THE IMPLEMENTATION OF AUDIO RECORD MEDIA

ON THE STUDENTS' ABILITY IN PRONOUNCING

ENGLISH WORDSAT THE 8TH GRADE

SMP AL-FATTAH MEDAN

THESIS

Submitted to Faculty of Tarbiyah and Teacher Training UIN-SU

Medan as a Partial Fulfillment o the Requirements for

The Degree of Sarjana Pendidikan

BY

<u>SARI RAMADHANI LUBIS</u>
NIM: 34133202

Advisor I

Advisor II

<u>Dr.Hj.Siti Zubaidah, M.Ag</u>
NIP. 19530723 19999203 2001

<u>Dr. Didik Santoso, M.Pd</u>
NIP. 19660616 1 99403 1 006

DEPARTMENT OF ENGLISH EDUCATION

TARBIYAH AND TEACHER TRAINING FACULTY

THE STATE ISLAMIC UNIVERSITY OF

NORTH SUMATERA

MEDAN

2017

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NORTH SUMATERA
MEDAN
2017

Nomor   : Istimewa

Lamp   : -

Perihal   : Skripsi

               an. Sari Ramadhani Lubis

Medan, 17 November 2017

Kepada Yth:

Bapak Dekan Fak. Ilmu

Tarbiyah dan Keguruan UIN

Sumatera Utara

di

Medan

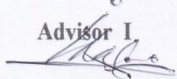*Assalamu'alaikum Wr. Wb*

Dengan Hormat,

Setelah membaca, meneliti, mengoreksi dan mengadakan perbaikan seperlunya terhadap skripsi saudari:

Nama   : Sari Ramadhani Lubis

Nim   : 34133202

Jurusan   : Pendidikan Bahasa Inggris

Judul   : **"The Implementation of Audio Record Media on Students Ability in Pronouncing English Words at SMP Al Fattah Medan in Academic Year 2016/2017"**
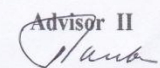
Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqosah skripsi pada Fakultas Tarbiyah UIN Sumatera Utara.

Wa'alaikumussalam Wr, Wb

Advisor I

Dr. Hj. Siti Zubaidah, M.Ag
NIP. 19530723 19999203 2001

Advisor II

Dr. Didik Santoso, M.Pd
NIP. 19660616 1 99403 1 006

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama   : Sari Ramadhani Lubis

Nim   : 34133202

Jurusan   : Pendidikan Bahasa Inggris

Judul Skripsi : **"The Implementation of Audio Record Media on Students Ability in Pronouncing English Words at SMP Al Fattah Medan in Academic Year 2016/2017"**

Menyatakan dengan sebenarnya skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Saya bersedia menerima segala konsekuensinya bila pernyataan saya ini tidak benar.

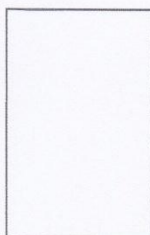Demikian surat ini saya perbuat dengan sebenarnya.

Medan, 17 November 2017

Yang membuat pernyataan

Sari Ramadhani Lubis
NIM. 34133202

ABSTRACT

Name	:	Sari Ramadhani Lubis
NIM	:	34.13.3.202
Faculty/Department	:	Faculty of Tarbiyah and Teachers Training
Advisor I	:	Dr.Hj.Siti Zubaidah. M.Ag
Advisor II	:	Dr. Didik Santoso. M.Pd
Title	:	The Implementation of Audio Record Media on Students Ability in Pronouncing English Words at SMP Al Fattah Medan in Academic Year 2016/2017

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, Medan 2017.

Keyword: Implementation, *Students' Ability, Audio Record Media, Pronouncation.*

The objective of this study is to investigate the implementation of Audio Record Media on students' ability in pronouncing English words.

This research is an experimental which was conducted at SMP Al Fattah Medan. Academic year 2016/2017. The population of this research was the second grade which distributed into two classes taken as sample. VIII-II as experimental group consisted 30 students and VIII-I as control group consisted 30 students.

The instruments for collecting the data in this research was spoken test in form sound recording. The finding showed that the students who taught by using Audio Record Media got higher score than those who taught without audio record media. The achievement in pronouncing English words which was proven for the result of analysis $t_o > t_t$ (5.42 >2.00) at $\alpha = 0.05$, df = 60. It means the hypothesis alternative was accepted.

Acknowledge by:

Advisor I

Dr.Hj.Siti Zubaidah. M.Ag

NIP. 19530723 19999203 2001

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بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ

I am very grateful to Allah SWT the Most Gracious and the Most Merciful. Praise be to Allah, Lord of the universe who has given His blessing to me to accomplish this thesis. Peace upon the Holy Prophet Muhammad SAW, the last messenger of Allah SWT who brought the complete teaching of Islam and the human life from the destruction into safety that is right path of Allah.

This thesis is writing to fulfill one of the requirements to get degree of bachelorship (S1) in Department of English Education of Tarbiyah Faculty and Teachers' Training State Islamic University of North Sumatra (UIN-SU) Medan under the title The Implementation of audio record media in pronouncing English words at VIII-1 and VIII-II in SMP Al-Fattah Medan (a..y. 2016/2017).

In arranging this thesis, there are a lot of people who always giving me support, motivation and also the good advice until this thesis has done. In this valuable chance, I intended to express my graduate and appreciation to all of them. First my deepest appreciation goes to my beloved parents, my mom **Lasmini** and my dad **Syahmad Lubis**, for the endless love, pray, support and always remain me to keep going and never give up.

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suggestions, and critics are accepted to make this thesis be better. Finally, may

Allah *Subhaanahu Wa Ta'ala* receives all their work and kindnesses. Aamiinn.

Medan, November 2017
The Researcher

<u>SARI RAMADHANI LUBIS</u>
NIM. 34.13.3.202

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CHAPTER I

INTRODUCTION

1.1 The Background of the Problem

Pronunciation is very important for humans to change their quality of life. Learning is an effort to improve or change ourselves through various processes in practicing. Learning has an important role to create the students be active in learning process.

The objective of teaching pronunciation is that the students are expected to be fluent in pronouncing English word which have almost identical in pronounciation.

In addition, we must also master the language components, namely structure ability at making sentence, vovabulary mastery, and pronounciation of words. When we use English to give information, the speaker should pronounce the wirds correctly. So that the listener can understand what actually means by the speaker, because the accuracy in pronouncing words will influence the listener's interpretation.

In every school, the teacher should develop the media or method in teaching pronunciation. Remembering that it is very necessary for the students to pronunce the word well. However, in fact, the student's abality at pronouncing word is still less. So, it may change the meaning of word or even influence their speaking, because good speaking comes from good pronunciation. This is in line with my observation at MTs Al-Jam'iyatul Washliyah, which the students still have less pronunciation has an important role in studyng English as a Foreign Language to make our English better.

There are many factors the can influence students ability in pronuncing english words: Internal factor in this study is only conducted: againts, historical, maturity, testing, instrumenttation, regression statistics, selction, and mortality. Historically a threat tha accurs when the observed effect is caused by an event that exists between the intial and final tsets. Not because of the treatment given. This is overcome in a way : (1) Controlling influence learners by choosing lecturers young aged and graduatesmajoring in english language education. (2) not to notify the students regarding the implementation of research. (3) using the learning time for one semester and executed in accordance with the schedule that has been prepared by the department.

External factors in this study was conducted on population, ecology, and constraints. Population validity means that the results of this study areonly valid to be generalized to groups of individuals outside the study that have the same relative characteristics. For this to be done by way of : (1) controlTake samples acording to population characteristics. (2) determine the experimental group of population groups at random and (3) determine the traditional learning approuch of ekseleratif and learning that will be implemented for each group at random.[1]

Audio record is effective in teaching pronunciation because sit can give the students interesting sounds and challenging contents. This media can be use by the teacher to provide and promote lesson in classroom. Thus, it helps the teacher in creating a joyfull situastion in learning. In adition, an decrease the students' boring, because they can pronounce the word by hearing and following what native speaker says in the record.

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[1]Didik Santoso,*Keterampilan Berbicara Bahasa Inggris*,(Medan: Duta Azhar : 2017)pp.103-105

Based on the reason above, the researcher is interested in doing research to know the significant effect of using audio record in teaching pronounciation with the title: **"The implementation of Audio Record Media on The Students' Abality at Pronuncing Word at 8th Grade MTs. Al-Jam'iyatul Washliyah"**

1.2 The Identification of the Problem

Based on the background of the study, the identification of the problems of this research is: (1). Most of students were passive because they are lacking of listening. (2). The students pronunciation is low. (3). The teachers are never use audio record media in teaching pronunciation. (4). English teachers has already done the teaching leaarning process in the class with fun situasion but there are some students boring and noisy in the class while the teaching process

1.3 The Limitation of the Problem

Based on the identification of the problem, limits her problem on the implementation of audio recors media on the students' ability at pronuncing word at 8th grade MTs Al-Jam'iyatyl Washliyah.

1.4 The Formulation of the Problem

The problem of this study is formulated as follows: Is the students ability in pronuncing English word taught by audio record media better than taught without audio record media?

1.5 The Objective of the Problem

Based on the formulation of the problem, the objective of the research is to find out :To know the students' ability in proouncing English word taught by audio record better than taught without audio record media.

1.6 The Significance of the Study

The study is useful theoretically and practically. Theoretically, the result of this research will and rich the theory of teaching pronunciation.

Practically, (a).The students, to improve their English pronunciation. b). The English teachers, to improve the teachers' competence in teaching English pronunciation. (c). The headmaster, to improve the quality of the English teacher in teaching pronunciation. (d). The other researchers, as an input to select the same topic with different variables.

CHAPTER II

THEORETICAL REVIEW

2.1 Theoretical framework

2.1.1. Ability in pronuncing English Word

2.1.1.1.Ability

Ability is the results of learning process which involves teacher with the students which is reflected from knowledge of the students have . they ability in which achieve by the students are realized in a form of score. It will be acknowledge the certain position of students positions of the students in the class because the scores they have reflected their ability in their learning.[2]

According to Bull ability is skill or power". According to Edinburgh ability is the state of being able to do something, or you level of skill at doing something". Otherwise, in *Kamus Bahasa Indonesia* "ability is capability, proficiency, and power". According to Carroll noted that "although the term ability is in common usage in both everyday talk and in scientific discussions, its precise definition is seldom explicated or even considered."

So from the definitions above, the writer concludes that ability is someones capability in doing something well by using knowledge and skill or something that people do very well because they have learned and practised. The quality of being able to do something or act physically, mentally, financially, morally or legal to accomplish something.

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[2]R Kants,*Improving Your Ability* (London: Longman,1957),p.38

2.1.1.2. Pronuncing English Word

Pronunciation is considered as one of the most important aspects of second language acquisition because it affects learnes' communication competence.[3] Then, to get an understanading of the nature of speeech and the means by which it is produced, it is necessary in the first place to have a rough idea of the structure and the fucntions of the various parts of the 'organs of speech'.[4] Based on this explanation, we know that there are organs involved when we make pronunciation of a word. So, pronunciation is the way in saying words or utterances. Therefore, in learning pronunciation, firstly we have to know the organs that we used in producing sounds and how can its speech organs work.[5]

Pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols.[6]

Pronunciation is a word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.[7]

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[3]Hinofitis and Baily. *Aquisition of English Pronounciation: A Study of Vietnamese, EFL*. (London : Croom Helm, 2003),p.1

[4]Daniel Jones,*The Pronounciation of English*. (Cambridge : Cambridge University Press 1966) p.5

[5]Hammer J. (Ed). *How to Teach Pronounciation*. (Malaysia : Longman, 2000) p.72.

[6]Sholihatul Hamidah Daulay.*Introduction To General Linguistics.*(Medan : La Tansa Press,2011),p.27

[7]Diah Kristina. *The Importance of Pronunciation.* Accessed on Wednesday 07 June 2017 06.30 am. *(*https://www.ukessays.com/essays/english-language/the-importance-of-pronunciation-for-english-students-english-language-essay.php)

Pronunciation is one of the important aspects in Pronouncing English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning. The non native speakers of English have to be very careful in pronuncing some utterances or he may create misubderstanding. So, having an intelligible pronunciation is necessary rather than having a native-like pronunciation.

According to Lado pronunciation is the use of a sound system in speaking and listening. Here, pronunciation is merely treated as the act that happens in speaking and listening. [8]

Pronunciation is the act or manner of pronouncing words utterance of speech. In other words, it can also be said that is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning.

This second definition gives a briefer pronunciation's definition. It contains some important keys in the words, phrases, and sentences being pronounced should be intelligible.[9]

In conclusion, pronouncing English word is the way in saying words or utterances. Therefore, in learning pronunciation, firstly we have to know the organs that use in producing sounds and how can its speech organs work.

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[8]Hewings Martin. *English Pronounciation in Use: Advanced Self Study Classroom Use,*(Cambridge : Cambridge University Press, 2007) p.56

[9]Wulandari.*How to Pronouncing English Words*. Accessed on Wednesday 07 June 2017 06.54 am.(https://www.scribd.com/doc/50424884/CHAPTER-II)

2.1.2. Audio Record Media

2.1.2.1. Definition Audio Record Media

Media is material, human, or the case to create a condition that make the students get the knowledge, skills and attitude. In extension concept of media, technology is not only item, thing, or tool, but it is represented in attitude, manner, organization, and management relatedd to the knowledge application.[10] So, media is the intermediary or tool used by teacher to deliver the lesson in teaching. Then, the media that will be used should be suitable with the material given. [11]

The use of media in learning has many functions, such as making the learning processnwill be attractive, shining up to the students' motivation, and making the lesson' value will be clearer. Moreover, media can help in raising understanding and developing language skills.[12] Based on this idea, we can know that the use of media in learning is very useful, and it is necessary to be used by the teacher to give new inspiration or atmosphere as the variations in learning that will decrease the students' boredom.[13]

According to Sadiman, audio media is a medium that can be used to convey a message that will be conveyed with the form of audit symbols, whether it be verbal or non-verbal form.

According to Sudjana and Rivai , audio media is a medium that can be used as a medium of instruction in which contains a message in the form of audio

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[10]A. Achsin.*Media Pendidikan dalam Kegiatan Belajar-Mengajar*,(Ujung Pandang: Penerbit Ikip Ujung Pandang 1986) p. 10

[11]ArsadAzhar. *Media Pembelajaran* ,(Jakarta: PT Raja GrafindoPersada 2008),p.23

[12]Oemar Hamalik. *Media Pendidikan*. (Bandung: Penerbit PT. Citra Aditiya Bakti 1994)p.15

[13]Achin.*Media Pendidikan Dalam Kegiatan Belajar Mengajar.* Ujung Pandang : Penerbit IKIP Ujung Pandang,1986)p.35

useful to be able to stimulate thoughts, attention, feelings, and also the willingness of the students so that there will be a process of teaching and learning. Audio media itself is a tool in which contains messages that can be received using the hearing media only.[14]

According to Arief, audio media is the medium to deliver the message to be delivered in the form of auditive symbols, both verbal (into the words or spoken language) or non verbal.[15]

Based on the above definition, it can be concluded that audio record media is audio record media is a medium used to convey verbal and non verbal messages, which focus on the hearing aspect as a catcher of information. Its activities include several elements.

2.1.2.2.Principle of Audio Record Media

Principle is a tool for designing animated and interactive user interfaces for web, mobile and desktop (some design teams are even using it for virtual reality!). By allowing you to quickly evaluate your ideas before investing valuable engineering time, principle accelerates the design-development cycle. After deciding on the final design, Principle prototypes communicate ideas to the engineering team.

Rather than offering features specifically for passing design trends or niche use cases, principle strives to provide a toolbox of generic features that can be combined in creative ways to produce a variety of results. Since it is impossible

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[14]Ahmad Malik.*Pengertian Audio dan Media Audio Menurut Para Ahli*. Accessed on Wednesday 07 Juny 2017 13.23am.(http://www.studinews.com/2016/11/pengertian-audio-dan-media-audio-menurut-para-ahli-beserta-jenisnya.html)

[15] Feny.*Audio Record Media.* Accessed on Wednesday 07 June 13.24 am.(http://fenimey.blogspot.co.id/2011/06/media-rekaman-audio-sebagai.html)

to cover all the ways these features can be combined, this documentation focuses on describing how principle works and leaves it up to readers to discover creative applications. [16]

Audio Recorded is used in television and motion picture operations in a great variety of ways. Background music for films or video productions, live performances, and recorded sound effects are the most commonly used recorded sound. Principles of audio record media as follow: (1) records, (2) electrical transcriptions (records intended for broadcast use only), (3) audiotape, (4) videotape, and (5) film. Records and audiotape are only indirectly coupled with the picture portion: that is, they are not mechanically synchronized with the picture. The audio portion of videotape and film is directly recorded on these media. The sound is thus mechanically synchronized with the picture. Records are still the most frequently used prerecorded sound in both television and motion picture operations. For short segments, the standard records are being replaced with the more efficient cartridge-tape operations. However, we can safely assume that standard records will be used for sometimes to come and that audio control rooms will still have to be equipped with turntables.[17]

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[16]Kennan.*Principle of Audio Record*. Accessed on Wednesday 07 June 2017 14.20pm. (http://principleformac.com/docs.html)

[17]Lowry AFB.*Audio Production Principles*. Fort Gordon,(Georgia:US Army Signal Center,1998)p.38

2.1.2.3.The Design : Objective, Syllabus, Learning Activity, Role Of Teacher, Learne, And Material

Learning activity is the teacher give a material from speech as a whole. The teacher must know well about the material because the key success of this atrategy according to the teacher told the material through the speech.

The role of the teacher is the teacher give the material through a speech. The teacher does not ask the student to make a group discussion.The role of the of learner is the students only become a object because the students only receive a material froom the without thinking critically. The students only listen and the students can note the materials in the notebook.

The material must know well by the teacher, because the teacher tells the material as whole to the students. The materials must be goood arranged by teacher so the students will understand about the material have told by teacher.

2.1.2.4.Procedure of Audio Record Media

Before recording the sounds, the teacher should introduce English words, phrases and sentences by speaking them along with the help of demonstrations with concrete objects and actions, and with tha assistance of an interpreter who speaks the student's first language if necessary.

The steps that should be conducted by the teacher are as follow : (1). The teacher should check with the students to find out if the ratae is too fast or unclear them. If the students indicates that it is unclear, the teacher should slow down and try articulating more clearly. (2). The teacher should encourage the students to copy what the teacher says. With new words, phrases and sentences, if the student is hesitant or is having difficulty, the teacher merely repeats slowly and clearly

until the students is able to approximate the English pronounciation. (3).The teacher supports the student in repeating what the teacher says until he or she is comfortable enough for both of them to record the new English words. (4). Then, the audio recorder is turned on, and the teacher first says the newly mastered English phrase or sentence, so that the student can hear the pronounciation, rhythm, emphasis and expression of language to be copied. (5). Then the teacher invites the student to repeat the English words for the recording. (6). Then the teacher and student listen to the recording together. (7). Then the student can practice listening to the recordings while reading what has been written down for her or for him.[18]

2.1.2.5.Advantage and Disadvantage of Audio Record Media

Audio record Media has some advantages, as follows : (1). Ideally, the audio recording of interviews gives an accurate summary of the interview, as all the answers captured during the interview, as well as the comments by the researcher, are saved for reference. The interviewing committee can rewind and listen to them repeatedly to get clarity on the interview. Moreover, the tone, body language, pitch of the voice, speed of the speech etc. can be assessed. 2). The recorded interviews can be used for transcription of the answers, which is necessary for including relevant quotes in the research report.

Audio record media has some advantages, as follows : (1). The disadvantage of audio recording the interviews is that one needs to depend on the equipment and if it fails to function properly then there must be a backup plan. In

[18]Lorry ken.*Audio Record in Teaching Pronunciation*. Accesed on Monday,20 March 2017, at 8.59 am. (http://www.audiorecordinteachingpronounciation.html)

order to overcome the problems of equipment failure, one can check it beforehand and take note of the important points during the interview. With this, you will be having some record even if the equipment fails. 2).Some interviewers may be nervous of the tape-recorders, which may spoil their performance in the interview. In some interviews, the non-verbal information may be as necessary as the spoken part. Here, audio recording will not be adequate and video recording is necessary. 3). While planning to record an interview, it is important to make a check list of do's and don'ts, so that you can prevent unnecessary tensions at the time of the interview. You have to make sure that there is enough space on the disc and check whether the batteries are fully functioning or not. Also check whether the interview location is free from background noise or not.

2.2. Related Study

Romi aswandi in 2013 have done research about the implementation of english songs media to improve students' ability at pronouncing English Words at Mts Miftahussalam Medan in 2012/2013. The research was conducted to find out the application of number head together to improve students' ability at pronouncing English Words. The population of this study was eight grade students' field of MTs Mftahussalam Medan academic year 2012/2013. The English Songs Media can give the students' enjoyment and challenge in learning pronounciation.

2.3. Conceptual Framework

Audio record media is effective in teaching pronunciation because using audio record media helps learning, when are beginning English learners, the audio record is a vital tool for providing them with reviews of oral explanations and pronunciations o new material between lessons.

Jointly made audio recording are much more understandable for students because they can easily remember and understand the context in which the joint recordings were made. They can also most easily understand the English pronunciation and emphasis of their teachers' voices because they are used to listening to and copying their teachers' verbal expression. So, this media give the opportunity for the students' ability in pronouncing English Words.

2.4. Hypothesis

Based on the conceptual framework, the hypothesis of this study is the audio record media can increase the students' ability in pronouncing English words.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Time and Place of the Study

This research will be conducted at the school MTs Sabilal Akhyar kuala begumit Binjai. The reason of the writer choose this school will be described below : 1). Number of students in SMP AL-FATTAH MEDAN is good to do the research, 2). The problem of the research never done in this school. The implementation of the research in the second semester academic year of 2017/1018.

3.2. Population and Sample

3.2.1. Population

Population defines the survey assessing public opinion or individual characteristic by the use of questionnaire and sampling methods.

The study population in eight grade of SMP AL-FATTAH MEDAN academic year of 20172018, consists of 60 peoples and it derives for 2 classes, as the following table. The population of eight grade students of SMP AL-FATTAH MEDAN.

Number	Class	The Total Of Students
1	VIII-I	30 peoples
2	VIII-II	30 peoples
	Totals	**60 Peoples**

3.2.2. Sample

Sample is the part of the population which is the object of the research. This research is a learning experiment that the sample used must be homogeneous,

therefore, to get the experimental units a sample in this research must do with sampling random to establish two homogenous classes of the population quantity

3.3. Research Method

The research method is a way to find truth by collecting data and analyzing the data. The research method is a method to find out the truth which also a critical thingking.

Thus, the research method is a way to reach the truth by collecting and analyzing the data to achive the goal. Based on the problem and research objectives, we use the experimental method.

Experimental methode is quantitative approachh, it means to test of causation. In the experimental desing consist of the experimental group : the group have influenced by variables, and the control group, wich have not influenced by the variables.

3.4. Instrument of Data Collection

The instruments that used by researcher for data collection of this research is test based on the limitation of this research, the test given is to know the students' ability in pronouncing words. So, the words as the test consist of 25 words contains the twelve sounds that should be pronounced by the students.

3.5. Technique of Data Analysis

The data of this research will be analyzed by using t-test, before being tasted by the t-test, the normality and homogeneity of the data will be firstly tasted.

In this study, the data are obtains from the experimental group and control group. To compare two means score between those two groups, the data are analyze by using the t-test formula as follows:

$$to = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S_1^2}{n} + \frac{S_2^2}{n}}}$$

$$t_{table} = t\left(1 - \frac{1}{2}\alpha\right)^{(df)}$$

$$df = (N_1 - N_2 - 2)$$

Note:

$\overline{X_1}$ = mean of variable X

$\overline{X_2}$ = mean of variable Y

S_1^2 = variant of variable X

S_2^2 = variant of variable Y

3.6. Normality test

To test the normality of data, it used lilifors test by doing some steps as follows:

- Observations X1, X2,X3…Xn are made standard value Z1, Z2,Z3….Zn with the formula $zi = \frac{xi - x}{s}$ where the average $x = \sum \frac{x^2}{n}$ And the standards deviation $S^2 = \sum \frac{(xi - x)^2}{n}$

- For each standards coefficient, using absolute normal standard distribution , then count the frequency F(Zi)=p (z≤zi)

- Then count the proportion Z1,Z2,Z3......Zn which smaller equals to Zi.

- Count the difference F(Zi)-S(Zi) then determine the absolute value.

- Take the higher value among the difference absolutes values; say that

  the value is 1..if

  Lo< Lt, which is got from critical value of the lilifors test at real level

  α= 0,05 the data distribution is normal.

3.7. Homogeneity

The variant of both sample should be homogeneous. To test homogeneity of both sample, the following formula is used:

$$F = \frac{the\ biggest\ variant}{the\ smallest\ variant}$$

$$F = \frac{S_1{}^2}{S_2{}^2}$$

Note :

$S_1{}^2$ = the biggest variant of both variables

$S_2{}^2$ = the smallest variant of both variables

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Data Collection

The data of this research, the researcher got the data about the students' ability in pronouncing words before implementing audio record media, there were 60 students as sample involved in this research. Samples were divided into two group namely experimental group and control group. Each group was given a pre-test and post-test. The description could be seen in the following tables:

Table 4.1 The Score of Pre-Test and Post-Test in Experimental Group

No	Name of Students	Pre-Test (T1)	Post-Test (T2)	Gained (X)
1	Amelia Mariska	38	70	32
2	Anggraini	43	75	32
3	Anisa Putrid	39	75	36
4	Arifin Fajar	59	85	26
5	Aulia Fajar	48	70	22
6	Audi Perisa	42	80	38
7	Arman Prastya	37	60	23
8	Ayu Nadia Ramadhani	47	70	23
9	Bayu Gunawan Pratama	33	70	37
10	Bima Sandika	45	75	30
11	Danang Khrisna	44	70	26
12	Dandy Pramana	60	75	15
13	Darmawan Pangestu	51	75	24
14	Defa Salsabila	63	85	22
15	Dinda Pratiwi	43	80	37
16	Herry Syahputra	41	85	44
17	Indah Ramadhani	43	65	22

18	Indri Aprilla Sari	66	75	9
19	Dhirga Dewi Nanda	45	60	15
20	Joko Prabowo	55	65	10
21	M. Abdul Rasyid	53	60	7
22	M . Andre	50	75	25
23	M . Khadapi	58	65	7
24	Mutiara Anggi Lestari	43	70	27
25	Naly Ramadhani	41	50	9
26	Nur Hanafi	47	80	33
27	Nur Syifa	69	85	16
28	Prayogi	32	60	28
29	Ramadhan	42	65	23
30	Risky Prayoga	56	70	14
	Total	1433	2147	494
	Mean	47.7666667	71.5667	16.4667

Table 4.2 The Score of Pre-Test and Post-Test in Control Group

No	Name of Students	Pre-Test (T1)	Post-Test (T2)	Gained (Y)
1	Abdul Majid	35	41	6
2	Haris Efendi	60	51	9
3	Baginda Fitri Setia	40	49	9
4	Indah Permata Sari	60	82	22
5	Intan Pratiwi	45	53	8
6	Muhammad Rudi Hartono	55	60	5
7	Muhammad Fadhli	45	51	6
8	Muhammad Heru Rizky	30	56	26
9	Muhammad Wahyudi	55	38	17
10	Muhammad Rizky	55	47	8
11	Madina Putri	40	55	15

12	Osni Oktavia	50	65	15
13	Popi Yolanda	50	67	17
14	Putri Pransiska	55	75	20
15	Rizwan Harahap	55	65	10
16	Rizky Indriani	65	57	8
17	Romi Rukmana	35	54	19
18	Saqdiah	30	60	30
19	Silviana	40	55	15
20	Siti Humairah	35	73	38
21	Sri Wardah	25	67	42
22	Silvia Wahyuni	45	75	30
23	Silvia Bakri	50	67	17
24	Wahyu Fikri	40	54	14
25	Wahyuda	35	51	16
26	Yari Sambera	60	65	5
27	Zulfan Syahputra	70	85	15
28	Masri Ramadhani	25	34	9
29	Nisa Maharani	35	49	14
30	Winda Lestari	55	70	15
	Total	1270	1784	475
	Mean	42.3333	59.4667	15.8333

Based on the data table above, the initial students (sample) and the students' score in the pre-test and post-test of two groups could be seen in the table 4.1 and 4.2. In pre-test the highest score of pre-test in experimental group was 70 and the lowest was 32 with the total score of pre-test was 1433. While the highest score of post-test in experimental group was 91 and the lowest was 60 with the total score was 2147.

For the control group the highest score of pre-test was 60 and the lowest was 25 with the total score was 1270. While the highest score of post-test in experimental group was 85 and the lowest was 32 with the total score was 1784.

Based on the data of pre-test and post test of the experimental group and control group obtained, then the researcher analyzed the data into statistic calculation to find out the differences of samples' score between pre-test and post-test in experimental group. Based on the table above, the following table 4.3 showed the calculation to find out the mean, the standard deviation, and the standard error between both experimental and control group.

Table 4.3 The Result Calculation of Gain Score

Both Experimental and Control Group

No	X	Y	X	Y	x2	y2
1	35	3	9.33	-8.53	87.049	72.761
2	15	8	-16.67	-3.53	277.889	12.461
3	30	10	4.33	-1.57	18.749	2.465
4	25	23	0.67	11.47	0.449	131.561
5	30	5	4.33	-6.53	18.749	42.641
6	25	13	0.67	1.43	0.449	2.045
7	15	14	-16.67	2.47	277.889	6.109
8	40	9	14.33	-2.53	205.349	6.409
9	15	5	-16.67	-6.53	277.889	42.641
10	20	2	-5.67	-9.53	32.149	90.821
11	30	11	4.33	-0.53	18.749	0.281
12	25	5	0.67	-6.53	0.449	42.641

13	25	16	0.67	4.47	0.449	19.981
14	30	12	4.33	0.47	18.749	0.221
15	25	22	0.67	11.43	0.449	130.645
16	20	16	-5.67	10.47	32.149	109.621
17	30	11	4.33	-0.53	18.749	0.281
18	40	18	14.33	6.47	205.349	41.861
19	20	10	-5.67	-1.53	32.149	2.341
20	30	18	4.33	6.47	18.749	41.861
21	40	14	14.33	2.47	205.349	6.109
22	30	17	4.33	5.47	18.749	29.921
23	15	9	-16.67	-2.53	277.889	6.409
24	30	11	4.33	-0.53	18.749	0.281
25	15	10	-16.67	-1.53	277.889	2.341
26	20	14	-5.67	2.47	32.149	6.109
27	15	22	-16.67	11.43	277.889	277.889
28	35	2	9.33	-9.53	90.821	90.821
29	30	7	4.33	-4.53	18.749	20.521
30	15	9	-16.67	-2.53	277.889	6.409
	770	346	-35.4	7.94	3038.722	1246.535
	25.66667	15.72727				

Notes: x = X-Mx

y = Y-My

N1 = students of experimental class

N2 = students of control class

Based on the table above, then the researcher calculated the data to find out the mean, standard deviation, and variant of both of groups. The formulation as followed:

1. The statistic calculation of the data of variable X :

    a. Mean of variable X (Mx)

$$M_1 = \frac{\Sigma x}{N_1} = \frac{770}{30} = 25.66$$

    b. Standard of deviation of variable X (SD_x)

$$SD_1 = \sqrt{\frac{\Sigma x^2}{N_1}} = \sqrt{\frac{3038.722}{30}} = \sqrt{101.290} = 10.06$$

    c. Variant of variable X, S^2

$$s^2 = 7.48^2 = 55.9504$$

2. The statistic calculation of the data of variable Y :

    a. Mean of variable X (My)

$$M_2 = \frac{\Sigma y}{N_2} = \frac{346}{30} = 11.5333$$

    b. Standard of deviation of variable X (SD_x)

$$SD2_1 = \sqrt{\frac{\Sigma x^2}{N_1}} = \sqrt{\frac{1246.535}{30}} = \sqrt{41.55} = 6.44$$

    c. Variant of variable X, S^2

$$s^2 = 6.44^2 = 41.4736$$

3.8. Data Analysis

3.8.1. Normality Test

Normality test was done by using Liliefors test. To accept or reject the hypothesis, we compared L_o (L observation) with L_t (L table) from Liliefors table ɑ 0.05.

a. If $L_o < L_t$ = Data have normal distribution (accepted)

b. If $L_o > L_t$ = Data do not have normal distribution (rejected)

Here are some steps that we do the calculation distribution of Normality test:

1. Make a frequency table. Fill column X with the data, column F with the amount of frequency, column Fe with the cumulative frequency.

2. Colum Zi is filled by $Zi = \frac{x-M}{SD}$

   Example for x_1 for experimental class:

$$Zi_{=\frac{15-770}{10.06}=75.049}$$

3. F (Zi) table is filled by looking the coefficient in table of curve normality (appendix).

4. S (Zi) $= \frac{Fcum}{N} = \frac{3}{30} = 0.1$

5. F (Zi) – S (Zi) = 525.343 - 0.233 = 525.11

6. The highest coefficient in |F (Zi) – S (Zi)| column is as L_o

The next table is the worktable of normality test of experimental and control class.

4.4 Worktable of Normality Test of Experimental Group

No	X	F	Fk	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)

1	15	7	7	75.049	525.343	0.233	292.343
2	20	4	11	74.552	820.072	0.366	4819.706
3	25	5	16	74.055	11184.88	0.533	11184.347
4	30	9	25	73.558	1838.95	0.833	**1838.047**
5	35	2	27	73.061	1972.647	0.9	1971.747
6	40	3	30	72.564	2902.56	1	2901.56

Based on the table above, it was found the L observation was 1838.047 and the L table on the Liliefors table ɑ 0.05 N = 30. It means that $L_o < L_t$ and the data in experimental group had normal distribution.

4.5 Worktable of Normality Test of Control Group

No	Y	F	Fk	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	1-5	5	5	-52.909	264.545	0.167	264.378
2	6-10	9	14	-52.288	470.592	0.466	470.126
3	11-15	8	22	-52.443	419.544	0.733	418.811
4	16-20	5	27	-52.909	264.545	0.9	263.647
5	21-25	3	30	-53.219	159.657	1	159.675

Based on the table above, it was found the L observation was 0.1534 and the L table on the Liliefors table ɑ 0.05 N = 30. It means that $L_o < L_t$ and the data in control group had normal distribution.

3.8.2.   Homogeneity Test

Homogeneity test was done by doing fisher test. It was aimed to know whether the samples that used in the research were homogeneous or not. The formula was follow:

$$F = \frac{S_1^2}{S_2^2}$$

Note:

$S_1^2 =$ The biggest variant of both variables

$S_2^2 =$ The smallest variant of both variables

The homogeneity of the samples could be decided based on this following hypothesis:

a. If $L_o < L_t =$ Data is homogeny

b. If $L_o > L_t =$ Data is not homogeny

From the analysis data of experiment and control class gained the variant of experiment class was 10.06 and the variant of control group was 6.44

$$F_0 = \frac{10.06}{6.44} = 1.56$$

The coefficient of F_t from the table of F distributions $a = 0.05$ with numerator degree of freedoms $= 30$ (N-1 $= 21$-1), and denominator degree of freedom $= 30$ (N-1 $= 22$-1) was 3.03. It means $F_o < F_t$. It could be concluded that the samples used in this research were homogeny.

3.8.3. Hypothesis Test

The hypothesis was aimed to find out whether the hypothesis was accepted or rejected. The basic theory that the research used:

a. The hypothesis is accepted if $t_o > t_{table}$

b. The hypothesis is accepted if $t_o < t_{table}$

The previous calculation showed that the data of this research had completed the requirements to be hypothesized. Then the researcher calculated the t_o as follows:

$$t_o = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{S_1^2}{n} + \frac{S_2^2}{n}}}$$

$$t_o = \frac{47.76 - 42.33}{\sqrt{\frac{10.06}{30} + \frac{6.44}{30}}}$$

$$= \frac{5.43}{\sqrt{16.5}}$$

$$= \frac{5.43}{4.06}$$

Based on the calculation of t-test, it was found that t-test was 5.43 and based on the t-table level significant of 0.05 of degree freedom 43 (Nx+Ny-2) t-table was 2.00.

Based on calculation of t-test, where t_o (5.43) was higher than t_{table} at the level significant of 0.05 (2.00), therefore, the hypothesis was accepted because $t_o > t_{table}$ or 5.43 > 2.00 It was concluded that the implementation of audio record media had significantly increase the students' ability in pronouncing English words at SMP Al-Fattah Medan in academic year 2016/2017.

3.8.4. Findings

The result of this research showed that there was a significant effect of the implementation of audio record media in students' ability in pronouncing English words. It was proven by result of t_{test} that $t_o > t_{table}$ = 5.43 > 2.00 (a = 0.05, df = 43).

It showed from the value side, applying audio record media in pronouncing English words could increase the students' ability. Which mean of experimental group was higher than the mean of control group even though they were given by the same material and test.

Thereby, it could be concluded that giving the different treatment to both of samples caused a significant difference on the students' ability in pronouncing English words. The higher score of experimental class was caused by the treatment that applied in this class that was taught without audio record media. The implementation of audio record media influenced the students to be more active in the learning process. While the control group taught without using audio record media, that was not given chance to the students to be more participative

3.9.Discussion

This research was conducted to know the implementation of audio record media can increase the students' ability in pronouncing English words. From the data analysis, it was found that the implementation of audio record media was more effective in teaching pronunciation, so the goal of learning was achieved. It made the students interest and their media gave an improvement of the students' ability. So, the English teacher could apply many media in teaching pronunciation, especially audio record media.

The research was started on October 2017. The treatment was done in four meetings. The mean score of experimental group was 47.76, while the mean score of control group was 42.23. After giving the treatment the researcher gave the post to both groups. The researcher got the mean score of experimental group was 71.56 and the mean score of the control group was 59.46. It means the students

that were taught by using audio record media have higher score than taught without audio record media.

Based on the explanation above, it can be concluded that the implementation of audio record media has significant effect on the students ability in pronouncing English words.

CHAPTER V

CONCLUSION AND SUGGESTION

3.10. Conclusion

Based on the data analysis in chapter IV, the conclusion was drawn as following:

1. There were significant effects of synthesizing strategy on students' reading comprehension in recount text. It is seen from the data which had obtained in the post test of experimental group were: the total score was 1779 and the mean score 71.56Therefore, alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. This is supported by the data analysis results in which t-observed 5.43 is higher than the t-table 2.00 at the significant level 3.42.

3.11. SUGGESTIONS

The result of this research shows the implementation of the audio record media could improve the students' ability at pronouncing words. Therefore, the researcher suggests:

1. The principal : provide a complete facility that will support the learning activity. So, the teacher can guide the students to learn optimally and increase their ability at learning.

2. The English teacher : To motivate and improve the students' ability by developing any media to achieve the objective of learning, especially by applying audio record media in teaching pronunciation.

3. The students : to motivate their selves in learning, practice their English at pronunciation letter by hearing record, whether it is song,

story or any interest topic that can increase their ability at pronunciation.

4. Other researcher : developing largely and deeply discussion about pronunciation by adding other variable or enlarge the sample.

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APPENDIX I
QUESTIONS LIST FOR TEACHER

1. Do you always come to the class on time?

   Yes, I do. I always come to the class on time

2. How often is the English subject taught in the classroom?

   The English subject was taught 3 times a week in the classroom

3. Do you always give motivation to the students to learn English when you enter the lass?

   Yes, I do. I always motivate them to learn English, because nowadays

   English become very important.

4. Do you always give any task or homework after the lesson?

   Yes, I do. I always give them some tasks or question after I taught them

   some material. So, I can measure their ability.

5. Is it difficult to teach English?

   Yes, it is rather difficult, because they are not too interest in learning

   English.

6. What is your problem in teaching English?

   My problem is about their lack of motivation, even though they are given

   motivation continually, they seem not focus in joining the learning

   process.

7. Have you ever applied any media, method or strategy in teaching English in the classroom?

Yes, sometime, not always. But I more often teach them by explain the material in the classroom.

8. How is the students' interest about English learning?

Their interest in learning English is very low. Many of them don't complete their task if I give them homework.

9. How about the students' participation in the class?

Their participation in the class is very low. Even when I ask them to bring the dictionary, only 2 students who bring it to the class.

10. Have you ever taught pronunciation in the class?

Yes, sometimes. I ask them to follow my utterances in pronouncing words.

11. Have the students had a good pronunciation in uttering the English words?

No, they have not. They still confuse to pronounce the English words.

12. Could the students pronounce the English sounds?

No, they have not. Even not all of them know the English sounds.

13. What are the problems in teaching pronunciation?

They always make noise in the class. So, I difficult to control the situation to be quiet.

14. What is the media or strategy used in teaching pronunciation?

   <u>I used dictionary and then ask them to follow or imitate my sound after I</u>

   <u>pronounced the words.</u>

15. Are the students interest in the media or strategy used?

   <u>They are not too interest, they seem they are have no motivation to study.</u>

QUESTION LIST FOR STUDENTS

1. Apakah kamu suka pelajaran bahasa Inggris?

   Tidak, saya tidak terlalu suka pelajaran bahasa inggris.

2. Apakah kamu selalu datang tepat waktu pada pelajaran bahasa Inggris?

   Tidak selalu, kadang-kadang saya terlambat masuk kelas.

3. Seberapa sering kamu belajar bahasa Inggris dirumah?

   Saya jarang mengulang pelajaran bahasa inggris di rumah.

4. Apakah kamu selalu mengerjakan tugas atau PR?

   Kadang-kadang saya mnerjakan PR saya, tapi kadang-kadang tidak.

5. Apakah kamu selalu mengikuti pelajaran bahasa Inggris dengan baik?

   Tidak, saya malas belajar bahasa inggris.

6. Apakah masalah yang kamu hadapi dalam belajar bahasa Inggris?

   Saya susah memahami arti kata-katanya, dan saya tidak mengerti cara

   membacanya.

7. Apakah kamu adalah siswa yang aktif dikelas?

   Tidak, saya tidak terlalu aktif di kelas.

8. Apakah kamu selalu menanyakan kepada guru ketika kamu tidak mengerti

   tentang pelajaran bahasa Inggris?

Tidak selalu, tapi kadang-kadang saya tanyakan

9. Apa usaha yang kamu lakukan untuk meningkatkan kemampuan berbahasa Inggrismu?
   Saya jarang belajar bahasa inggris dirumah, saya hanya belajar bahasa inggris diekolah saja.

10. Apakah kamu sudah pernah belajar tentang pronounciation sebelumnya?
    Ya, sudah. Tapi hanya mnegikuti guru saja.

11. Seberapa seering kamu belajar untuk melafalkan atau menyebutkan kata-kata bahasa Inggris di rumah?
    Tidak pernah.

12. Dapatkah kamu melafalkan abjad bahasa Inggris?
    Ya, saya bisa melafalkan abjad bahasa inggris, tetapi tidak terlalu lancar

13. Dapatkah kamu menyebutkan huruf dan bunyi vocal dalam bahasa Inggris?
    Tidak semua, hanya sebagian saja.

14. Apakah kamu pernah diajarkan dengan menggunakan media atau strategi di kelas?
    Kadang-kadang tetapi pelajaran hanya sering dijelaskan didepan kelas oleh guru.

15. Apakah kamu tertarik dengan media atau strategi yang digunakan oleh guru?

Tidak terlalu.

16. Bagaimana pendapatmu setelah belajar pronounciation dengan menggunakan media rekaman?

Saya mendapatkan pemahaman yang lebih tentang melafalkan bunyi huruf vocal bahasa inggris dari pada sebelumnya.

17. Apakah kamu tertarik dan termotivasi untuk belajar pronounciation dengan media ataupun rekaman yang digunakan?

Ya, saya lebih suka belajar menggunakan rekaman, karena lebih seru dan tidak membosankan.

18. Dapatkah kamu membedakan antara bunyi vocal yang disebutkan dengan suara panjang atau pendek?

Ya, saya bisa membedakan bunyi vocal panjang dan pendek.

19. Dapatkah kamu memberikan contoh kata yang membuat bunyi vocal bahasa Inggris?

Ya saya bisa. Contohnya, kata "card" dengan buni "a" yang panjang, kata "big" dengan bunyi "i: yang pendek, kata "blue dengan bunyi "u" yang panjang, kata "good" dengan bunyi "u" pendek, kata "head" dengan bunyi "e" pendek, kata "small" dengan bunyi "o" panjang.

20. Apakah media rekaman dapat membuat kamu lebih memahami bagaimana melafalkan kata-kata nahasa Inggria?

Ya, saya lebih memahami belajar menggunakan rekaman, karena saya bisa mendengarkan cara melafalkan kata bahsa Inggris lebih jelas.

APPENDIX III

"SID AND SEED"

Sid and a seed, a tiny little seed, who like where he was and never wanted tp leave. He was quiet, shy and quite full of doubt. He was afraid of the unknown. So, he never went out. Sid share his home underground, deep within, with a spider named pip, and a caterpillar named Kim. In their quiet little hole lit by candles mad of wax, sit sat with his friends playing cards and eating snacks. They had hours of fun till sleep filled their hands. Then they each "good night", and crept to their beds.

"THE WHALE WHO EAT EVERYTHING"

One day, a small size blue whale was swimming around the sea. He become very hungry and started to look for something yummy. So hungry was the whale, that he ate a rusty pail. Then, the whale went too far, he ate a jar, he ate a guitar, he ate a chocolate bar, and he ate a bright red car, it truly was BIZARRE. So, the whale got bigger than any whale had ever been, he become so big he could not even swim. And he become so terribly sad that he lost his big whale grin.

BIOGRAPHY OF THE RESEARCHER

Name   : Sari Ramadhani Lubis

Student's Number   : 34.13.3.202

Sex   : Female

Place And Birthday : Perdamaian, 04 February 1995

Father's Name   : Syahmad Lubis

Mother's Name   : Lasmini

Education   : - SDN No. 058250 Dsn VII Perdamain

- Mts.S Ta'dib Almu'allimin Al-Islamy

- MAS Ta'dib Al-Mu'allimin Al-Islamy

APPENDIX VIII
THE REAL NAME AND INITIAL NAME OF EXPERIMENTAL GROUP
SMP. AL-FATTAH MEDAN

No	Name Of Students	Sex	Initial Name Of Students
1	Amelia Mariska	F	AM
2	Anggraini	F	AG
3	Anisa Putrid	M	AP
4	Arifin Fajar	M	AF
5	Aulia Fajar	F	AUF
6	Audi Perisa	F	AUP
7	Arman Prastya	M	ARP
8	Ayu Nadia Ramadhani	F	ANR
9	Bayu Gunawan Pratama	M	BGP
10	Bima Sandika	M	BS
11	Danang Khrisna	M	DK
12	Dandy Pramana	M	DP
13	Darmawan Pangestu	M	DMP
14	Defa Salsabila	F	DS
15	Dinda Pratiwi	F	DPR
16	Herry Syahputra	M	HS
17	Indah Ramadhani	F	IR
18	Indri Aprilla Sari	F	IAS
19	Dhirga Dewi Nanda	F	DDN
20	Joko Prabowo	M	JP
21	M. Abdul Rasyid	M	MAR
22	M . Andre	M	MA
23	M . Khadapi	M	MK
24	Mutiara Anggi Lestari	F	MAL
25	Naly Ramadhani	F	NR
26	Nur Hanafi	F	NH
27	Nur Syifa	F	NS
28	Prayogi	M	PG
29	Ramadhan	M	RD
30	Risky Prayoga	M	RP

APPENDIX IX
THE REAL NAME AND INITIAL NAME OF CONTROL GROUP
SMP. AL-FATTAH MEDAN

No	Name Of Students	Sex	Initial Name Of Students
1	Abdul Majid	M	AM
2	Haris Efendi	M	HE
3	Baginda Fitri Setia	M	BFS
4	Indah Permata Sari	F	IPS
5	Intan Pratiwi	F	IP
6	Muhammad Rudi Hartono	M	MRH
7	Muhammad Fadhli	M	MF
8	Muhammad Heru Rizky	M	MRH
9	Muhammad Wahyudi	M	MW
10	Muhammad Rizky	M	MR
11	Madina Putri	F	MP
12	Osni Oktavia	F	OO
13	Popi Yolanda	F	PY
14	Putri Pransiska	F	PP
15	Rizwan Harahap	M	RP
16	Rizky Indriani	F	RI
17	Romi Rukmana	M	RR
18	Saqdiah	F	SA
19	Silviana	F	SI
20	Siti Humairah	F	SH
21	Sri Wardah	F	SW
22	Silvia Wahyuni	F	SWA
23	Silvia Bakri	M	SB
24	Wahyu Fikri	M	WF
25	Wahyuda	M	WA
26	Yari Sambera	F	YS
27	Zulfan Syahputra	M	ZS
28	Masri Ramadhani	F	MR
29	Nisa Mahrani	F	NM
30	Winda Lestari	F	WL

The t-Test Formula

$$to = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S_1^2}{n} + \frac{S_2^2}{n}}}$$

$$t_{table} = t\left(1 - \frac{1}{2}\alpha\right)^{(df)}$$

$$df = (N_1 - N_2 - 2)$$

Note:

$\overline{X_1}$	= mean of variable X
$\overline{X_2}$	= mean of variable Y
S_1^2	= variant of variable X
S_2^2	= variant of variable Y

3.6. Normality test

To test the normality of data, it used lilifors test by doing some steps as follows:

- Observations X1, X2,X3…Xn are made standard value Z1, Z2,Z3….Zn with the formula $zi = \frac{xi - x}{s}$ where the average $x = \sum \frac{x^2}{n}$ And the standards deviation $S^2 = \sum \frac{(xi - x)^2}{n}$

- For each standards coefficient, using absolute normal standard distribution , then count the frequency $F(Zi) = p\ (z \leq zi)$

- Then count the proportion $Z_1, Z_2, Z_3 \ldots \ldots Z_n$ which smaller equals to Z_i.

- Count the difference $F(Zi) - S(Zi)$ then determine the absolute value.

- Take the higher value among the difference absolutes values; say that the value is 1..if

Lo< Lt, which is got from critical value of the lilifors test at real level α= 0,05 the

data distribution is normal.

3.7. Homogeneity

The variant of both sample should be homogeneous. To test homogeneity of both

sample, the following formula is used:

$$F = \frac{the\ biggest\ variant}{the\ smallest\ variant}$$

$$F = \frac{S_1{}^2}{S_2{}^2}$$

Note :

$S_1{}^2$ = the biggest variant of both variables

$S_2{}^2$ = the smallest variant of both variables