

A THESIS

**EFFECTIVENESS OF "LISTEN AND DO" METHOD IN
IMPROVING ENGLISH PRONUNCIATION ABILITY
AT MAN 2 BARRU**



BY

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REG NUM. 2020203888203071**



**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2024

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Submitted to the English Program of Tarbiyah Faculty of State Islamic
Institute of Parepare Partial Fulfillment of the Requirements for the
Degree of Sarjana Pendidikan (S.Pd)

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to

**ENGLISH EDUCATION PROGRAM
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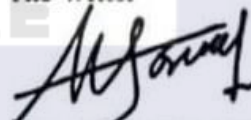
DECLARATION OF THE AUTHENTICITY OF THE THESIS

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Stated this thesis was her writing and if it can be proved that it was copied, duplicated, or compiled by any other people, this thesis and the degree that has been obtained would be postponed.

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ABSTRACT

Mutia Fauziatulhaq. Effectiveness of "Listen and Do" Method in Improving English Pronunciation Ability at MAN 2 Barru, Tarbiyah Faculty of the State Islamic Institute (IAIN) Parepare. (Supervised by Nanning and Nurul Hasanah)

The research addresses the challenges faced by 10th-grade students at MAN 2 Barru in speaking English and pronouncing words correctly, which resulted in a lack of confidence and difficulty in learning the language. The study aims to investigate the effectiveness of the "Listen and Do" method in enhancing their English pronunciation skills.

The research employs a quantitative approach with pre-experimental techniques using a one-group pre-test and post-test design. The population comprises 75 students from class X at MAN 2 Barru. A Pronounce test was used as the pre-test and post-test instrument. Each test is divided into four sections: vowels, consonants, word stress, and intonation. The research used probability sampling techniques with cluster random sampling specifications to analyze data because each subject has equal rights to have the opportunity to be selected as a sample. The process in the class involves verbal instructions from the teacher. The treatments include actions such as repeating a phrase, answering a question, or carrying out a related action (imitation).

The study's findings indicate a notable difference between pretest and posttest scores, demonstrating a significant enhancement in student learning outcomes following the implementation of the "Listen and Do" method (t -test value = 21.35 > t -table = 2.1). This is evidenced by the increase in the mean score, where the students' average pre-test score (before treatment) was 28.68, while the average post-test score (after treatment) was 68.68. These findings strongly support the conclusion that there was a marked improvement in students' speaking skills before and after using this method. Enhancements in the 'listen and do' method are most effective for 10th-grade students at MAN 2 Barru when applied to vowels and consonants, as opposed to word stress and intonation.

Keywords: *Method, Listen and Do, Pronunciation, Pre-experimental*

LIST OF CONTENTS

A THESIS	i
SUPERVISORY COMMISSION APPROVAL	Error! Bookmark not defined.
ACKNOWLEDGEMENT	v
DECLARATION OF THE AUTHENTICITY OF THE THESIS	vii
ABSTRACT	viii
LIST OF CONTENTS	ix
LIST OF TABLE.....	xi
LIST OF PICTURE.....	xii
LIST OF APPENDICES	xiii
CHAPTER I.....	xiv
INTRODUCTION.....	1
A. Background	1
B. Research Question	6
C. Objective of the Research.....	6
D. Significances of the Research	7
CHAPTER II	9
REVIEW AND RELATED LITERATURE	9
A. Previous Related Research Findings	9
B. Theory Overview	12

C. Conceptual Framework 23

D. Hypothesis 24

CHAPTER III 25

METHODOLOGY OF THE RESEARCH 25

A. Approaches and Types of Research 25

B. Location and Time of Research 25

C. Population and Sample 26

D. Procedure of Collecting Data 27

E. Operational Definition of Variables 30

F. Research Instrument 31

G. Data Analysis Technique 33

CHAPTER IV 38

FINDINGS AND DISCUSSIONS 38

A. Findings 38

B. Discussion 47

CHAPTER V 60

CLOSING 60

A. Conclusion 60

B. Suggestion 61

BIBLIOGRAPHY I

LIST OF TABLE

Number of Tables	The Title of Tables	Pages
2.1	The Relevance of Previous Research Results	10
2.2	Vowel Symbol with Example	14
2.3	Consonant Symbols with Examples	15
2.4	Pop Sound with Examples	16
2.5	Syllable with Examples	17
2.6	Word Stress with Examples	18
3.1	Classification of Student Scoring on Pronunciation Ability	34
3.2	Level of Students Individuals in Pronunciation	36
4.1	Students' Pronounce Score and Classification in Pre-Test Activity	39
4.2	The Rate Percentage of the Frequency of the Pre-Test	40
4.3	Students' Pronounce Scores and Classification in Post-Test Activity	41
4.4	The Rate Percentage of the Frequency of the Post-Test	42
4.5	The Score Comparison between Pre-Test and Post-Test	43
4.6	The Rate Percentage of the Frequency of the Pre-Test and the Post-Test	44
4.7	T-Test Result Column	45

LIST OF PICTURE

Number of Picture	The Title of the Picture	Page
1	Conceptual Framework	23



LIST OF APPENDICES

Number of Appendix	The Title of Appendices	Pages
1	Virtue of Consultant Degree	VI
2	Research Permit Recommendation	VII
3	Permission Research	VIII
4	Letter of Research Completion	IX
5	Instrument of The Research	X
6	Transcript	XIII
7	Students' Score in Pre-test Activity	XIX
8	Students' Score in Post-test Activity	XX
9	Syllabus	XXI
10	Lesson Plans	XXV
11	Documentation	XXXIII
12	Curriculum Vitae	XXXIV

TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

Arabic consonant phonemes which in the Arabic writing system are symbolized by letters, in this transliteration some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	ḥ	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es

ش	Syin	Sy	es and ya
ص	Shad	ṣ	es (with a dot below)
ض	Dhad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘ain	‘	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
ه	Ha	H	Ha
ء	Hamzah	’	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) which begins a word follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (‘).

2. Vocal

- a. Single vowels (monoftong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
اَ	Fathah	A	A
اِ	Kasrah	I	I
اُ	Dhomma	U	U

- b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
اَيَّ	Fathah and Ya	Ai	a and i
اَوَّ	Fathah and Wau	Au	a and u

Example :

كَيْفَ: Kaifa

حَوْلَ: Haula

3. Maddah

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Harkat and Letters	Name	Letters and Marks	Name
نا / نِي	Fathah and Alif or ya	Ā	a andline above
يِي	Kasrah and Ya	Ī	i andline above
يِي	Kasrah and Ya	Ī	i andline above
نُو	Kasrah and Wau	Ū	u and line above

Example :

مات :māta

رمى : ramā

قيل : qīla

يموت : yamūtu

4. Ta Marbutah

There are two transliterations for tamarbutah:

- Tamarbutah which is alive or received fathah, kasrah and dammah, is transliterated as [t].
- Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al- and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example :

رَوْضَةُ الْجَنَّةِ : *raudāhal-jannahatauraudatuljannah*

الْمَدِينَةُ الْفَاضِلَةُ : *al-madīnahal-fāḍilahatau al-madīnatulfāḍilah*

الْحِكْمَةُ : *al-hikmah*

5. Syaddah(Tasydid)

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (◌◌), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example :

رَبَّنَا : *Rabbanā*

نَجَّيْنَا : *Najjainā*

الْحَقُّ : *al-haqq*

الْحَجُّ : *al-hajj*

نُعَمُّ : *nu‘ima*

عَدُوُّ : *‘aduwwun*

If the letters ◌bertasydid at the end of a word and preceded by the letter kasrah ◌, then it is transliterated as the letter *maddah* (i).

Example :

عَرَبِيٌّ : Arabi (not ‘Arabiyyor‘ Araby)

عَلِيٌّ : ‘Ali (not ‘Alyyor‘ Aly)

6. Article

The article in the Arabic writing system is symbolized by the letters *أ* (*alif lam ma’arifah*). In this transliteration guideline, the article of clothing is transliterated as usual, al-, both when it is followed by shamsiah letters and qamariah letters. The article does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-).

Example :

السَّمْسُ : *al-syamsu* (*notasy- syamsu*)

الزَّلْزَلَةُ : *al-zalزالah* (*notaz-zalزالah*)

الفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bilādu*

7. Hamzah

Rules for transliterating hamzah letters into apostrophes (‘) only applies to hamzahs located in the middle and end of words. However, if the hamzah is located at the

beginning of the word, it is not symbolized, because in Arabic writing it is an alif.

Example:

تَأْمُرُونَ : *ta'murūna*

النَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْتُ : *Umirtu*

8. Arabic words commonly used in Indonesian

Arabic words, terms or sentences that are transliterated are words, terms or sentences that have not been standardized in Indonesian. Words, terms or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method. For example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, then they must be transliterated as a whole. Example:

Fīzilālal-qur'an

Al-sunnahqablal-tadwin

Al-ibāratbi 'umum al-lafzlābikhusus al-sabab

9. Lafzal-Jalalah (الله)

The word "Allah" which is preceded by particles such as the letters jar and other letters or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دِينُ اللَّهِ : *Dīnullah*

بِاللَّهِ : *billah*

As for the tamarbutah at the end of a word that is attributed to lafzal-jalālah, it is transliterated with the letter [t]. Example:

هُمُ فِي رَحْمَةِ اللَّهِ : *Humfīrahmatillāh*

10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al-), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (Al).

Example:

Wamā Muhammadunillārasūl

Inna awwalabaitinwudi ‘alinnāsilalladhībiBakkatamubārakan

Syahru Ramadan al-ladhūnzilafihal-Qur’an

Nasir al-Din al-Tusī

AbūNasral-Farabi

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

Abūal-Walid Muhammad ibnuRusyd, ditulismenjadi: IbnuRusyd, Abūal-Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)

NaşrḤamīdAbū Zaid, ditulismenjadi: Abū Zaid, NaşrḤamīd (bukan:Zaid, NaşrḤamīdAbū)

11. Abbreviations

Some of the standardized abbreviations are:

swt. = *subḥānahūwata ‘āla*

saw. = *şallallāhu ‘alaihiwasallam*

a.s.	=	' <i>alaihi al- sallām</i>
H	=	Hijriah
M	=	Masehi
SM	=	SebelumMasehi
l.	=	Lahir tahun
w.	=	Wafattahun
QS .../...: 4	=	QS al-Baqarah/2:187 atau QS Ibrahīm/ ..., ayat 4
HR	=	Hadis Riwayat
Some abbreviations in Arabic:		
ص	=	صفحة
دم	=	بدون
صلعم	=	صلى الله عليه وسلم
ط	=	طبعة
بن	=	بدون ناشر
الخ	=	إلى آخرها / إلى آخره
ج	=	جزء

Some abbreviations used specifically in the reference text need to be explained, including the following:

- ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).
- et al. : "And others" or "and friends" (abbreviation of et alia). Alternatively, the abbreviation et al. ("and friends") is used, written in regular/straight letters.
- Cet. : Printings. Information on the frequency of printings of books or similar literature.
- Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.
- Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.
- No. : Number. Used to indicate the number of numbers of periodical scientific works such as journals, magazines, etc.

CHAPTER I

INTRODUCTION

A. Background

The development of globalization and advances in information technology require us to develop in line with the times. In the current era of development in Industry 4.0, which will transition into the era of Society 5.0, science will experience developments according to the times. The realization of Society 5.0 aims to create a society that can solve various social challenges by incorporating the innovations of Industrial Revolution 4.0, such as IoT, big data, artificial intelligence (AI), robots, and the sharing economy, into every industry and social life.¹ This aspect will link Human Resources (HR) with specific digital skills specialization. The challenges of Society 5.0 in the world of education require 21st-century life skills better known as 4C (Creativity, Critical Thinking, Communication, Collaboration).² This scientific transformation will accelerate rapidly in all fields, including in the field of education.

Education is an important part of the process of building one's potential in building the quality of thinking and improving skills as a supporting factor for systematic and directed activities. The educational process takes place through structured stages in all environments, starting from home, school, and community environments, according to the current era. Education is an indicator of a country's

¹ Subandowo, Marianus. "Teknologi Pendidikan di Era Society 5.0." *Jurnal Sagacious* 9.1 (2022), 5.

² Marianus Subandowo, "Teknologi Pendidikan di Era Society 5.0" 9 (2022): 25.

success and serves as the foundation for creating a learning atmosphere and process. Education will improve and develop the quality of human resources and their potential. The field of education is crucial for educating society and forming human resources who master knowledge, especially foreign languages (international languages) as a widespread communication tool. English is also very important for students because, in this era of globalization, students must be literate in English. After all, English is an international language, and learning English must be introduced to students as early as possible so that when they grow up students can follow world developments internationally.

The teaching and learning process involves two crucial elements: teaching methods and teaching media. These two elements in the selection of teaching methods influence transferring knowledge to students. The students' learning process results in changes that occur in students in terms of cognitive, affective, and psychomotor aspects as a result of learning activities. It is important to learn pronunciation to distinguish the sounds of words that are conveyed clearly. A need for a teacher's ability to use teaching methods to stimulate students to learn and be interested in studying foreign languages. Student competence in communication is important to be able to convey information. Understanding vocabulary when speaking in a foreign language (English) and pronouncing a word correctly make

information clear. To achieve oral communication competence that integrates all language components, namely vocabulary, grammar, and pronunciation.³

Good language pronunciation can help students convey information clearly and concretely. The learners may experiment in pronouncing the sounds with the teacher guiding them. They can be shown the tongue's position and copy the teacher's pronunciation.⁴ It is important to learn pronunciation to distinguish the sounds of words conveyed clearly. Understanding vocabulary when speaking in a foreign language (English) and pronouncing a word correctly makes information clear. Because there is the possibility of misunderstandings when pronouncing vocabulary incorrectly, it is important to learn to pronounce the language well and correctly. The habit of listening to vocabulary in English and pronouncing it will influence the skills in mastering English, so that students indirectly imitate English pronunciation through what they have heard.

Based on an interview with Mrs. Rosdiana, S.Pd., an English teacher for the 10th grade at MAN 2 Barru, it was found that the 10th-grade students cannot speak English yet and have difficulty pronouncing every English word, resulting in a lack of confidence among students in speaking and difficulty in learning the language. This research is based on the insights provided by the interviewed English teacher and the students' inability to speak English., indicating a need for basic

³ D. A. Putri and M. F. Sya, "Kemampuan Pengucapan Bahasa Inggris di Tingkat Sekolah Dasar" 1 (2022): 360.

⁴ I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, ESL & Applied Linguistics Professional Series (New York: Routledge, 2009), 87.

pronunciation training to enhance their speaking skills. Having a correct pronunciation foundation in the language is a form of a strong foundation in communication skills and good language comprehension.

One solution offered to improve students' pronunciation skills is the "Listen and Do" method. The "Listen and Do" method is the basis of the Total Physical Response (TPR) approach, where learning is student-centered. The ability to capture students' attention in English language learning is crucial. This is to optimize the quality and knowledge transfer in the process of learning English. The "Listen and Do" method emphasizes physical movement to facilitate language learning.

The TPR approach was first popularized by Dr. James Asher a psychologist who came from America in the 1970s. Then in Indonesia, this method first appeared in 2015, which was researched by Hanifah Jullyana. Until now, research has developed and has given rise to several learning methods, one of which is "Listen and Do" inspired by the TPR approach. Several fundamental theories underlie the "Listen and Do" method, such as Language Association with Action, Kinesthetic Memory, Active Participation, and Communicative Context. These basic theories form the foundation of the "Listen and Do" method in language teaching. This method has proven to be effective in accelerating language learning, especially in the context of second language or foreign language acquisition.

Learning English can be packaged into very interesting learning, one of which is the "Listen and Do" method of learning approach. The 'Listen and Do'

method is the basis of the TPR (Total Physical Response) approach, involving a learning process where the teacher gives instructions, and students carry out activities according to the given instructions. In these activities, the teacher gives commands or makes statements and the learners do what the teacher says.⁵ The process of "Listen" in learning English is in learning English and cannot be considered as just listening. The more experience students gain in listening, the greater the possibility of gaining vocabulary input and understanding the correct pronunciation of each word the student hears. Then, after carrying out the "Listen" process, it is continued with the "Do" process. The "Do" process means carrying out an activity that has been heard either through the words or actions of the students. In other words, the 'Listen and Do' method is active learning that encourages students to practice or imitate what they hear from the teacher.

This learning method is oriented towards improving students' pronunciation skills in English material and students will unconsciously be enriched with the new vocabulary they have heard. Listening is a complex activity.⁶ It means that when students position themselves as active listeners, they will directly learn new pronunciation and vocabulary. This increase in ability includes speaking ability.

This research focuses on examining how knowledge transfer can improve English pronunciation through the 'Listen and Do' method as an effective learning

⁵ Nation and Newton, 29.

⁶ Akhmad Feri Fatoni, "Hubungan Penguasaan Kosakata dengan Keterampilan Mendengarkan Dialog Pendek Mahasiswa Akuntansi dalam Ranah English for Accountant," *Alpen: Jurnal Pendidikan Dasar* 4, no. 1 (March 6, 2020): 3.

process for students. When students lack a proper pronunciation foundation in the language they are learning, they may encounter challenges in communication, misunderstanding, lack of confidence, and even struggle to adapt in new environments. Therefore, the researcher offers one of the good methods to be applied in the classroom. This method is one of the best ways for students to learn English easily and happily. The "Listen and Do" method actively encourages students to get used to listening, then students spontaneously pronounce the vocabulary (imitate) to produce correct pronunciation according to the native speaker.

B. Research Question

Building upon the previous explanation, the problem can be formulated as follows:

1. How is the English pronunciation ability of 10th-grade students at MAN 2 Barru before the implementation of the "listen and do" method?
2. How is the English pronunciation Ability of 10th-grade students at MAN 2 Barru after the implementation of the "listen and do" method?
3. Is the "listen and do" method effective in improving the pronunciation skills of 10th-grade students at MAN 2 Barru?

C. Objective of the Research

Aligned with the research problem, the objectives of this study are as follows:

1. To explain the English pronunciation ability of 10th-grade students at MAN 2 Barru before the implementation of the "listen and do" method.
2. To describe the English pronunciation ability of 10th-grade students at MAN 2 Barru after the implementation of the "listen and do" method.
3. To evaluate "Listen and Do" method influences students' English pronunciation skills at MAN 2 Barru, by comparing outcomes before and after its implementation, and evaluating the method's effectiveness in improving student learning outcomes.

D. Significances of the Research

Based on the objectives to be achieved, this research is expected to provide both theoretical and practical uses in student education, including the following:

1. Theoretical benefits
 - Serve as a means to add references and study materials to the body of knowledge in the field of education for further research regarding the implementation of English language education using the 'Listen and Do' learning method to improve pronunciation abilities.
2. Practical benefits
 - a. Illustrate educators on how to apply the 'Listen and Do' method to improve students' English language skills in the pronunciation section.
 - b. Serve as a consideration for teachers in implementing the 'Listen and Do' method in learning English.

- c. Provide researchers with experience applying the 'Listen and Do' method to improve pronunciation skills in English subjects.



CHAPTER II

REVIEW AND RELATED LITERATURE

A. Previous Related Research Findings

In this research, the author refers to previous research that is relevant to the research that will be carried out currently. The following are some relevant research results that can be used as study material for researchers.

Research by Hanifah Jullyana (2015), with the research title "Listen and Do Method to Improve Listening Learning in Elementary Schools".⁷ In her research, She used the "Listen and Do" method to improve students' learning processes and outcomes in listening lessons. The conclusion obtained from the research is that in listening learning using the Total Physical Response (TPR) approach, students' results in processing and understanding have increased. In assessing student results using student learning outcomes in listening learning using the listen and do the method, there was a significant increase in each cycle. Researchers took references from research because they have similarities, namely using learning methods and quantitative research types. What differentiates the research conducted by her from the research to be carried out by the author is the learning objects and outcomes which focus on improving the pronunciation of high school (SMA) students.

Research by Imam Shodiqin, Rahayu Apriliawati, and Eusabinus Bunau (2015) with the research title "Improving Students' Pronunciation by Listening to

⁷ Hanifah Jullyana and Charlotte Ambat Harun, "Metode Listen and Do untuk meningkatkan Pembelajaran Listening di Sekolah Dasar," (2015).

the Audio Visual and Its Transcription of the Narrative Text".⁸ Based on the results of the research, they have carried out Class Action Research (CAR) on class VIII students of Khatulistiwa Jungkat Middle School. Based on the discussion in their research, it can be concluded that listening to audiovisuals and transcription of narrative texts as media can improve students' pronunciation from cycle to cycle. This media not only improves students' pronunciation but also motivates students to learn pronunciation in different ways. Researchers took references from this research because they have similarities, namely learning outcomes that focus on improving pronunciation. The thing that differentiates the research conducted by him from the research to be carried out is the learning method that will be applied.

Research by Fergina Lengkoan (2017) with the research title "Study on the Use of Songs to Improve Students' Pronunciation and Listening Skills".⁹ This research is classroom action research. The population of this study was second semester students in the English Language Education Department. The research results show that teaching using songs can improve students' pronunciation and listening skills. Researchers took references from this research because they have something in common, namely increasing pronunciation skills through listening.

⁸ Shodiqin, Imam, Rahayu Apriliawati, and Eusabinus Bunau. "Improving Students' Pronunciation by Listening to the Audio Visual and Its Transcription of the Narrative Text." *Jurnal Pendidikan dan Pembelajaran Khatulistiwa* (JPPK) 4.3 (2015).

⁹ Fergina Lengkoan, "A Study on the Use of Songs to Improve Students' Pronunciation and Listening Skill," *Journal of English Language and Literature Teaching* 2.

The thing that differentiates the research carried out is the learning method that will be applied.

Table 2.1 The Relevance of Previous Research Results.

No.	Researcher (Year of Publication)	Title	Research Equation	Distinction
1	Hanifah Jullyana (2015)	Listen and Do Method to Improve Listening Learning in Elementary Schools	1) Using the "Listen and Do" learning method. 2) Type of quantitative research.	1) Place 2) Object, high school (MAN) students. 3) learning outcomes that focus on improving pronunciation.
2	Imam Shodiqin, Rahayu Apriliawati, and Eusabinus Bunau (2015)	Improving Students' Pronunciation by Listening to the Audio Visual and Its Transcription of the Narrative Text	Learning outcomes that focus on improving pronunciation.	1) Object, high school (MAN) students. 2) Learning methods that will be applied.
3	Fergina Lengkoan (2017)	Study on the Use of Songs to Improve Students' Pronunciation and Listening Skills	Learning outcomes that focus on improving pronunciation.	1) Object, high school (MAN) students. 2) Learning methods that will be applied.
4	Current Research by Mutia Fauziatulhaq (2024)	Effectiveness of "Listen and Do" method in improving english pronunciation ability at MAN 2 Barru	1) Learning outcomes that focus on improving pronunciation with the "Listen and Do" method. 2) Type of quantitative research.	1) This research focuses on the pronunciation abilities of high school/MAN students. 2) Research applies the "Listen and Do" method.

Derived from this table, it can be concluded that this research differs from previous studies. The emphasis of this research is on the pronunciation abilities of

High School/MAN students. The 'Listen and Do' method is applied to the teaching and learning process in the classroom. Furthermore, this specific topic has not been extensively researched directly in terms of teaching methods, making it a valuable contribution to the existing research and enriching the literature.

B. Theory Overview

1. Pronunciation

a. The Concept of Pronunciation

Pronunciation is the correct production of the sound of a particular word. Pronunciation is an important component of communication. Pronunciation instruction has to aim at intelligent pronunciation and teachers can actively encourage their learners' actual production, and build pronunciation awareness and practice. Pronunciation instruction is very important because it is the main source of understanding.¹⁰ So when students have problems with the pronunciation of a word, this will result in incorrect communication.

In essence, pronunciation becomes more effective with repeated practice. Students say several words or sentences to enhance this ability.

The improvement of pronunciation skills is a key goal in language learning.

¹⁰ Abbas Pourhossein Gilakjani, "English Pronunciation Instruction: A Literature Review," *International Journal of Research in English Education* 1, no. 1 (2016): 5.

- 1) **Tongue twisters** are phrases that are difficult to say without a sound mistake because the sounds are interesting to each other.
- 2) **Contextual minimal pair drills** in a situation setting are used to distinguish between similar words.
- 3) **Visual aids devices** such as charts, pictures, mirrors, and real things are used to enhance pronunciation training.
- 4) **Tasks with interjections** are used to develop in learners the ability to use phonetic means in the given situational circumstances.
- 5) **Reproduction Exercises** are designed to develop pupils' pronunciation habits, i.e. their ability to articulate English sounds correctly and to combine sounds into words, phrases, and sentences easily enough to be able to speak and comprehend while listening.¹¹

Thus, several forms of training can be used to improve the quality of pronunciation. This exercise is designed to encourage students to develop pronunciation habits. Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), and how the voice is projected (voice quality).¹²

¹¹ Khalilova Olima Akhatovna, "Teaching Pronunciation Skills," *Texas Journal of Multidisciplinary Studies* 5, no. 2770 (n.d.): 281.

¹² Shodiqin, Apriliaswati, and Bunau, "Improving Students' Pronunciation by Listening to the Audio Visual and Its Transcription of the Narrative Text," 2.

b. Phonetic symbols

Phonetic symbols are symbols used to explain how a sound is formed. Phonetic symbols are divided into two parts based on vowels and consonants. Vowel letters are divided into 2 parts, namely monophthongs and diphthongs. Monophthongs sound like one vowel as usual. Meanwhile, diphthongs refer to sounds produced from the combination of two vowels.

Table 2.2 Vowel Symbols with Examples

MONOPHTHONGS (PURE VOWELS)		DIPHTHONGS	
Phonetic Symbol	Key Words	Phonetic Symbol	Key Words
i:	Feel, Meal, Seal	eɪ	Play, Day, Take
ɪ	Bid, Hymn, Minute	aɪ	My, High, Try
e	Bed, Head, Met	əʊ	Go, Soak, Coke
æ	Bad, Fat, Rat	aʊ	Mouth, Now
ɑ:	Car, Farm, All	ɔɪ	Boy, Coil, Toy
ɒ	Hot, Lot, Shot	ɪə	Here, Weary, Beer
ɔ:	Caught, Born	eə	Pair, Rare, Various
ʊ	Foot, Book, Bush	ʊə	Poor, Cure, Tour
u:	Blue, Group, Tool		
ʌ	Cut, Love, Blood		
ɜ:	Girl, Stir, Learn		
ə	Common, About		

Table 2.3 Consonant Symbols with Examples

No.	Phonetic Symbol	Key Words	No.	Phonetic Symbol	Key Words
1	p	Pen, Copy, Happen	13	s	Cease, Sat, Sun
2	b	Bat, Bill, Bull	14	z	Zip, Music, Roses
3	t	Tea, Tight, Button	15	ʃ	Ship, Sure Shoe, Show
4	d	Day, Ladder, Dog	16	ʒ	Vision, Pleasure, Measure
5	k	Kite, Clock, School	17	m	More, Male, Sum
6	g	Giggle, Ghost, Goal	18	n	Nice, Nail, Know
7	tʃ	Chair, Match, Chin	19	ŋ	Thing, Thanks, Bang
8	dʒ	Age, Soldier, Gin	20	h	Hall, How, Hen
9	f	Fan, Fill, Phone	21	l	Low, Valley, Feel
10	v	View, Heavy, Move	22	r	Road, Ram, Rug
11	θ	Think, Thank, Thin	23	w	One, When, Won
12	ð	Hot, Whole, Then	24	j	Yes, Beauty, Few

Letters are the marks of sound, the first elements of written language.

Here are the letters or single characters: **a, b, c, d, e, f, g, h, i, j, k, l, m, n,**

o, p, q, r, s, t, u, v, w, x, y, z. and the compound characters (distinct sounds): **ch, sh, th, ng.**¹³

c. Pop Sound

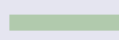
The pop sound is an explosion of sound. In the sense, that pop sound is a reflection of the sound produced. Pop sound is useful for distinguishing the sounds produced in words that are similar but have different meanings. The pop sound consists of 8 consonant letters.

Table 2.4 Pop Sound with Examples

p	k	t	tʃ
Cap /kæp/	Leak /li:k/	Got /gɒt/	Watch /wɒtʃ/
Lap /læp/	Wick /wɪk/	Seat /si:t/	Catch /kætʃ/
b	g	d	dʒ
Cab /kæb/	League /li:g/	God /gɒd/	Wadge /wɒdʒ/
Lab /læb/	Wig /wɪg/	Seed /si:d/	Cadge /kædʒ/

Note:

 : pop sound words

 : pop sound words

¹³ Rao, V. Chandra. "English spelling and pronunciation: a brief study." J. Res. Sch. Profess. Eng. Lang. Teach 2 (2018), 6.

d. Syllable

A syllable is the sound of a vowel (a, e, i, o, u) that's created when pronouncing a word. The total number of vowel sounds (a, i, u, e, o) produced in a word is equal to the number of syllables spoken. The following is an example of a syllable:

Table 2.5 Syllable with Examples

No.	Word	Spelling Symbols	Total Syllable
1.	Cake	/keɪk/	1 syllable
2.	Upon	/ə' – pæn/	2 syllables
3.	Banana	/bə – 'na – nə /	3 syllables
4.	Macaroni	/,ma – kə – 'rō – nē/	4 syllables
5.	Vocabulary	/vō – 'ka – byə – ,le – rē/	5 syllables
6.	Responsibility	/rə – ,spän – sə – 'bi – lə – dē/	6 syllables

e. Word Stress

Stress is the degree of power or force by which a syllable is uttered.¹⁴

Word stress is an emphasis on certain syllables when pronounced. In

English words that have more than one syllable, it is customary not to

¹⁴ Betti, Mohammed Jasim, and Warkaa Awad Ulaiwi. "Stress in English and Arabic: A contrastive study." *English Language and Literature Studies* 8.1 (2018): 1.

pronounce each syllable with equal weight, so that each syllable in a word can be stressed or unstressed. Word stress is one of the pronunciation features that seems the most contentious in ELF intelligibility. Word stress (lexical stress) is when prominence is placed on a syllable of a word.¹⁵

Table 2.6 Word Stress with Examples

Example:		
Present	/ˈpreznt/	(noun and adjective)
	/priˈzent/	(verb)
Record	/ˈreko:d/	(noun)
	/riˈko:d/	(verb)

2. Pronunciation assessment indicators

Pronunciation assessment indicators are used to test students' abilities in pronunciation. In testing abilities, students are given a pre-test and post-test as a framework for finding out how much the student's abilities are. In pronunciation assessment, there are several assessment categories, namely vowel, consonant, word stress, sentence stress, and fluency.

¹⁵ Lewis, C. "Word stress in English as a lingua franca: Evidence from ASEAN interactions." Unpublished doctoral dissertation. University Brunei Darussalam (2023), 34.

3. “Listen and Do” method

a. The Concept of Method

Learning methods are the methods or stages used in interactions between students and educators to achieve learning goals that have been determined by the material and mechanisms of learning methods.¹⁶ Based on the views of the definition of this method, it is known that before starting a lesson in the classroom, educators must determine the learning method that will be used. This method functions as a bridge for knowledge transfer between educators and students.

b. The Concept of “Listen and Do”

Using the Total Physical Response (TPR) approach with the “listen and do” method can be fun for students because students are actively involved in the learning process.¹⁷ Listen and do activities are used in most classrooms and are the basis of Total Physical Response (TPR) language teaching.¹⁸ The “Listen and Do” method is part of the TPR learning approach activity. It means that there are many variations in the activities (methods) in the TPR approach, one of which is the “Listen and Do” method. Students must listen to what is instructed by the teacher and then

¹⁶ Affandi M., Chamalan E., dan Wardani OP. “Model dan Metode Pembelajaran di Sekolah.” Unissula Press, (2013), 16.

¹⁷ Jullyana and Harun, “Metode Listen and Do untuk meningkatkan Pembelajaran Listening di Sekolah Dasar,” 2.

¹⁸ Nation and Newton, *Teaching ESL/EFL Listening and Speaking*, 2.

carry out activities according to orders. There are several activities included in the “listen and do” method such as instructions, moving about, putting up your hand, mime stories, drawing, listening for information (identifying exercise) listening for the mistake, putting things in order, and listening and color, and filling in the missing information.¹⁹ Using the TPR approach, the listening and doing method can produce better listening skills, where students respond by coloring appropriately according to the instructions given.²⁰

c. “Listen and Do” Method

The TPR approach was first popularized by Dr. James Asher a psychologist who came from America in the 1970s. Then in Indonesia, this method first appeared in 2015, which was researched by Hanifah Jullyana. Until now, research has developed and has given rise to several learning methods, one of which is "Listen and Do" inspired by the TPR approach. This research is used to explain that one of the effective methods used in language learning is the "Listen and Do" method. The "Listen and Do" method can be applied to all levels of student learning, from beginners to advanced in English. So that students do not feel embarrassed at the advanced level because they are unable to understand or respond to it.

¹⁹ Scott, Wendy A. "Teaching English to Children." Longman, (1995), 20–25.

²⁰ Jullyana, Hanifah, and Charlotte Ambat Harun. "Metode Listen and Do Untuk Meningkatkan Pembelajaran Listening Di Sekolah Dasar." Jurnal PGSD Kampus Cibiru 3.2 (2015): 3.

This method does have the advantage of activating the great potential possessed by students, such as:

- 1) Students have long-term memories, this is because students actively carry out the learning process.
- 2) Language learning is fun for teachers and students.
- 3) Students feel free from feelings of pressure (stress) when studying.
- 4) In learning pronunciation, students are not embarrassed to say a word or sentence.

However, the application of this method guides using commands or instructions. The teacher must provide effective methods if students do not want to carry out instructions (imitate) what the teacher has said in a word or sentence during the teaching and learning process.

"Listen and Do" is a method that enables students to actively perform according to instructions and mimic to build their own understanding of learning English. Below are the general steps to implement the "Listen and Do" method in the classroom:

- 1) **Introduction:** Provide context or background about the topic to be learned. Open a discussion with open-ended questions or examples that engage students' attention.
- 2) **Collaboration:** Divide students into groups for discussion and mutual learning.

- 3) **Stimulation:** Implement the "Listen and Do" method by giving an instruction to pronounce a word or sentence to be imitated by students. (Throughout the learning process, stay within the context according to the syllabus material)
- 4) **Observation:** Provide students with opportunities to practice independently and mimic what they have heard or observed.
- 5) **Guidance:** Provide necessary guidance or instructions to assist students in pronouncing each word or sentence.
- 6) **Reinforcement:** Use videos of native speakers pronouncing each word to understand correct English pronunciation.

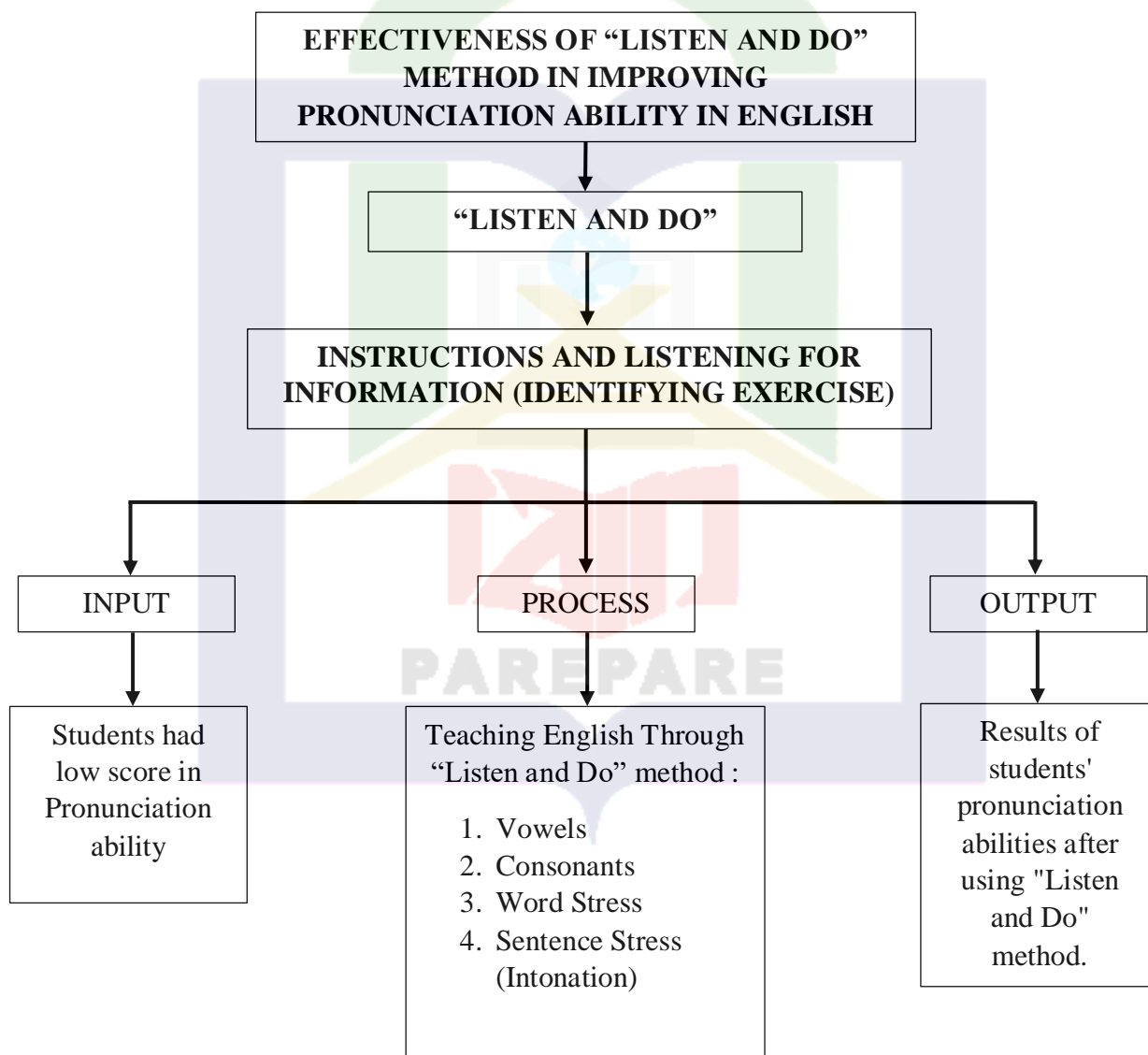
d. "Listen & Do" in Teaching and Learning Pronunciation

In the context of education, teaching, and learning pronunciation have always been considered crucial skills. Understanding these skills poses a significant challenge for both students and teachers. Teachers play a pivotal role in determining appropriate learning methods to ensure the effective dissemination of knowledge. During the teaching and learning process in the classroom, students are exposed to English extensively, adapting the learning approach using the 'Listen and Do' method. While listening to English contexts from both audio sources and instructions provided by the teacher, students must precisely imitate the pronunciation. This not only enhances their understanding but also enables them to replicate parts of conversations quite effectively

C. Conceptual Framework

The primary focus of this research aligns with the research title, which delves into the application of the 'Listen and Do' method to enhance English pronunciation skills at MAN 2 Barru. The conceptual framework of this research can be diagrammatically described as follows.

Diagram 1. Conceptual framework



Based on the framework outlined above, researchers applied the "Listen and Do" method through instruction and listening exercises (identification exercises). They commenced by administering a pre-test to students to gauge their proficiency in pronunciation prior to instruction. Throughout the classroom sessions, researchers employed the "Listen and Do" method to teach pronunciation, allocating four sessions for this purpose. The pronunciation curriculum covered vowels, consonants, word stress, and sentence stress (intonation) as assessment criteria. Subsequently, a post-test was administered to evaluate students' pronunciation proficiency after the instructional intervention. These results serve as a benchmark for assessing the success of the research.

D. Hypothesis

A hypothesis is a temporary answer to a problem faced and needs to be tested for truth with more complete and supporting data. This research was conducted to find out how effective the "Listen and Do" method is in improving the pronunciation abilities of class X students at MAN 2 Barru.

H_0 : There is no significant increase in the pronunciation abilities of class X MAN 2 Barru students.

H_1 : There is a significant increase in the pronunciation abilities of class X MAN 2 Barru students.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Approaches and Types of Research

The research approach used is quantitative, a quantitative approach is used by researchers to test hypotheses. The quantitative approach proves the presentation of data using numbers. Researchers used this type of research in the form of a Pre-Experimental Design in the form of One-Group Pretest-Posttest Design. Researchers used Pre-Experimental research as a reference to compare students' pronunciation abilities before and after being given the "Listen and Do" method. In this Pre-Experimental Design, there is no control variable (control class) and it is not chosen randomly²¹.

B. Location and Time of Research

The location for this research is based on the consideration that the institution/school has accepted and is prepared for its students to be part of the study. The research was carried out at MAN 2 Barru in Barru Regency, South Sulawesi Province, specifically in class X.2. The researcher has scheduled 30 days for the study at MAN 2 Barru. Several factors influenced the selection of this location, including the following:

²¹ Santoso, Erik. "Penggunaan model pembelajaran kontekstual untuk meningkatkan kemampuan pemahaman matematika siswa sekolah dasar." *Jurnal Cakrawala Pendas* 3.1 (2017): 24.

1. The research was carried out at MAN 2 Barru because the aim is to find out how effective the application of the “Listen and Do” method on improving the pronunciation of class X students.
2. The school's location in my area has great potential for enhancing the quality of English language learning. Thus, the development of human resources through education becomes a key factor in improving the welfare aspect of my community.
3. Moreover, the location is easily accessible and cost-effective.

C. Population and Sample

1. Population

The subjects of this research was taken from MAN 2 Barru, South Sulawesi Province. The subjects of this research were class X students at MAN 2 Barru. Each class consists of 4 classes with a total of 22 students per class. The population is all research objects/subjects determined by the researcher. Meanwhile, a portion taken from the entire object being studied and considered to represent the entire population is called a research sample.²² The population of this study was 75 students taken from class X randomly as research subjects. The researcher took samples from several students in one class totaling 7 students as representatives of the entire population.

²² Machali, I. “Metode Penelitian Kuantitatif: Panduan Praktis Merencanakan, Melaksanakan dan Analisis dalam Penelitian Kuantitatif.” Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri (UIN) Sunan Kalijaga Yogyakarta, (2021), 67.

2. Sample

Researchers used probability sampling techniques with cluster random sampling specifications. Cluster sampling is a probability sampling technique where researchers divide the population into several groups (clusters) for research. So, the researcher then selected groups randomly using simple random sampling techniques or systematic random sampling for data collection and analysis units. Research using random sampling techniques gives each subject equal rights to have the opportunity to be selected as a sample.²³ This means that this technique gives each subject the same opportunity. This research does not prioritize other subjects as samples.

D. Procedure of Collecting Data

The implementation of the research followed a clear and systematic procedure, ensuring smooth and rule-compliant execution. The research was conducted meticulously and in detail to avoid any potential harm to the involved parties. Initially, the researcher conducted a preliminary observation at the target school. Meetings were held with the principal to determine if the school or institution was ready to conduct the research. Subsequently, the researcher met with the relevant English teacher to discuss the average English proficiency of the students, with a specific focus on pronunciation skills. Classroom visits were also made to inform the students in class X.2 about the research. The researcher

²³ Abdullah, M. "Metode Penelitian Kuantitatif." Aswaja Pressindo, (2014), 234.

provided information to the students in class X.2 regarding the syllabus-aligned material and introduced the "Listen and Do" teaching method. The English classes were conducted for 2 hours per week over 4 weeks. The teaching material was aligned with the syllabus, specifically focusing on pronunciation.

The pronunciation material was tailored to fit the syllabus to ensure that the learning process was not disrupted or delayed during the research. Two tests were administered: a pre-test and a post-test, conducted on different days. The pre-test was administered to measure the initial level of students' pronunciation skills in English, before implementing the treatment. The post-test was conducted after the treatment to gather final data on the field activities. Evaluation tests were administered at the end of each cycle to assess the progress made by the students in pronunciation.

The steps that the researcher took in collecting the data needed during the research. The researcher implemented the treatments as follows.

a. First meeting

The steps taken by the researcher in the classroom included introducing themselves to the students and providing information about the purpose of the research on the "Listen and Do" method. Following this, the researcher conducted a pre-test to assess the initial English pronunciation skills of the students in class X.2. During the pre-test, the researcher used a voice recorder (VN) to capture the students' voices. The purpose of the audio recorder was to ensure an objective assessment by the researcher.

b. Second meeting

The researcher began implementing the "Listen and Do" method by explaining the learning objectives. A brief explanation of the topic and context was given according to the syllabus. The material taught in class is descriptive text. During the learning process, the researcher provided clear and structured oral instructions. The researcher observed the students' enthusiasm and engagement and conducted a brief evaluation to assess their understanding.

c. Third meeting

The researcher introduced the material on descriptive text, focusing on text structure by describing local tourist attractions. Then give verbal instructions to students for each word and sentence in English. The students were very active in imitating every word and sentence spoken by the researcher.

d. Fourth meeting

The researcher continued with the procedure text material, covering characteristics and linguistic features. Instructions involved students imitating the pronunciation of words and sentences as per the audio of a native speaker.

e. Fifth meeting

The researcher instructed the students to create example procedure texts. Each student picked a rolled paper prepared by the researcher and followed the theme provided on the paper.

f. Sixth meeting

The researcher conducted a post-test. during the post-test, the researcher used a voice recorder (VN) to capture the students' voices. To measure the effectiveness of the "Listen and Do" method in improving students' English pronunciation. By these steps, the researcher aimed to assess the impact of the "Listen and Do" method on students' language learning and pronunciation ability.

E. Operational Definition of Variables

The operational definition of variables refers to the boundaries and methods used to measure the variables under study. Operational definitions (DO) of variables are arranged in matrix form, which contains: variable name, variable description (DO), measuring instrument, measuring results, and measuring scale used (nominal, ordinal, interval, and ratio).²⁴ The operationalization of variables provides specific instructions to researchers on how to measure a variable.

²⁴ Ulfa, Rafika. "Variabel penelitian dalam penelitian pendidikan." *Al-Fathonah* 1.1 (2021), 350.

Researchers use quantitative research by examining the relationship between two variables. From the two variables, researchers can determine the use of independent and dependent variables in experimental research.

1. The independent variable is a single variable that is not influenced by other variables. The researcher determined the "Listen and Do" method as the independent variable given the symbol X.
2. The dependent variable is a variable that is influenced by the presence of an independent variable. In this study, the independent variable is the increase in English pronunciation which is given the symbol Y.



Explanation:

X: "Listen and Do" Method

Y: Improved English pronunciation

F. Research Instrument

1. Pronunciation Test

Researchers used a pronunciation test as an instrument, to find out the extent of students' abilities in English pronunciation. The achievements of this research are divided based on the level of vowels, consonants, word stress, sentence stress, and intonation. The researcher will give instructions to

students so that they can then imitate the pronunciation. The aim is to consider research through this test. Then the researcher was used a voice recorder as a tool to record the reading results of student voice samples. Researchers use these instruments following one of the criteria for quantitative data.

The data collection on the research instrument was carried out in 2x tests, namely pre-test and post-test. Each test is 30 minutes long with a total of 15 questions and 1 Pharagraf by reading some words and sentences. The pre-test and post-test questions are different so that researchers know students' abilities in pronunciation of each word/sentence spoken. This test aims to determine the extent of students' pronunciation in English. This instrument also fulfills the validity of the data so it is said to be valid.

2. Audio Recorder

Researchers used an audio recorder as an instrument, to better assess repeatedly. In assessing using an audio recorder, researchers are able to be more objective in assessing students' pronunciation abilities. Researchers are expected to record identifiable information about participants in the testing process. The use of an audio recorder to observe or assess objectively to reach a decision as well as evidence of ongoing research. This assessment is made to avoid assumptions and prejudices that are inconsistent with the facts.

G. Data Analysis Technique

Data analysis techniques aim to answer existing problem formulations. This research is quantitative, so the data uses the following statistical methods.

1. Data analysis

Student research criteria for evaluating English pronunciation. Researchers describe student scoring criteria for students' pronunciation abilities according to quantitative analysis.

a. Classification of student scoring

In actual implementation of the teaching and learning process in the classroom, the teacher needs to prepare a learning plan in the form of written preparation.²⁵ The form of the criteria table for assessing student abilities is as follows.

²⁵ Andi Nurwati, "Penilaian Ranah Psikomotorik Siswa dalam Pelajaran Bahasa," *Edukasia : Jurnal Penelitian Pendidikan Islam* 9, no. 2 (September 27, 2014): 390.

Table 3.1 Classification of Student Scoring on Pronunciation Ability²⁶

Category	Vowels	Consonants	Word Stress	Sentence Stress (Intonation)
5	Pronunciation of vowels correctly all the time.	Pronounces consonants correctly all the time.	Places stress on the right syllable of multisyllabic words all the time.	Places stress on focus words and other keywords all the time.
4	Pronunciation of vowels correctly most of the time.	Pronounces consonants correctly most of the time.	Places stress on the right syllable of multisyllabic words most of the time, but miss places it on a few words.	Places stress on focus words and other keywords most of the time.
3	Makes inconsistent vowel errors.	Makes inconsistent consonant errors.	Places stress on the right syllable of multisyllabic words most of the time, but miss places it on certain words.	Places stress on focus words and other keywords sometimes.
2	Pronounces some vowels incorrectly consistently.	Pronounces some consonants incorrectly consistently.	Places stress on the right syllable of multisyllabic words most of the time, but miss places it on certain words.	Frequently misplaces stress on focus words and other keywords.
1	Vowel errors are frequent.	Consonant errors are frequent.	Frequently missing places stress on multisyllabic words.	Sentence stress is rarely identified

²⁶ Purnama R., "The Application of Tongue Twister to Improve Students' Pronunciation (MTsNI Aceh Besar)." Thesis. Aceh: Ar-Raniry State Islamic University Darussalam. (2019), 36.

b. Calculation of student scores

Scoring is a process of changing test answers into numbers.²⁷

Scoring is an important process in the assessment system because the results of scoring will measure students' competence, learning behavior, and learning outcomes within a certain period. This scoring system is intended as a basis for consideration and knowing students' performance levels. The calculation of student scores in the pronunciation assessment is as follows.

$$Skor = \frac{\text{student achievement scores}}{\text{maximum score}} \times 100$$

c. Level of Students Individuals

After the score calculation is carried out, the results of the final score will then be adjusted to the level assessment. So it can be described that students have or cover the level of student English pronunciation at a certain level. Level of Students Individuals in Pronunciation assessment is as follows.

²⁷ Toriq Syahputra A., Nurjannah N., and Arsyam M. "Pemberian Skor Dan Sistem Penilaian Dalam Pembelajaran." Preprint. Open Science Framework, January 31, (2021).

Table 3.2 Level of Students Individuals in Pronunciation

Categories	Scores
Very good	85 – 99
Good	75 – 84
Average	60 – 74
Bad	40 – 59
Very bad	0 – 39

2. Analisis inferensial

Inferential statistics can also be referred to as probability statistics because the outcomes of the data in the sample are based on chance. This implies that the conclusions drawn from these results were presented in percentage form. Various forms of inferential statistical analysis include regression analysis, hypothesis testing, comparative analysis, and others. In data analysis techniques, researchers employ regression analysis to demonstrate the relationship between variable X and variable Y.

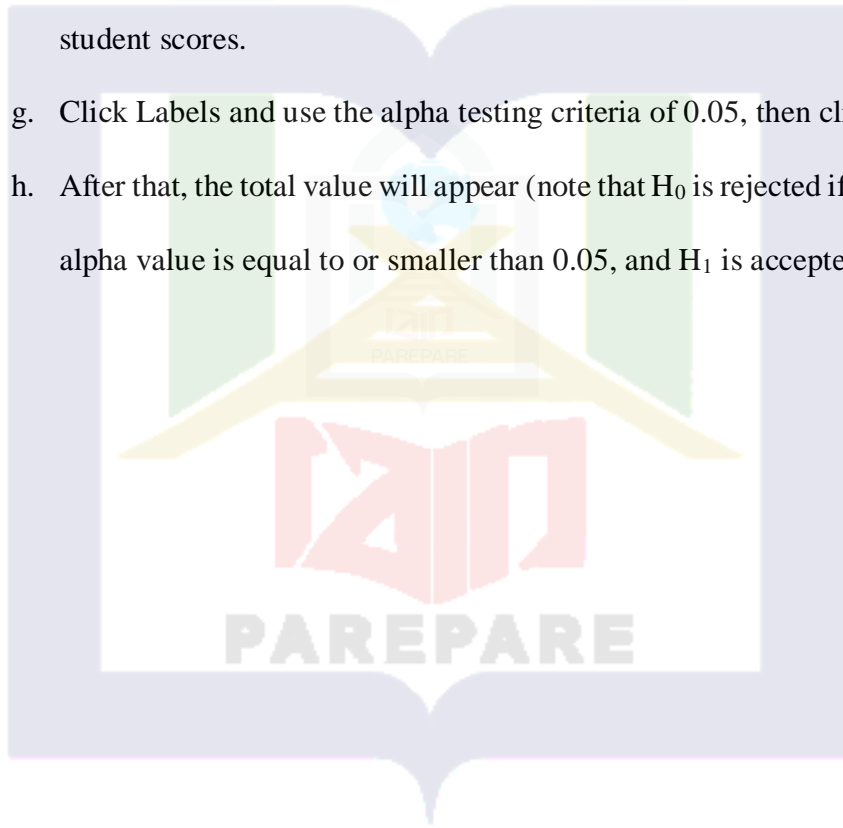
The following are the steps for regression analysis with a one-group pretest-posttest design:

- a. Open Microsoft Excel
- b. This design involves two measurements: pre-test and post-test. In this design, only one class/group is involved, meaning there is no control class.

The following steps outline the t-test in Excel.

- c. Enter pre-test and post-test data in Excel.

- d. To open the data analysis feature, click on the Excel icon. The first step is to click File > Options > Add-Ins; after that, there will be four options. Check the Analysis feature, then press OK.
- e. Click Analysis Data, then click T-Test Paired Two Samples for Means. This will display variables 1 and 2 on the screen.
- f. After that, enter the pre-test data in variable 1 by selecting the entire student scores. Then, input the post-test data in variable 2 by selecting the entire student scores.
- g. Click Labels and use the alpha testing criteria of 0.05, then click OK.
- h. After that, the total value will appear (note that H_0 is rejected if the resulting alpha value is equal to or smaller than 0.05, and H_1 is accepted).



CHAPTER IV FINDINGS AND DISCUSSIONS

A. Findings

The researcher examined the effectiveness of the “Listen and Do” method in improving the English pronunciation of students in class X.2 at MAN 2 Barru. Based on the research conducted in the classroom, the researcher has fulfilled the requirements to ensure whether or not there was an improvement in the students' pronunciation using the “Listen and Do” method. The researcher administered a pre-test and a post-test to each student, which were then analyzed using Microsoft Excel's automatic data analysis features.

1. English pronunciation ability of 10th-grade students at MAN 2 Barru before the implementation of the 'listen and do' method

In this pre-test section, the researcher each provided 16 questions that were divided into several parts: 5 questions on vowels, 5 questions on consonants, 5 questions on word stress, and 1 paragraph on intonation. If a student pronounces each word correctly, it will be worth 1 point. After administering the pre-test to the students, the researcher was able to measure the students' English pronunciation levels. The following is the classification of the students' pre-test scores, which serves as a benchmark for their pronunciation levels before the treatment.

Table 4.1 Students' Pronounce Score and Classification in Pre-Test Activity

No.	Name	The Students' Pre-Test Score		
		Total Point (out of 20)	Conversion Score (out of 100)	Classification
1	AR	10	50	Bad
2	AFK	6	30	Very Bad
3	AKN	11	55	Bad
4	ABM	5	25	Very Bad
5	MF	4	20	Very Bad
6	MTA	5	25	Very Bad
7	M	7	35	Very Bad
8	SA	6	30	Very Bad
9	WPA	5	25	Very Bad
10	DH	5	25	Very Bad
11	D	5	25	Very Bad
12	IA	6	30	Very Bad
13	MS	5	25	Very Bad
14	NN	6	30	Very Bad
15	RH	4	20	Very Bad
16	R	5	25	Very Bad
17	SFTZ	4	20	Very Bad
18	ZT	6	30	Very Bad
19	Z	4	20	Very Bad
Total		110	545	
Mean Score		28.68		

(Source: The students' score in pre-test)

Based on the previous table of student scores and classifications in the pre-test, the majority of students were classified as "very bad," while a small number were

classified as "bad". Overall, the total score for all 19 students was 545 points. This indicates that the student's scores on the pre-test were generally poor. The average student score calculated from these results is 28.68.

After calculating the student's scores on the pre-test, these scores were classified into percentages. The frequency percentages in the pre-test are displayed in the following table.

Table 4.2 The Rate Percentage of the Frequency of the Pre-Test

No.	Classification	Score	Frequency of Pre-Test	Percentage of Pre-Test
1	Very good	85 – 99	0	0%
2	Good	75 – 84	0	0%
3	Average	60 – 74	0	0%
4	Bad	40 – 59	2	11%
5	Very bad	0 – 39	17	89%
Total			19	100%

(Source: The rate percentage of the frequency of the pre-test)

According to the table, the students' pronunciation levels were predominantly classified as very poor. These pre-test results act as baseline measurement before applying the "Listen and Do" method. The pre-test percentage reveals that 11% of the students were categorized as "bad" and 89% were categorized as "very bad" in their English pronunciation abilities.

- English pronunciation ability of 10th-grade students at MAN 2 Barru after the implementation of the 'listen and do' method

The researcher conducted a post-test after the implementation “Listen and Do” method on teaching pronunciation the post-test results, average score, and

pronunciation percentage of the students were displayed by the researcher in this part. The result of the post-test is in the table below.

Table 4.3 Students' Pronounce Scores and Classification in Post-Test Activity

No	Name	The Students' Post-Test Score		
		Total Point (out of 20)	Conversion Score (Out of 100)	Classification
1	AR	18	90	Very Good
2	AFK	15	75	Good
3	AKN	16	80	Good
4	ABM	12	60	Average
5	MF	12	60	Average
6	MTA	10	50	Bad
7	M	16	80	Very Good
8	SA	13	65	Average
9	WPA	16	80	Good
10	DH	14	70	Average
11	D	14	70	Average
12	IA	16	80	Good
13	MS	12	60	Average
14	NN	12	60	Average
15	RH	12	60	Average
16	R	13	65	Average
17	SFTZ	14	70	Average
18	ZT	13	65	Average
19	Z	13	65	Average
TOTAL		261	1305	
Mean Score		68.68		

(Source: The students' score in post-test)

Based on the table of student scores and classifications on the post-test, 2 students were classified as "very good," 4 students were classified as "good", 12 students were classified as "average", and 1 student was classified as "bad". Overall, the total score

for all 19 students was 1305 points, indicating that the students' scores on the post-test were good. The average student score calculated from these results is 68.68.

After calculating the students' scores on the post-test, these scores were classified into percentages the frequency percentages in the pre-test are displayed in the following table.

Table 4.4 The Rate Percentage of the Frequency of the Post-Test

No.	Classification	Score	Frequency of Post-Test	Percentage of Post-Test
1	Very good	85 – 99	2	11%
2	Good	75 – 84	4	21%
3	Average	60 – 74	12	63%
4	Bad	40 – 59	1	5%
5	Very bad	0 – 39	0	0%
TOTAL			19	100%

(Source: The rate percentage of the frequency of the post-test)

Based on the table above, it is evident that there has been an improvement in students' pronunciation after receiving treatment using the "Listen and Do" method. The post-test percentages show that 11% of students were categorized as "very good," 21% of students were categorized as "good", 63% of students were categorized as "average", and 5% of students were categorized as "bad" in their English pronunciation abilities.

3. The effective english pronunciation ability of 10th-grade students at MAN 2 Barru
 - a. The result of the pre-test and the post-test

As a result, it was explained that this study used pre-test and post-tests to measure students' Pronunciation before and after treatment using the

“Listen and Do” method. The scores comparison between the pre-test and post-test showed as follows:

Table 4.5. The Score Comparison between Pre-Test and Post-Test

No.	Name	The Students' Score	
		Pre-Test	Post-Test
1	AR	50	90
2	AFK	30	75
3	AKN	55	80
4	ABM	25	60
5	MF	20	60
6	MTA	25	50
7	M	35	80
8	SA	30	65
9	WPA	25	80
10	DH	25	70
11	D	25	70
12	IA	30	80
13	MS	25	60
14	NN	30	60
15	RH	20	60
16	R	25	65
17	SFTZ	20	70
18	ZT	30	65
19	Z	20	65
Total		545	1305
Mean Score		28.68	68.68

(Source: The students' scores in pre-test and post-test)

Based on data from a table, the pre-test has an average value of 27.37 (X_1) but the post-test has an average value of 70 (X_2). As a result, the average post-test score increased compared to the pre-test average score. This means that students' pronunciation improves after the learning process using the "Listen and Do" method.

The table above shows that there is a difference in the increase in student scores before and after treatment. This proves that the effectiveness of the "Listen and Do" method can improve students' English pronunciation skills.

b. The rate percentage of the frequency of the pre-test and the post-test

The percentage of the frequency in the pre-test and the post-test was displayed in the following table.

Table 4.6. The Rate Percentage of the Frequency of the Pre-Test and the Post-Test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Very good	85 – 99	0	2	0%	11%
2	Good	75 – 84	0	4	0%	21%
3	Average	60 – 74	0	12	0%	63%
4	Bad	40 – 59	2	1	11%	5%
5	Very bad	0 – 39	17	0	89%	0%
Total			19	19	100%	100%

(Source: The rate percentage of the frequency of the pre-test and post-test)

The data of the previous table showed the rate percentage of the frequency of the pre-test. There are 2 student achieved “bad” score (11%) and 17 students who achieved a “very bad” score (89%). While the rate percentage of the frequency of the post-test, 2 students achieved a “very good” score (11%), 4 students achieved a “good” score (21%), 12 students achieved an “average” score (63%), and 1 student achieved a “bad” score (5%). The percentage in the post-test showed that the students who achieved good scores were higher than the students who

achieved bad scores in the percentage in the pre-test. It indicated that the students improved their pronunciation after treatment with the “Listen and Do” method.

c. T-test Result and Hypothesis Testing

The table that shows the difference in mean score between the pre-tests and the post-tests is provided below. The T-test and T-table were statistically used in the following ways to get the students’ scores:

Table 4.7. T-Test Result Column
T-Test: Paired Two Sample for Means

	<i>Pre-Test</i>	<i>Post-Test</i>
Mean	28.68	68.68
Variance	88.45	99.56
Observations	19	19
Pearson Correlation	0.64	
Hypothesized Mean Difference	0	
df	18	
t Stat	21.35	
P(T<=t) one-tail	1.55	
t Critical one-tail	1.73	
P(T<=t) two-tail	3.1	
t Critical two-tail	2.1	

(Source: The calculation of pre-test and post-test by Excel)

Researcher use a T-Test (paired two samples for means) to find out the mean is a statistical method used to compare the means of two related groups to determine the extent of the differences. This test is used by researchers in experiments where measurements are taken pre-test (before treatment) and post-test (after treatment) on the same subjects (class X.2).

The hypothesis testing in this study employs a paired two-sample t-test with a pre-experimental one-group design. The significance level (α) is set at 5%, with a degree of freedom (df) of 18. The T-statistic is 21.35, indicating the significance of the test results. Variance the table of pre-test scores is 88.45, and the post-test scores are 99.56 on average for each test. The sample size for this test is 19, with a correlation coefficient between pre-test and post-test scores of 0.64. This is a strong indicator of a positive linear relationship between pre-test and post-test scores, which shows that the “Listen and Do” method consistently improves students' pronunciation abilities in English. This value indicates the strength and direction of the linear relationship between the two sets of scores.

According to the testing criteria, if the t-test value is greater than the t-table value, the alternative hypothesis (H_1) is accepted, and the null hypothesis (H_0) is rejected. The t-table value is 2.10, and the t-statistic is 21.35. Since the t-statistic (21.35) is higher than the critical t-table value (2.10), it can be concluded that students' pronunciation improved significantly after receiving the treatment. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. In conclusion, there is an improvement in students' pronunciation following the use of the "Listen and Do" method in English language learning.

B. Discussion

Based on the scope of research that has been carried out. The researcher groups several research results into the following.

1. English pronunciation ability of 10th-grade students at MAN 2 Barru before implementing "Listen and Do" method.

The initial observations conducted by the researcher, which included interviews with teachers and students about the students' inability to speak English, revealed the need for basic pronunciation training to improve their speaking skills. Pronunciation was identified as the most crucial aspect of speaking English. Additionally, the "Listen and Do" method had not been used before in teaching, especially in English classes at the research location. During the pre-test session, the researcher found that some students were not familiar with English. Several students were still confused about the pronunciation of each word given by the researcher.

Based on pre-test data, students' pronunciation levels were predominantly classified as very poor. These pre-test results act as baseline measurement before applying the "Listen and Do" method. The pre-test percentage reveals that 11% of the students were categorized as "bad" and 89% were categorized as "very bad" in their English pronunciation abilities, meaning none of the students achieved good scores. In the pre-test pronunciation assessment, the average students' performance was still lacking. Here are several aspects that why students have "bad" and "very bad" scores:

a. Vowel Pronunciation:

During the pre-test, students frequently mispronounced certain words. Several English words resulted in unclear pronunciation. The following words were often mispronounced by the students.

Vowels	Pronounce	Student's transcript
Come	/kʌm/	/kom/
At	/ət/	/aət/
Book	/bʊk/	/bok/
Like	/laɪk/	/lek/ or /lik/

b. Consonant Pronunciation:

Students often neglect proper consonant pronunciation, likely because they are still learning English vocabulary. Their pronunciation tends to match the letters they see.

Consonant	Pronounce	Student's transcript
Name	/neɪm/	/nam/ or /name/
Bank	/bæŋk/	/bek/
Think	/θɪŋk/	/tik/
Usual	/'ju:ʒəl/	/usual/

c. Word Stress:

Students were not yet familiar with stressing the correct syllable in a word. For example, the pronounced student in the table below has different stresses that change its meaning:

No.	Word Stress		Pronounce	Student's transcript
1	Present (N)	PRE sent	/'pre-zənt/	/'pre-sənt/
	Present (V)	pre SENT	/pri-'zent/	/pre-sent/
2	Record (N)	RE cord	/'re-kərd/	/'re-kərd/
	Record (V)	re CORD	/ri-'kɔrd/	/re-'kɔrd/
3	Recall (N)	RE call	/'rē-,kəl/	/'rē-,kal/
	Recall (V)	re CALL	/ri-'kəl/	/re-'kal/
4	Converse (N)	CON verse	/'kän-,vərs/	/'kon-,vərs/
	Converse (V)	con VERSE	/kən-'vərs/	/kon-'vərs/
5	Desert (N)	DE sert	/'de-zərt/	/dres/
	Desert (V)	de SERT	/di-'zərt/	/dres/

d. Intonation:

Students had not fully mastered proper word intonation. This was due to their unfamiliarity with word pronunciation, and the intonation produced during the test reading made it difficult for listeners to understand.

Students were still confused about the pronunciation of each word provided by the researcher. Some students had never even heard or seen the words before. This was because English was something new to them.

2. English pronunciation ability of 10th-grade students at MAN 2 Barru after implementing the "Listen and Do" method.

Practicing the four English skills, especially in speaking not only enhances students' pronunciation but also automatically expands their vocabulary.

Vocabulary is very important to do in both oral and written communication.²⁸ A

²⁸ Nurul Hasanah and Syahban Mada Ali, "Personal Vocabulary Notes (PVN) Method Affects The Students' Vocabulary Mastery at IAIN Parepare," n.d., 68.

wide vocabulary range enables the effective conveyance of ideas or information through both writing and speaking. Therefore, vocabulary range, particularly in speaking skills related to pronunciation, is crucial for mastering English. Learning about pronunciation develops the students' abilities to comprehend spoken language.²⁹

Pronunciation is an essential part of speaking skills. Good pronunciation leads to clear communication. Therefore, learning pronunciation is crucial in teaching English in the class. Greater attention should be paid to pronunciation so that students can actively speak English and pronounce words correctly.³⁰ Therefore, pronunciation needs to be considered for effective communication. The use of the "Listen and Do" method was indeed effective in improving students' learning outcomes in English pronunciation.

This is evidenced by the research results, there has been an improvement in students' pronunciation after receiving treatment using the "Listen and Do" method. The post-test percentages show that 11% of students were categorized as "very good," 21% of students were categorized as "good", 63% of students were categorized as "average", and 5% of students were categorized as "bad" in their English pronunciation abilities.

²⁹ Ratih Saltri Yudar, Dionisius Tito Aditomo, and Novia Sariahta Silalahi, "The Movie as a Helper for Students' Pronunciation in Speaking Skill Class" 2, no. 1 (2020): 16.

³⁰ Yudar, Aditomo, and Silalahi, 16.

In the post-test session, improvements compared to the previous test were evident. Students' pronunciation skills have increased from before:

a. Vowel and Consonant Pronunciation

The post-test results show an average improvement in vowel pronunciation. This is evidenced by the scores students obtained in the post-test. The improvement is attributed to the student's ability to recognize each vocabulary word and accurately mimic the words instructed by the teacher during the treatment.

b. Word Stress

In the word stress session, the results have not yet met the desired target. However, there has been some progress compared to before. Students are beginning to understand stress on specific syllables in words. Although there is still some confusion between stressing verbs and nouns. For example, the word "extract" has different stress patterns:

Extract (Noun) - EXtract => /'ek-, strakt/ (Essence)

Extract (Verb) – exTRACT => /ik-'strakt/ (To extract)

Many students are still confused about determining stress between the noun and verb forms of the word.

c. Intonation

Students have fully mastered correct intonation. This is due to their increased familiarity with vocabulary learned from the classroom treatment. Their understanding of word pronunciation and the resulting intonation from

reading tests has improved, making their speech more comprehensible to listeners.

3. The effectiveness "Listen and Do" method in improving the pronunciation ability of 10th-grade students at MAN 2 Barru.

The TPR (Total Physical Response) approach was first popularized by Dr. James Asher, an American psychologist, in the 1970s. Listen and do activities are the basis of Total Physical Response (TPR) Language teaching.³¹ The "Listen and Do" method is part of the Total Physical Response (TPR) Learning approach activity. In Indonesia, "Listen and Do" method first appeared in 2015 through research conducted by Hanifah Jullyana. The TPR (Total Physical Response) approach uses the "Listen and Do" method to structure listening lessons, actively involving students in learning.³² Since then, the research has evolved, leading to the development of several teaching methods, one of which is "Listen and Do," inspired by the TPR approach. "Listen and Do" is a foundational teaching method that incorporates the principles of TPR. This learning method is designed to be very engaging, the researcher made the "Listen and Do" method a prominent approach. The "Listen and Do" method is considered a prominent approach because it engages students in active learning. Approaches that promote

³¹ Nation and Newton, *Teaching ESL/EFL Listening and Speaking*, 2.

³² Jullyana and Harun, "Metode Listen and Do untuk meningkatkan Pembelajaran Listening di Sekolah Dasar," 2.

active learning often explicitly ask students to make connections between new information and their current mental models, extending their understanding.³³ Researchers design learning activities in the class that allow students to learn for more accurate understanding actively. Through instructions provided by the researcher, students consciously follow the given instructions. This involves actions such as pronouncing words, imitating pronunciation from native speakers through audio, and reading sentences.

Based on the research results using the "Listen and Do" method at MAN 2 Barru. The implementation of the "Listen and Do" method can significantly contribute to enhancing both the quality and quantity of student participation in learning activities at the school. Before conducting the teaching-learning process, educators should consider the students' conditions, instructional media, apply methods, and the material to be taught.

This is evidenced by the research results, where the students' average pre-test score (before treatment) was 28.68, while the average post-test score (after treatment) was 68.68. In the T-test value it is at 21.35, which means this value determines the significance of the test results. In the variance, the pre-test score was 88.45 and the post-test score was 99.56 on average for each test. The number of samples in this test was 19, with a correlation

³³ Brame, Cynthia. "Active learning." Vanderbilt University Center for Teaching (2016)

coefficient between pre-test and post-test scores of 0.64. Thus a strong indicator of a positive linear relationship between pre-test and post-test scores, indicating that the "Listen and Do" method has a consistent effect in improving students' pronunciation abilities in English. This value indicates the strength and direction of the linear relationship between the two sets of scores obtained. This indicates an improvement in the learning outcomes of students at MAN 2 Barru regarding their pronunciation skills in English learning. Improvements using the "listen and do" method were most effective for 10th-grade students at MAN 2 Barru in the areas of vowels and consonants compared to word stress and intonation. This was because vowels and consonants were clearer and more measurable than word stress and intonation. Word stress and intonation often require broader context and more extended practice to master. Specifically in the word stress part, students were still confused about distinguishing stress in verbs versus nouns.

The score-taking process is based on a rubric. Assessment is a process in which the teacher or examiner collects information to get a score as the final result which is used to determine the level of student's comprehension or understanding of learning material. To determine the level of students' understanding in mastering English pronunciation, teachers must determine the assessment objectively. In the process of recording student scores, the

assessment is grouped into four parts: vowels, consonants, word stress, and intonation.

The "Listen and Do" method in research involves a teaching approach where students listen to instructions or information provided by the teacher and then perform certain actions or tasks based on what they hear. In language learning contexts, particularly in teaching English to non-native speakers, the "Listen and Do" method may involve listening to spoken English instructions or prompts and responding by performing tasks such as repeating words, imitating the pronunciation of each word, or executing actions related to the instructions. This method emphasizes direct activities to improve understanding and mastery of the studied language. Direct method truly contributed a great deal of improvement in teaching another language worldwide.³⁴ The "Listen and Do" method focuses on developing listening skills, acquiring vocabulary, and the habit of speaking English.

In this method, the teacher gives commands or makes statements, and the students perform the actions as instructed by the teacher. The "Listen" process in learning English involves more than just hearing; it requires active listening to acquire vocabulary and understand the correct pronunciation of words. The more listening experiences students have, the greater their

³⁴ Choiril Anwar and Diah Fitriani, "Total Physical Response and Direct Method in Students' Vocabulary Mastery Learning," *SHAHIH: Journal of Islamicate Multidisciplinary* 1, no. 1 (June 28, 2016): 85, <https://doi.org/10.22515/shahih.v1i1.54..>

vocabulary acquisition and pronunciation accuracy will be. After the "Listen" process, the "Do" process follows. The "Do" process involves performing an activity based on what was heard, whether through spoken words or physical actions. In other words, the "Listen and Do" method is an active learning approach that encourages students to practice or imitate what they hear from the teacher.

Through listening, students acquire vocabulary and syntax, as well as better pronunciation, accent, and intonation.³⁵ The application of the "Listen and Do" method in the classroom involves specific activities that actively engage students in language learning, impacting their pronunciation proficiency and self-confidence. Key aspects of the process in the classroom include the learning materials used, duration, method, and the observed results.

Learning a language is crucial as a means of accessing knowledge. Specifically, English as an international language serves as a bridge to knowledge from other countries. Moreover, Speaking skills would also stand for the same, plus being the indispensable bridge of understanding and valuable communication.³⁶ English teachers strive to create a conducive

³⁵ Hura, Meiman Edi Putra, et al. "The Effect of Listen and do Activity on Students Listening Ability at The Eighth Grade of SMP Negeri 5 Idanogawo in 2022/2023." *Journal on Education* 6.1 (2023): 8170

³⁶ Ali, Hashim Hameed Hamudi. "The importance of the four English language skills: Reading, writing, speaking, and listening in teaching Iraqi learners." *Humanitarian and Natural Sciences Journal* 3.2 (2022): 160.

language learning environment. Non-native English teachers work hard to create a creative and language-rich classroom for their students. A teacher should have English knowledge and the proper way to transfer that knowledge.³⁷ In other words, an educator must be educated before they teach their students.

Teachers should be good at classroom management so that learning runs effectively and optimally³⁸. Several aspects need to be considered during the teaching and learning process in the classroom, such as planning and preparation of material, implementation, and organization of the class, teaching media, and teaching methods. The "Listen and Do" method is one effective method for transferring knowledge. This method is highly effective in the context of learning English. The "Listen and Do" method is a form of active learning. During the learning process, students follow instructions from the teacher, such as repeating words, imitating pronunciation, performing physical actions, or responding verbally.

After researching the use of the "Listen and Do" method to improve English pronunciation learning outcomes, it can be linked to theories related to the variables: the "Listen and Do" method as Variable X and the

³⁷ Hasanah, N., and Pratiwi Tri Utami. "Emerging Challenges of Teaching English in Non-Native English-Speaking Countries: Teachers' View." *English Language Teaching Educational Journal* 2.3 (2019): 118.

³⁸ Purnomo, Andri Cahyo. "Manajemen Kelas Dalam Meningkatkan Efektifitas Proses Belajar Mengajar." *JIPKIS: Jurnal Ilmiah Pendidikan Dan Keislaman* 2.1 (2022): 88.

improvement of English pronunciation as Variable Y. The response given by students to the educator was successful in the learning activity. Through clear and simple instructions, students can understand and remember the pronunciations they imitate. This enables them to retain each English vocabulary word better.

However, the "Listen and Do" method has its drawbacks. In its implementation, strict classroom management is necessary to maintain focus and attention. Clear and precise instructions are crucial to ensure students accurately follow the tasks. Additionally, students may encounter difficulties in accurately mimicking new pronunciation they hear.

Despite these challenges, learning activities using the "Listen and Do" method make students more actively engaged in the learning process. It is clear that measuring the extent to which students do or do not engage is important for a comprehensive assessment of the effectiveness of active learning strategies.³⁹ This meaningful engagement leaves a lasting impact on their learning experience. The learning activities carried out by class X.2 students influence mastery of the material in the class. This is done as a form of mastering competency standards in a planned and systematic manner. Good learning experiences and outcomes are generally measured by academic

³⁹ Wiggins, Benjamin L., et al. "ASPECT: A survey to assess student perspective of engagement in an active-learning classroom." *CBE—Life Sciences Education* 16.2 (2017): 2.

performance achievements.⁴⁰ This means that students' success in learning is assessed from mastery and experience. Efforts to assess students' abilities and skills in the process of absorbing, understanding, and mastering English pronunciation material have been well designed and implemented at MAN 2 Barru.



⁴⁰ Rosmilawati, Ila. "Konsep pengalaman belajar dalam perspektif transformatif: Antara Mezirow dan Freire." *Prosiding Seminar Nasional Pendidikan FKIP*. (2017): 318.

CHAPTER V

CLOSING

A. Conclusion

According to the findings in the previous chapter, Initial observations revealed significant pronunciation issues among students, as highlighted by interviews with teachers and students. The pre-test data indicated that 11% of students were categorized as "bad" and 89% as "very bad" in their English pronunciation abilities, with none achieving good scores. Common mispronunciations included vowels such as "come" (/kʌm/ pronounced as /kom/) and "book" (/bʊk/ pronounced as /bok/), as well as consonants like "name" (/neɪm/ pronounced as /nam/ or /name/) and "think" (/θɪŋk/ pronounced as /tik/). Additionally, students struggled with word stress, often mispronouncing words like "present" (noun: /'pre-zənt/, verb: /pri-'zənt/), and intonation, making it difficult for listeners to understand them.

Post-test results showed significant improvement, with 11% of students categorized as "very good," 21% as "good," 63% as "average," and 5% as "bad" in their English pronunciation abilities. The method helped students improve vowel and consonant pronunciation, with better recognition and mimicry of words. Although students still faced challenges with word stress, such as the difference between "extract" (noun: /'ek-,strakt/, verb: /ik-'strakt/), there was noticeable progress. Intonation improved significantly, as students became

more familiar with vocabulary and correct pronunciation through the classroom treatment.

Comparing pre-test and post-test results, the "Listen and Do" method demonstrated a substantial positive impact on students' pronunciation abilities. The pre-test average score was 28.68, which increased to 68.68 in the post-test. The T-test value of 21.35 and a correlation coefficient of 0.64 between pre-test and post-test scores indicated a strong, positive linear relationship. This method, despite requiring strict classroom management and clear instructions, effectively engaged students in active learning, enhancing their pronunciation proficiency and overall English-speaking skills. Improvements using the "Listen and Do" method were most effective for 10th-grade students at MAN 2 Barru in the areas of vowels and consonants compared to word stress and intonation. This was because vowels and consonants were clearer and more measurable than word stress and intonation. Word stress and intonation often require broader context and more extended practice to master. Specifically in the word stress part, students were still confused about distinguishing stress in verbs versus nouns.

B. Suggestion

For the Teachers, Teaching and learning English pronunciation can be challenging. Therefore, teachers are encouraged to be more creative in their teaching methods to keep students engaged and help them achieve learning goals effectively. For the Students, The researcher advises students to apply and

consistently practice pronouncing the words in their daily lives. This practice will help ensure that the vocabulary taught or learned is retained and not easily forgotten. For Future Researchers, The researcher suggests that future researchers explore the potential effectiveness "Listen and Do" method in all subjects, particularly in enhancing English skill.



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APPENDIX

Appendix 1: Virtue of Consultant Degree



**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 4365 TAHUN 2023
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBIYAH

Menimbang		a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023.
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mangingat		1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 397 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2016 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare;
		11.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 129 Tahun 2019 tentang pendirian Fakultas Tarbiyah
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Pelikan Nomor: SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023
Menetapkan		MEMUTUSKAN	
		KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;	
Kesatu	:	Menunjuk saudara;	<ol style="list-style-type: none"> 1. Dra Hj Nanning, M.Pd. 2. Nurul Hasanah, M.Pd.
		Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :	
		Nama	Mutia Fauziatulleq
		NIM	202020388203071
		Program Studi	Pendidikan Bahasa Inggris
		Judul Skripsi	Implementation of "Listen and Do" method in improving pronunciation ability in English
Kedua			Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:		Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare.
Keempat			Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di Parepare
Pada Tanggal 17 Oktober 2023
Dekan,



Dr. Sulfa, M.Pd.
NIP. 19830420 200801 2 010

Appendix 2: Research Permit Recommendation



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : JL. Amal Bakti No. 9, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-931/ln.39/FTAR.01/PP.00.9/03/2024

26 Maret 2024

Sifat : Biasa

Lampiran : -

H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI BARRU

Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di

KAB. BARRU

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : MUTIA FAUZIATULHAQ
Tempat/Tgl. Lahir : PAREPARE, 07 April 2002
NIM : 2020203888203071
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : JL. VETAN NO. 103, KEL. PALANRO KEC. MALLUSETASI KAB.
BARRU

Bermaksud akan mengadakan penelitian di wilayah KAB. BARRU dalam rangka penyusunan skripsi yang berjudul :

EFFECTIVENESS OF "LISTEN AND DO" METHOD IN IMPROVING ENGLISH PRONUNCIATION ABILITY AT MAN 2 BARRU

Pelaksanaan penelitian ini direncanakan pada bulan Maret sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,



Dr. Zulfah, S.Pd., M.Pd.

NIP 198304202008012010

Appendix 3: Permission Research



PEMERINTAH KABUPATEN BARRU DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Mal Pelayanan Publik Masiga Lt. 1-3 Jl. Iskandar Umar Telp. (0427) 21662. Fax (0427) 21410
http://dpmptspk.barrukab.go.id : e-mail : barrudpmptspk@gmail.com .Kode Pos 90711

Barru, 1 April 2024

Kepada

Yth. Kepala Man 2 Barru

Nomor : 164/IP/DPMPTSP/IV/2024
Lampiran : -
Perihal : Izin Penelitian

di -
Tempat

Berdasarkan Surat dari Dekan Fak. Tarbiyah IAIN Parepare Nomor : B-931/in.39/FTAR.01/PP.00.9/03/2024 perihal tersebut di atas, maka Mahasiswa di bawah ini :

Nama : MUTIA FAUZIATULHAQ
Nomor Pokok : 2020203888203071
Program Studi : PENDIDIKAN BAHASA INGGRIS
Perguruan Tinggi : IAIN PAREPARE
Pekerjaan : MAHASISWI (S1)
Alamat : PALANRO SELATAN KEL. PALANRO KEC. MALLUSETASI KAB. BARRU

Diberikan izin untuk melakukan Penelitian/Pengambilan Data di Wilayah/Kantor Saudara yang berlangsung mulai tanggal 1 April 2024 s/d 30 April 2024, dalam rangka penyusunan Skripsi dengan judul :

EFFECTIVENESS OF "LISTEN AND DO" METHOD IN IMPROVING ENGLISH PRONUNCIATION ABILITY AT MAN 2 BARRU

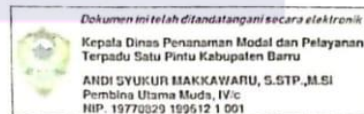
Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Kepala SKPD (Unit Kerja) / Camat, apabila kegiatan dilaksanakan di SKPD (Unit Kerja) / Kecamatan setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang Undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) eksemplar copy hasil penelitian kepada Bupati Barru Cq. Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kabupaten Barru;
5. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas.

Untuk terlaksananya tugas penelitian tersebut dengan baik dan lancar, diminta kepada Saudara (i) untuk memberikan bantuan fasilitas seperlunya.

Demikian disampaikan untuk dimaklumi dan dipergunakan seperlunya.

Kepala Dinas,



TEMBUSAN : disampaikan Kepada Yth.

1. Bapak Bupati (sebagai laporan);
2. Kepala Bappelitbangda Kab. Barru;
3. Dekan Fakultas Tarbiyah IAIN Parepare;
4. Mahasiswa yang bersangkutan.

Appendix 4: Letter of Research Completion



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BARRU
MADRASAH ALIYAH NEGERI 2 BARRU
Lakalitta Desa Cilellang Kecamatan Mallusetasi Kabupaten Barru
Email: man2barru16@gmail.com

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : B-293 /Ma.21.02.02/PP.00.6/05/2024

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Negeri (MAN) 2 Barru
Menerangkan bahwa :

Nama : MUTIA FAUZIATULHAQ
Nomor Pokok : 2020203888203071
Program Study : Pendidikan Bahasa Inggris
Nama Universitas : Institut Agama Islam Negeri (IAIN) Parepare
Judul Penelitian : **Effectiveness Of "LISTEN AND DO" Method In Improving English
Pronunciation Ability At MAN 2 Barru**


Bahwa nama tersebut diatas telah melakukan penelitian dalam rangka penyusunan Skripsi di
MAN 2 Barru pada tanggal 01 April s/d 30 April 2024.

Demikian surat keterangan ini kami buat dengan sebenarnya agar dapat dipergunakan
sebagaimana mestinya.

16 Mei 2024
Lakalitta, 25 Mei 2024
Kepala MAN 2 Barru

Rosnawati Buhari, MM
NIP. 19670916 199303 2 003

Appendix 5: Instrument of the Research

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH</p> <p><small>Jl. Amal Bhakti No 8, Bukit Harapan, Kec. Soreang, Kota Parepare, Sulawesi Selatan 91131</small></p>																		
VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI																			
Nama Mahasiswa : NIM : Fakultas : Prodi : Judul :	Mutia Fauziatulhaq 2020203888203071 Tarbiyah Tadris Bahasa Inggris Implementation of the "Listen and Do" Method in Improving Pronunciation Ability in English																		
PRE-TEST PRONUNCIATION																			
Pronounce the words below!																			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Vowels</td> <td style="width: 50%; padding: 5px;">Consonant</td> </tr> <tr> <td style="padding: 5px;"> 1. Come 2. At 3. Book 4. Like 5. Boy </td> <td style="padding: 5px;"> 6. Name 7. Bank 8. Think 9. Usual 10. Job </td> </tr> <tr> <td style="padding: 5px;">Word stress</td> <td style="padding: 5px;">Intonation</td> </tr> <tr> <td style="padding: 5px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">11 Present (N) Hadiah</td> <td style="width: 50%; padding: 2px;">Present (V) Mempersembahkan</td> </tr> <tr> <td style="padding: 2px;">12 Record (N) Catatan</td> <td style="padding: 2px;">Record (V) Merekam</td> </tr> <tr> <td style="padding: 2px;">13 Recall (N) Panggilan Balik</td> <td style="padding: 2px;">Recall (V) Mengingat</td> </tr> <tr> <td style="padding: 2px;">14 Converse (N) Kebalikan</td> <td style="padding: 2px;">Converse (V) Berbicara</td> </tr> <tr> <td style="padding: 2px;">15 Desert (N) Gurun</td> <td style="padding: 2px;">Desert (V) Meninggalkan</td> </tr> </table> </td> <td style="padding: 5px; vertical-align: top;"> I really like traditional dance. Until now, I have been able to dance 15 traditional dances from various regions in Indonesia. To develop my hobby, my mother enrolled me in traditional dance courses. I hope I could become a traditional dancer who can bring local culture to the international scene. </td> </tr> </table>	Vowels	Consonant	1. Come 2. At 3. Book 4. Like 5. Boy	6. Name 7. Bank 8. Think 9. Usual 10. Job	Word stress	Intonation	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">11 Present (N) Hadiah</td> <td style="width: 50%; padding: 2px;">Present (V) Mempersembahkan</td> </tr> <tr> <td style="padding: 2px;">12 Record (N) Catatan</td> <td style="padding: 2px;">Record (V) Merekam</td> </tr> <tr> <td style="padding: 2px;">13 Recall (N) Panggilan Balik</td> <td style="padding: 2px;">Recall (V) Mengingat</td> </tr> <tr> <td style="padding: 2px;">14 Converse (N) Kebalikan</td> <td style="padding: 2px;">Converse (V) Berbicara</td> </tr> <tr> <td style="padding: 2px;">15 Desert (N) Gurun</td> <td style="padding: 2px;">Desert (V) Meninggalkan</td> </tr> </table>	11 Present (N) Hadiah	Present (V) Mempersembahkan	12 Record (N) Catatan	Record (V) Merekam	13 Recall (N) Panggilan Balik	Recall (V) Mengingat	14 Converse (N) Kebalikan	Converse (V) Berbicara	15 Desert (N) Gurun	Desert (V) Meninggalkan	I really like traditional dance. Until now, I have been able to dance 15 traditional dances from various regions in Indonesia. To develop my hobby, my mother enrolled me in traditional dance courses. I hope I could become a traditional dancer who can bring local culture to the international scene.	
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<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">11 Present (N) Hadiah</td> <td style="width: 50%; padding: 2px;">Present (V) Mempersembahkan</td> </tr> <tr> <td style="padding: 2px;">12 Record (N) Catatan</td> <td style="padding: 2px;">Record (V) Merekam</td> </tr> <tr> <td style="padding: 2px;">13 Recall (N) Panggilan Balik</td> <td style="padding: 2px;">Recall (V) Mengingat</td> </tr> <tr> <td style="padding: 2px;">14 Converse (N) Kebalikan</td> <td style="padding: 2px;">Converse (V) Berbicara</td> </tr> <tr> <td style="padding: 2px;">15 Desert (N) Gurun</td> <td style="padding: 2px;">Desert (V) Meninggalkan</td> </tr> </table>	11 Present (N) Hadiah	Present (V) Mempersembahkan	12 Record (N) Catatan	Record (V) Merekam	13 Recall (N) Panggilan Balik	Recall (V) Mengingat	14 Converse (N) Kebalikan	Converse (V) Berbicara	15 Desert (N) Gurun	Desert (V) Meninggalkan	I really like traditional dance. Until now, I have been able to dance 15 traditional dances from various regions in Indonesia. To develop my hobby, my mother enrolled me in traditional dance courses. I hope I could become a traditional dancer who can bring local culture to the international scene.								
11 Present (N) Hadiah	Present (V) Mempersembahkan																		
12 Record (N) Catatan	Record (V) Merekam																		
13 Recall (N) Panggilan Balik	Recall (V) Mengingat																		
14 Converse (N) Kebalikan	Converse (V) Berbicara																		
15 Desert (N) Gurun	Desert (V) Meninggalkan																		

	Parepare, 7 Januari 2024	
Accepted by:		
Supervisor I **Dra. Hj. Nanning, M.Pd.** NIP. 19680523 200003 2 005	Supervisor II **Nurul Hasanah, M.Pd.** NIP. 19910702 202012 2 022	



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Jl. Amal Bhakti No 8, Bukit Harapan, Kec. Soreang, Kota Parepare, Sulawesi Selatan 91131

VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

POST-TEST PRONUNCIATION

Pronounce the words below!

Vowels		Consonant	
1. Young		6. New	
2. Laugh		7. Thing	
3. Could		8. Bath	
4. Child		9. Measure	
5. Joy		10. Judge	
Word stress		Intonation	
11	Refuse (V) Menolak	Refuse (N) Sampah	My hobby is writing. I have loved writing since I was in elementary school. In the past, I often sent my writings to a magazine. Along with the development of technology, I started to create a blog to post my writing on the internet, so that it can be read by many people throughout the world. I'm currently studying English, and I also want to study English writing, so my blog can get more readers.
12	Extract (V) Menyuling	Extract (N) Sari/Esense	
13	Default (V) Lalai	Default (N) Kegagalan	
14	Console (V) Menghibur	Console (N) Konsol	
15	Report (V) Melaporkan	Report (N) Laporan	

Parepare, 7 Januari 2024

Accepted by:

Supervisor I

Dra. Hj. Nanning, M.Pd.
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Supervisor II

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INSTITUT AGAMA ISLAM NEGERI PAREPARE
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VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

PRONUNCIATION RUBRIC

Category	Vowels	Consonants	Word Stress	Sentence Stress
5	Pronunciation of vowels correctly all the time.	Pronounces consonants correctly all the time.	Places stress on the right syllable of multisyllabic words all the time.	Places stress on focus words and other keywords all the time.
4	Pronunciation of vowels correctly most of the time.	Pronounces consonants correctly most of the time.	Places stress on the right syllable of multisyllabic words most of the time, but miss places it on a few words.	Places stress on focus words and other keywords most of the time.
3	Makes inconsistent vowel errors.	Makes inconsistent consonant errors.	Places stress on the right syllable of multisyllabic words most of the time, but miss places it on certain words.	Places stress on focus words and other keywords sometimes.
2	Pronounces some vowels incorrectly consistently.	Pronounces some consonants incorrectly consistently.	Places stress on the right syllable of multisyllabic words most of the time, but miss places it on certain words.	Frequently misplaces stress on focus words and other keywords.
1	Vowel errors are frequent.	Consonant errors are frequent.	Frequently missing places stress on multisyllabic words.	Sentence stress is rarely identified

Rubric adapted from (Brown, 1988)

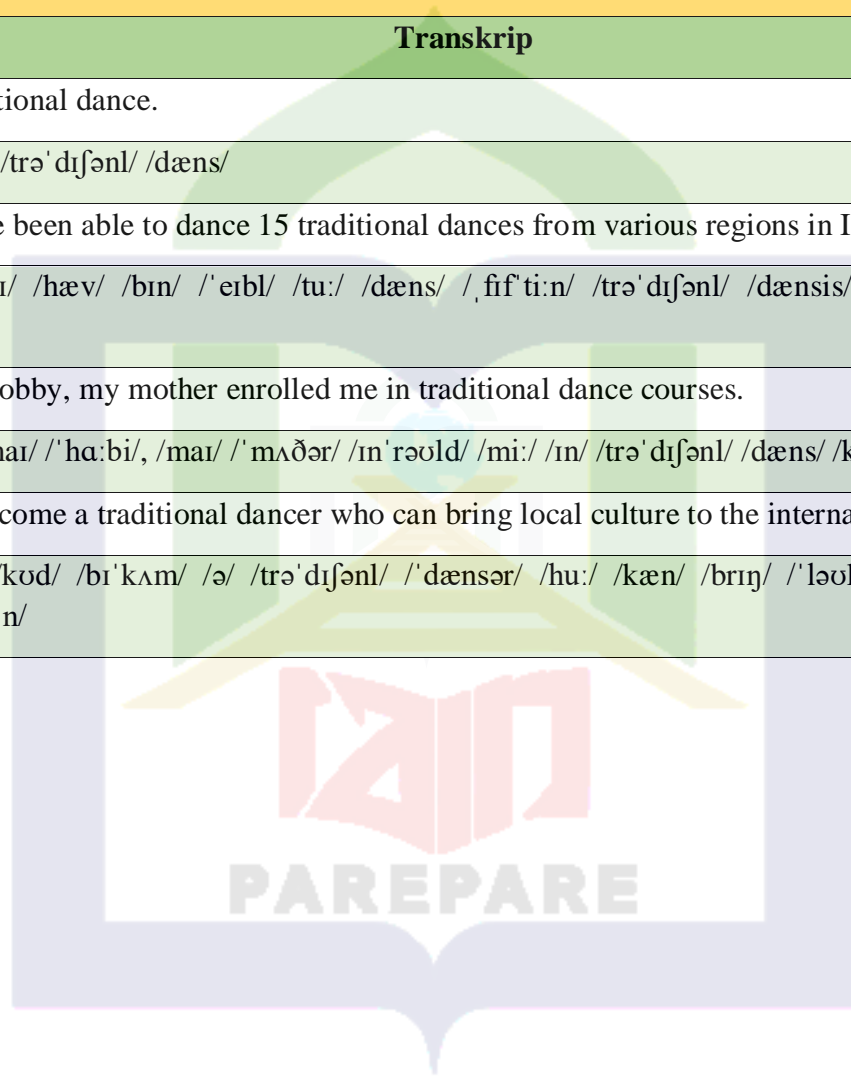
Appendix 6: Transcript

TRANSCRIPT PRE-TEST

Vowels	Transkrip	Consonant	Transkrip
Come	/kʌm/	Name	/neɪm/
At	/ət/	Bank	/bæŋk/
Book	/bʊk/	Think	/θɪŋk/
Like	/laɪk/	Usual	/'ju:ʒəl/
Boy	/bɔɪ/	Job	/dʒɑ:b/

Word Stress		Transkrip	Meaning
Present (N)	PRE sent	/'pre-zənt/	Hadiah
Present (V)	pre SENT	/pri-'zent/	Mempersembahkan
Record (N)	RE cord	/'re-kərd/	Catatan
Record (V)	re CORD	/ri-'kɔrd/	Merekam
Recall (N)	RE call	/'rē-kəl/	Panggilan Balik
Recall (V)	re CALL	/ri-'kəl/	Mengingat
Converse (N)	CON verse	/'kæn-vərs/	Kebalikan
Converse (V)	con VERSE	/kən-'vərs/	Berbicara
Desert (N)	DE sert	/'de-zərt/	Gurun
Desert (V)	de SERT	/di-'zərt/	Meninggalkan

Intonation
I really like traditional dance. Until now, I have been able to dance 15 traditional dances from various regions in Indonesia. To develop my hobby, my mother enrolled me in traditional dance courses. I hope I could become a traditional dancer who can bring local culture to the international scene.
Transkrip
I really like traditional dance.
/aɪ/ /'ri:əli/ /laɪk/ /trə'dɪʃənl/ /dæns/
Until now, I have been able to dance 15 traditional dances from various regions in Indonesia.
/ən'tɪl/ /naʊ/, /aɪ/ /hæv/ /bɪn/ /'eɪbl/ /tu:/ /dæns/ /'fɪf'ti:n/ /trə'dɪʃənl/ /dænsɪs/ /frʌm/ /'veəriəs/ /ɪn/ /'ɪndə'ni:ʒə/
To develop my hobby, my mother enrolled me in traditional dance courses.
/tu:/ /dɪ'veləp/ /maɪ/ /'hɑ:bi/, /maɪ/ /'mʌðər/ /ɪn'rəʊld/ /mi:/ /ɪn/ /trə'dɪʃənl/ /dæns/ /kɔ:rses/
I hope I could become a traditional dancer who can bring local culture to the international scene.
/aɪ/ /həʊp/ /aɪ/ /kʊd/ /bɪ'kʌm/ /ə/ /trə'dɪʃənl/ /'dænsər/ /hu:/ /kæn/ /brɪŋ/ /'ləʊkl/ /'kʌltʃər/ /tu:/ /ði:/ /'ɪntə'næʃnəl/ /si:n/



TRANSCRIPT POST-TEST

Vowels	Transkrip	Consonant	Transkrip
Young	/jʌŋ/	New	/nu:/
Laugh	/læf/	Thing	/θɪŋ/
Could	/kʊd/	Bath	/bɑ:θ/
Child	/tʃaɪld/	Measure	/'meɜr/
Joy	/dʒɔɪ/	Judge	/dʒʌdʒ/

Word Stress		Transkrip	Meaning
Refuse (N)	RE fuse	/'re-, fyüs/	Sampah
Refuse (V)	re FUSE	/ri-'fyüz/	Menolak
Extract (N)	EX tract	/'ek-, strakt/	Sari/Esense
Extract (V)	ex TRACT	/ik-'strakt/	Menyuling
Default (N)	DE fault	/di-'fölt/	Kegagalan
Default (V)	de FAULT	/'dē-, fölt/	Lalai
Console (N)	CON sole	/'kän-, söl/	Konsol
Console (V)	con SOLE	/kən-'söl/	Menghibur
Report (N)	RE port	/ri-'pört/	Laporan
Report (V)	re PORT	/ri-'pört/	Melaporkan

Intonation
My hobby is writing. I have loved writing since I was in elementary school. In the past, I often sent my writings to a magazine. Along with the development of technology, I started to create a blog to post my writing on the internet, so that it can be read by many people throughout the world. I'm currently studying English, and I also want to study English writing, so my blog can get more readers.
Transkrip
My hobby is writing.
/maɪ/ /'hɑ:bi/ /ɪz/ /'raɪtɪŋ/
I have loved writing since I was in elementary school.
/aɪ/ /hæv/ /'lʌvd/ /'raɪtɪŋ/ /sɪns/ /aɪ/ /wəz/ /ɪn/ /'elɪ'mentri/ /sku:l/
In the past, I often sent my writings to a magazine.
/ɪn/ /ði:/ /pɑ:st/, /aɪ/ /'ɔ:ftən/ /sent/ /maɪ/ /'raɪtɪŋz/ /tu:/ /ə/ /'mægəzi:n/
Along with the development of technology, I started to create a blog to post my writing on the internet, so that it can be read by many people throughout the world.
/ə'ləʊ:ŋ/ /wɪθ/ /ði:/ /dɪ'veləpmənt/ /ɒv/ /tek'nɒlədʒi/, /aɪ/ /stɑ:rt/ /tu:/ /kri'eɪt/ /ə/ /blɒg/ /tu:/ /pəʊst/ /maɪ/ /'raɪtɪŋ/ /ɒn/ /ði:/ /'ɪntənət/, /səʊ/ /ðæt/ /ɪt/ /kæn/ /bi:/ /ri:d/ /baɪ/ /'meni/ /'pi:pl/ /θru:'aʊt/ /ði:/ /wɜ:rlɔ:ld/.
I'm currently studying English, and I also want to study English writing, so my blog can get more readers.
/aɪm/ /'kʌrəntli/ /'stʌdɪŋ /'ɪŋɡlɪʃ/, /ænd/ /aɪ/ /'ɔ:lsəʊ/ /wɑ:nt/ /'stʌdi/ /'ɪŋɡlɪʃ/ /'raɪtɪŋ/, /səʊ/ /maɪ/ /blɒg/ /kæn/ /get/ /mɔ:r/ /'ri:dərs/.

PRE-TEST SCORES OF STUDENTS AT MAN 2 BARRU GRADE X

No	Name	Pronunciation Point				Total	Conversion Score (Out of 100)
		Vowel	Consonant	Word Stress	Intonation		
1	AR	3	2	2	3	10	50
2	AFK	2	1	1	2	6	30
3	AKN	4	3	1	3	11	55
4	ABM	2	1	1	1	5	25
5	MF	1	1	1	1	4	20
6	MTA	2	1	1	1	5	25
7	M	2	2	1	2	7	35
8	SA	2	1	1	2	6	30
9	WPA	2	1	1	1	5	25
10	DH	2	1	1	1	5	25
11	D	2	1	1	1	5	25
12	IA	2	1	1	2	6	30
13	MS	2	1	1	1	5	25
14	NN	2	1	1	2	6	30
15	RH	1	1	1	1	4	20
16	R	2	1	1	1	5	25
17	SFTZ	1	1	1	1	4	20
18	ZT	2	1	1	2	6	30
19	Z	1	1	1	1	4	20

POST-TEST SCORES OF STUDENTS AT MAN 2 BARRU GRADE X

No	Name	Pronunciation Point				Total	Conversion Score (Out of 100)
		Vowel	Consonant	Word Stress	Intonation		
1	AR	5	5	3	5	18	90
2	AFK	5	4	2	4	15	75
3	AKN	4	4	3	5	16	80
4	ABM	4	4	2	2	12	60
5	MF	5	5	1	1	12	60
6	MTA	3	3	1	3	10	50
7	M	5	4	3	4	16	80
8	SA	4	5	2	2	13	65
9	WPA	5	5	3	3	16	80
10	DH	5	4	2	3	14	70
11	D	5	4	2	3	14	70
12	IA	5	4	3	4	16	80
13	MS	4	3	2	3	12	60
14	NN	3	3	2	4	12	60
15	RH	4	4	1	3	12	60
16	R	5	4	2	2	13	65
17	SFTZ	5	4	2	3	14	70
18	ZT	4	4	2	3	13	65
19	Z	5	4	2	2	13	65

Appendix 7: Students Score in Pre-test Activity

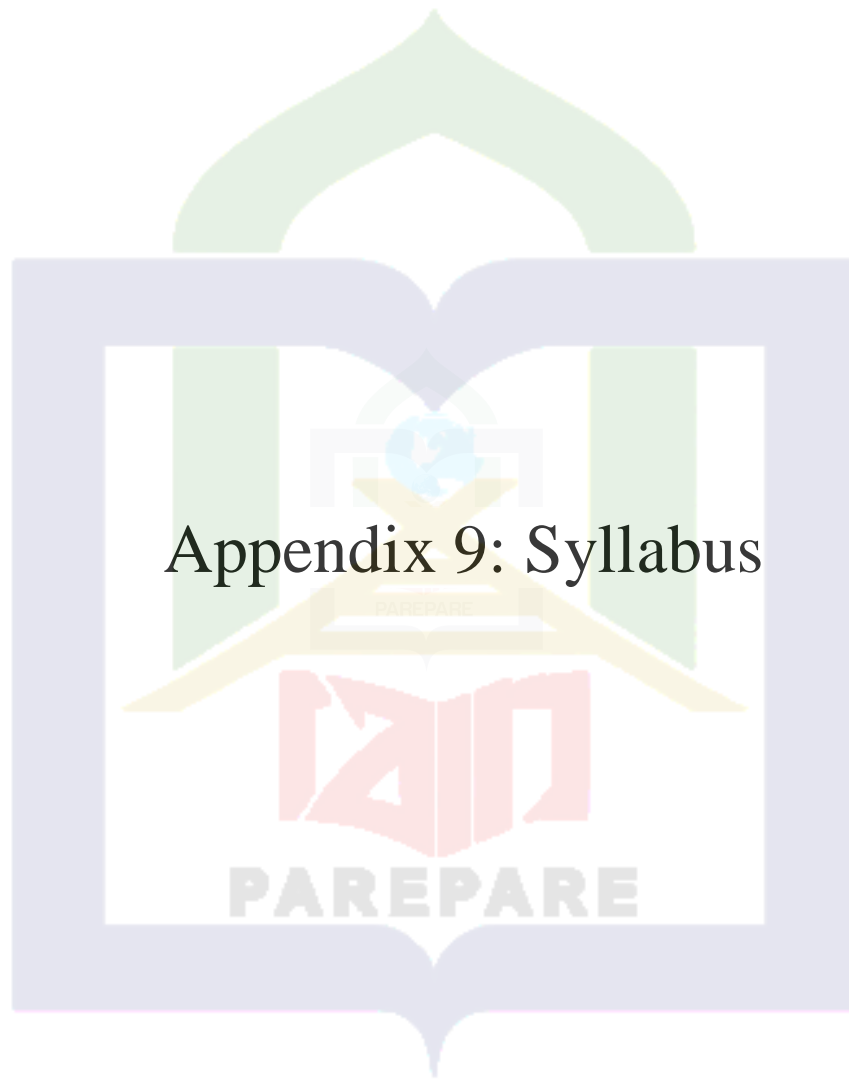
HASIL SKOR PRE-TEST SISWA

No	Name	The Students' Pre-Test Score		
		Total Point (out of 20)	Conversion Score (out of 100)	Classification
1	AR	10	50	Bad
2	AFK	6	30	Very Bad
3	AKN	11	55	Bad
4	ABM	5	25	Very Bad
5	MF	4	20	Very Bad
6	MTA	5	25	Very Bad
7	M	7	35	Very Bad
8	SA	6	30	Very Bad
9	WPA	5	25	Very Bad
10	DH	5	25	Very Bad
11	D	5	25	Very Bad
12	IA	6	30	Very Bad
13	MS	5	25	Very Bad
14	NN	6	30	Very Bad
15	RH	4	20	Very Bad
16	R	5	25	Very Bad
17	SFTZ	4	20	Very Bad
18	ZT	6	30	Very Bad
19	Z	4	20	Very Bad
Total		110	545	

Appendix 8: Students Score in Post-test Activity

HASIL SKOR POST-TEST SISWA

No	Name	The Students' Pre-Test Score		
		Total Point (out of 20)	Conversion Score (Out of 100)	Classification
1	AR	18	90	Very Good
2	AFK	15	75	Good
3	AKN	16	80	Good
4	ABM	12	60	Average
5	MF	12	60	Average
6	MTA	10	50	Bad
7	M	16	80	Very Good
8	SA	13	65	Average
9	WPA	16	80	Good
10	DH	14	70	Average
11	D	14	70	Average
12	IA	16	80	Good
13	MS	12	60	Average
14	NN	12	60	Average
15	RH	12	60	Average
16	R	13	65	Average
17	SFTZ	14	70	Average
18	ZT	13	65	Average
19	Z	13	65	Average
TOTAL		261	1305	



Appendix 9: Syllabus

SILABUS SMA/MA

Mata Pelajaran : Bahasa Inggris

Kelas : X

Element /Skill	CP/KI	TP/KD (Kompetensi/kata kerja + lingkup Materi/kata benda)	ATP/Silabus	Materi Pokok/Konten	Target Profil Pelajar Pancasila	Semester	Alokasi Waktu
Menyimak - Berbicara	Peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks	1. Menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain tentang perkenalan	1. Mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi tentang perkenalan	1. Perkenalan diri: - Jati diri & hubungan keluarga. - elemen non-verbal.	Mandiri Berfikir Kritis Kreatif	1	2 x 2 JP
		2. Menggunakan pertanyaan dalam perkenalan	2. Memahami ide utama dan detail relevan dari diskusi atau presentasi tentang perkenalan	2. Opinion		1	2 x 2 JP
		3. Merespon pertanyaan dalam perkenalan	3. Menggunakan pertanyaan dalam perkenalan	3. Interest		1	2 x 2 JP
		4. Menggunakan strategi memulai dan mempertahankan percakapan dan diskusi tentang perkenalan	4. Merespon pertanyaan dalam perkenalan	4. Comparison		1	2 x 2 JP
		5. Memahami ide utama dan detail relevan dari diskusi atau presentasi tentang perkenalan	5. Menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain tentang perkenalan				
		6. Mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi tentang perkenalan	6. Menggunakan strategi memulai dan mempertahankan percakapan dan diskusi tentang perkenalan				
		7. Menggunakan elemen non-verbal saat perkenalan	7. Menggunakan elemen non-verbal saat perkenalan				
		8. Menggunakan bahasa Inggris untuk menyampaikan/memberikan opini/pendapat	8. Menggunakan bahasa Inggris untuk menyampaikan/memberikan opini/pendapat				
		9. Menggunakan bahasa Inggris untuk membahas minat	9. Menggunakan bahasa Inggris untuk membahas minat				
		10. Membuat perbandingan	10. Membuat perbandingan				

Element Skill	CP/KI	TP/KD (Kompetensi/kata kerja + lingkup Materi/kata benda)	ATP/Silabus	Materi Pokok/Konten	Target Profil Pelajar Pancasila	Semester	Alokasi Waktu
Membaca - Memirsa	Peserta didik membaca berbagai macam teks narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.	1. Membaca teks narasi, deskripsi, prosedur, eksposisi, recount, dan report	1. Mengidentifikasi tujuan penulis teks narasi, deskripsi, prosedur, eksposisi, recount, dan report	1) Narasi 2) Deskripsi 3) Prosedur 4) Eksposisi 5) Recount 6) Report	Mandiri Berfikir Kritis Kreatif	1	4 x 2 JP
		2. Merespon teks narasi, deskripsi, prosedur, eksposisi, recount, dan report	2. Membaca teks narasi, deskripsi, prosedur, eksposisi, recount, dan report			1	2 x 2 JP
		3. Membaca teks narasi, deskripsi, prosedur, eksposisi, recount, dan report untuk mempelajari sesuatu atau mendapatkan informasi	3. Membaca teks narasi, deskripsi, prosedur, eksposisi, recount, dan report untuk mempelajari sesuatu atau mendapatkan informasi			2	2 x 2 JP
		4. Mencari detail spesifik dan inti teks narasi, deskripsi, prosedur, eksposisi, recount, dan report	4. Mencari detail spesifik dan inti teks narasi, deskripsi, prosedur, eksposisi, recount, dan report			2	2 x 2 JP
		5. Mengevaluasi detail spesifik dan inti teks narasi, deskripsi, prosedur, eksposisi, recount, dan report	5. Merespon teks narasi, deskripsi, prosedur, eksposisi, recount, dan report			2	2 x 2 JP
		6. Mengidentifikasi tujuan penulis teks narasi, deskripsi, prosedur, eksposisi, recount, dan report	6. Mengevaluasi detail spesifik dan inti teks narasi, deskripsi, prosedur, eksposisi, recount, dan report			2	2 x 2 JP
		7. Mengembangkan keterampilan untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks narasi, deskripsi, prosedur, eksposisi, recount dan report	7. Mengembangkan keterampilan untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks narasi, deskripsi, prosedur, eksposisi, recount dan report				

Element /Skill	CP/KI	TP/KD (Kompetensi/kata kerja + lingkup Materi/kata benda)	ATP/Silabus	Materi Pokok/Konten	Target Profil Pelajar Pancasila	Semester	Alokasi Waktu
Menulis - Presentasi	Peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.	<ol style="list-style-type: none"> Menulis teks narasi, deskripsi, prosedur, eksposisi, recount dan report. Membuat perencanaan, menulis, mengulas dan menulis ulang teks narasi, deskripsi, prosedur, eksposisi, recount dan report. Menyampaikan ide dan menggunakan kosakata dan kata kerja umum/sehari-hari yang berkaitan dengan teks narasi, deskripsi, prosedur, eksposisi, recount dan report. Menyajikan informasi tentang teks narasi, deskripsi, prosedur, eksposisi, recount dan report dengan menggunakan berbagai mode presentasi. 	<ol style="list-style-type: none"> Menyampaikan ide dan menggunakan kosakata dan kata kerja umum/sehari-hari yang berkaitan dengan teks narasi, deskripsi, prosedur, eksposisi, recount dan report. Membuat perencanaan, menulis, mengulas dan menulis ulang teks narasi, deskripsi, prosedur, eksposisi, recount dan report. Menulis teks narasi, deskripsi, prosedur, eksposisi, recount dan report. Menyajikan informasi tentang teks narasi, deskripsi, prosedur, eksposisi, recount dan report dengan menggunakan berbagai mode presentasi. 	<ol style="list-style-type: none"> Narasi Deskripsi Prosedur Eksposisi Recount Report 	Mandiri Berfikir Kritis Kreatif	1	2 x 2 JP
						1	2 x 2 JP
						2	2 x 2 JP
						2	2 x 2 JP
						2	2 x 2 JP
						2	2 x 2 JP

Appendix 10: Lesson Plans

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Oleh : Mutia Fauziatulhaq

Mata Pelajaran : Bahasa Inggris
 Tema/Materi : Pronunciation/Teks Prosedur Pembelajaran
 Kelas : X
 Alokasi waktu : 1x Pertemuan (2 JP x 45 menit)

Kompetensi Dasar :

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Menganalisis pengertian, tujuan, struktur, unsur kebahasaan dan contoh pada teks prosedur.
4. Menangkap makna dalam teks prosedur lisan dan tulis sederhana.
5. Menyusun teks prosedur lisan dan tulis, sederhana, tentang cara membuat makanan, minuman dan cara melakukan sesuatu.

Indikator Pembelajaran :

1. Pengertian dan Fungsi (Mengenalkan, mengidentifikasi, mempromosikan, dsb.)
2. Procedur teks (Goals, Materials, Steps, and Reaffirmation or Closing)
3. Kaidah kebahasaan
 - Simple present tense
 - imperative sentences
 - Connectives
 - Adverbs
4. Contoh teks prosedur

I. KEGIATAN PEMBELAJARAN

No.	Kegiatan	Deskripsi	Waktu
1	Opening	a. Salam dan berdoa b. Guru mengecek kehadiran siswa c. Guru menanyakan materi yang sebelumnya sudah dipelajari. d. Guru memberikan gambaran mengenai materi yang akan dipelajari e. Guru menyampaikan tujuan pembelajaran	10 menit

2	Kegiatan Inti	Mengamati a. Guru meminta siswa untuk mendengarkan audio yang berisi pengucapan setiap kata atau kalimat. b. Siswa mendengarkan dan meniru sesuai dengan yang di dengar siswa.	30 menit
		Menanyakan Dengan bimbingan guru, siswa menanyakan kata/kalimat yang belum diketahui ataupun belum jelas.	
		Listen and Do a. Siswa mendengarkan dengan fokus kalimat atau kata yang telah di dengarkan. b. Siswa meniru kata/kalimat pengucapan speaker yang telah di dengar.	
		Mengumpulkan informasi a. Siswa menuliskan kata atau kalimat yang didengar. b. Secara individu, siswa mengartikan kata atau kalimat yang telah di dengar.	
		Mengeksplorasi a. Siswa secara individu membaca teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata, dan intonasi yang tepat. b. Siswa menirukan pengucapan secara terbimbing. c. Siswa menggambarkan tempat wisata dalam konteks penyampaian informasi di depan umum.	
3	Closing	a. Guru memberikan refleksi pada siswa. b. Guru memberi tahu materi yang akan dipelajari selanjutnya. c. Salam dan doa penutup.	5 menit

II. ALAT

1. Sumber: Teacher's Book (TB) Student's Book (SB)
2. Media: Laptop, Papan tulis dan Speaker

Parepare, 7 Januari 2024
Mahasiswa,-

Mutia Fauziatulhaq
NIM. 2020203888203071

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Oleh : Mutia Fauziatulhaq

Mata Pelajaran : Bahasa Inggris
Tema/Materi : Pronunciation/Teks Prosedur Pembelajaran
Kelas : X
Alokasi waktu : 1x Pertemuan (2 JP x 45 menit)

Kompetensi Dasar :

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Menganalisis pengertian, tujuan, struktur, unsur kebahasaan dan contoh pada teks prosedur.
4. Menangkap makna dalam teks prosedur lisan dan tulis sederhana.
5. Menyusun teks prosedur lisan dan tulis, sederhana, tentang cara membuat makanan, minuman dan cara melakukan sesuatu.

Indikator Pembelajaran :

1. Pengertian dan Fungsi (Mengenalkan, mengidentifikasi, mempromosikan, dsb.)
2. Prosedur teks (Goals, Materials, Steps, and Reaffirmation or Closing)
3. Kaidah kebahasaan
 - Simple present tense
 - imperative sentences
 - Connectives
 - Adverbs
4. Contoh teks prosedur

III. KEGIATAN PEMBELAJARAN

No.	Kegiatan	Deskripsi	Waktu
1	Opening	<ol style="list-style-type: none">1. Salam dan berdoa2. Guru mengecek kehadiran siswa3. Guru menanyakan materi yang sebelumnya sudah dipelajari.4. Guru memberikan gambaran mengenai materi yang telah dipelajari5. Guru menyampaikan tujuan pembelajaran	10 menit

2	Kegiatan Inti	Mengamati Guru meminta siswa untuk melakukan sebuah intruksi menjelaskan materi teks prosedur pada pertemuan kemarin.	30 menit
		Menanyakan Dengan bimbingan guru, siswa menanyakan kata/kalimat yang belum diketahui ataupun belum jelas.	
		Listen and Do a. Siswa mendengarkan (Listen) dan membaca (Do) kalimat atau kata di papan tulis. b. Siswa meniru kata/kalimat pengucapan speaker (Listen and Do)	
		Mengumpulkan informasi a. Siswa menuliskan materi struktur teks prosedur. b. Secara individu, siswa mengartikan kata atau kalimat teks prosedur.	
		Ice Breaking Mengeksplorasi a. Siswa mencari tahu pengucapan setiap kata yang telah mereka tulis. b. Siswa menirukan pengucapan secara terbimbing.	
3	Closing	a. Guru memberikan refleksi pada siswa. b. Guru memberi tahu materi yang akan dipelajari selanjutnya. c. Salam dan doa penutup.	5 menit

IV. ALAT

1. Sumber: Teacher's Book (TB) Student's Book (SB)
2. Media: Laptop, Papan tulis dan Speaker

Parepare, 7 Januari 2024
Mahasiswa, -

Mutia Fauziatulhaq
NIM. 2020203888203071

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Oleh : Mutia Fauziatulhaq

Mata Pelajaran : Bahasa Inggris
 Tema/Materi : Pronunciation/Teks Prosedur Pembelajaran
 Kelas : X
 Alokasi waktu : 1x Pertemuan (2 JP x 45 menit)

Kompetensi Dasar :

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Menganalisis pengertian, tujuan, struktur, unsur kebahasaan dan contoh pada teks prosedur.
4. Menangkap makna dalam teks prosedur lisan dan tulis sederhana.
5. Menyusun teks prosedur lisan dan tulis, sederhana, tentang cara membuat makanan, minuman dan cara melakukan sesuatu.

Indikator Pembelajaran :

1. Pengertian dan Fungsi (Mengenalkan, mengidentifikasi, mempromosikan, dsb.)
2. Procedure teks (Goals, Materials, Steps, and Reaffirmation or Closing)
3. Kaidah kebahasaan
 - Simple present tense
 - imperative sentences
 - Connectives
 - Adverbs
4. Contoh teks prosedur

V. KEGIATAN PEMBELAJARAN

No.	Kegiatan	Deskripsi	Waktu
1	Opening	a. Salam dan berdoa b. Guru mengecek kehadiran siswa c. Guru menanyakan materi yang sebelumnya sudah dipelajari. d. Guru memberikan gambaran mengenai materi yang telah dipelajari e. Guru menyampaikan tujuan pembelajaran	10 menit
2	Kegiatan Inti	Mengamati Guru meminta siswa untuk melakukan sebuah intruksi menjelaskan materi teks prosedur pada pertemuan kemarin.	30 menit

		<p>Menanyakan Dengan bimbingan guru, siswa menanyakan kata/kalimat yang belum diketahui ataupun belum jelas.</p>	
		<p>Listen and Do a. Siswa mendengarkan (Listen) dan membaca (Do) kalimat atau kata di papan tulis. b. Siswa meniru kata/kalimat pengucapan speaker (Listen and Do)</p>	
		<p>Mengumpulkan informasi a. Siswa menuliskan materi kaidah kebahasaan teks prosedur. b. Secara individu, siswa membuat kalimat teks prosedur.</p>	
		Ice Breaking	
		<p>Mengeksplorasi a. Siswa menyusun kalimat teks prosedur dan mencari tahu arti setiap kata yang telah mereka tulis. b. Siswa menirukan pengucapan secara terbimbing.</p>	
3	Closing	<p>a. Guru memberikan refleksi pada siswa. b. Guru memberi tahu materi yang akan dipelajari selanjutnya. c. Salam dan doa penutup.</p>	5 menit

VI. ALAT

1. Sumber: Teacher's Book (TB) Student's Book (SB)
2. Media: Laptop, Papan tulis dan Speaker

Parepare, 7 Januari 2024
Mahasiswa,-

Mutia Fauziatulhaq
NIM. 2020203888203071

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Oleh : Mutia Fauziatulhaq

Mata Pelajaran : Bahasa Inggris
 Tema/Materi : Pronunciation/Teks Prosedur Pembelajaran
 Kelas : X
 Alokasi waktu : 1x Pertemuan (2 JP x 45 menit)

Kompetensi Dasar :

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Menganalisis pengertian, tujuan, struktur, unsur kebahasaan dan contoh pada teks prosedur.
4. Menangkap makna dalam teks prosedur lisan dan tulis sederhana.
5. Menyusun teks prosedur lisan dan tulis, sederhana, tentang cara membuat makanan, minuman dan cara melakukan sesuatu.

Indikator Pembelajaran :

1. Pengertian dan Fungsi (Mengenalkan, mengidentifikasi, mempromosikan, dsb.)
2. Prosedur teks (Goals, Materials, Steps, and Reaffirmation or Closing)
3. Kaidah kebahasaan
 - Simple present tense
 - imperative sentences
 - Connectives
 - Adverbs
4. Contoh teks prosedur

VII. KEGIATAN PEMBELAJARAN

No.	Kegiatan	Deskripsi	Waktu
1	Opening	a. Salam dan berdoa b. Guru mengecek kehadiran siswa c. Guru menanyakan materi yang sebelumnya sudah dipelajari. d. Guru memberikan gambaran mengenai materi yang telah dipelajari e. Guru menyampaikan tujuan pembelajaran	10 menit
2	Kegiatan Inti	Mengamati Guru memutar audio untuk mengetahui pengucapan kata dari speaker. Menanyakan	30 menit

		Dengan bimbingan guru, siswa menanyakan kata/kalimat yang belum diketahui ataupun belum jelas.	
		Listen and Do Siswa mendengarkan (Listen) dan meniru (Do) kalimat atau kata di papan tulis dengan pengucapan yang benar.	
		Ice breaking	
		Mengumpulkan informasi a. Siswa menuliskan materi contoh teks prosedur secara individu. b. Secara berkelompok, siswa membuat kalimat teks prosedur. Dengan mengamni kertas lipat yang berisikan intruksi yang harus dilakukan.	
		Mengeksplorasi a. Secara berkelompok, Siswa menyusun kalimat teks prosedur dan mencari tahu arti setiap kata yang telah mereka tulis. b. Siswa menirukan pengucapan secara terbimbing.	
3	Closing	a. Guru memberikan refleksi pada siswa. b. Guru memberi tahu materi yang akan dipelajari selanjutnya. c. Salam dan doa penutup.	5 menit

VIII. ALAT

1. Sumber: Teacher's Book (TB) Student's Book (SB)
2. Media: Laptop, Papan tulis dan Speaker

Parepare, 7 Januari 2024
Mahasiswa,-

Mutia Fauziatulhaq
NIM. 2020203888203071

Appendix 11: Documentation



**FIRST MEETING
(PRE-TEST)**



**SECOND MEETING
(TREATMENT)**



**THIRD MEETING
(TREATMENT)**



**FOURTH MEETING
(TREATMENT)**



**FIFTH MEETING
(TREATMENT)**



**SIXTH MEETING
(POST-TEST)**

CURRICULUM VITAE



MUTIA FAUZIATULHAQ, the writer was born on April 7th, 2002 in Parepare City, South Sulawesi. She is the first child in her family. From the couple, the late Dr. Surahmin Adna Panu, S.Pd., M.Pd., and Musdalifa S. Kom., MM. She has nine siblings, six younger sisters, and three younger brothers.

She began her studies in kindergarten at TK Dharma Wanita Palanro in 2006. She continued her studies at elementary school at SD Inpres Palanro, finishing in 2014. Then she continued her studies at SMPN 3 Mallusetasi and completed her Junior High School in 2017. After that, she enrolled to study at SMAN 5 Parepare and graduated in 2020. In the same year, she decided to continue her studies in the S1 English Program of the Tarbiyah Department at the State Islamic Institute (IAIN) Parepare. In 2024, she completed her thesis titled “Effectiveness of ‘Listen And Do’ Method in Improving English Pronunciation Ability at MAN 2 Barru”.