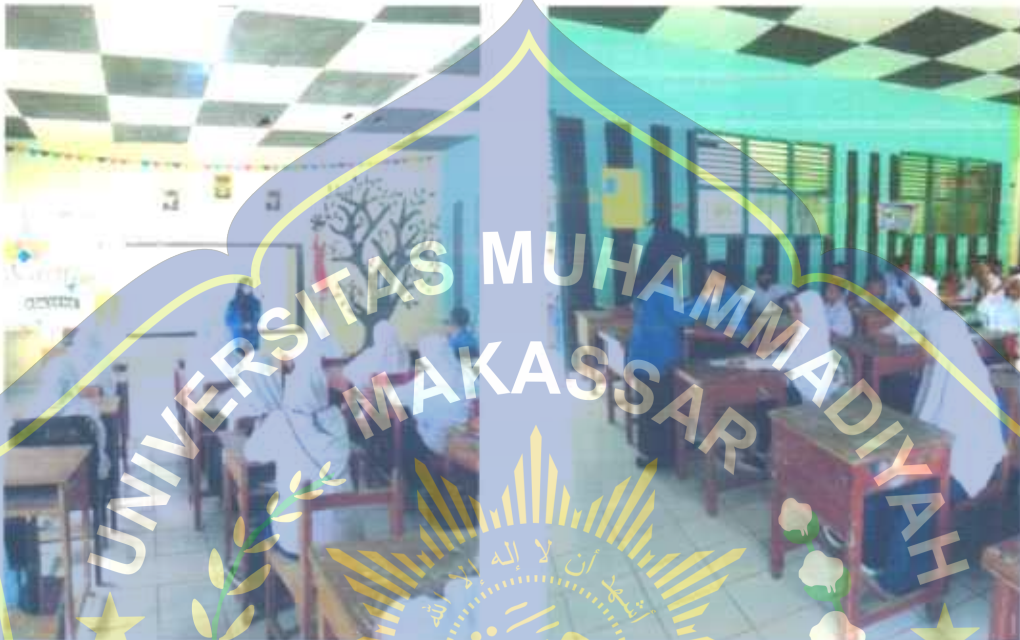
UNIVERSITAS MUHAMMADIYAH MAKASSAR

UPT PERPUSTAKAAN DAN PENERBITAN

APPENDIX K

DOCUMENTATION

A. Pre- Test



Meminta izin untuk melakukan pre-test

Membagikan soal Pre-test kepada siswa

B. Treatment



Online Learning Station. Siswa Menonton Vidio Pembelajaran di Youtube



Teacher-led Instruction Station, Guru Menjelaskan ulang dan melatih siswa melafalkan kata atau kalimat Bahasa Inggris



Collaboration Activities siswa mengerjakan tugas bersama teman kelompoknya

C. Post-test



D. School Picture



APPENDIX L

CURRICULUM VITAE



EGA SAFIRA was born in Kapidi, North Utara Regency, South Sulawesi, July 11th, 1999. She is the first children of Nurlia and Saenuddin. She started her education in kindergarten at TK Mandiri in 2005. After finishing her study in Kindergarten, she continued her study in Elementary School at SD MI Islahuddin in 2006 and graduated on 2011. After that, she continued her studied in junior High School at SMP Negeri 1 Mappedeceng in 2011 and graduated in 2014. Then, she continued her study in SMA Negeri 1 Masamba in 2014 and graduated in 2017. In the same year, she continued her study at English Education Department in Universitas Muhammadiyah Makassar.