

**THE INFLUENCE OF USING CWT (CHAIN WHISPERING
TECHNIQUE) TOWARDS STUDENTS' ABILITY IN
PRONUNCIATION**

SKRIPSI

*Submitted in Partial fulfillment of the Requirements For the Degree of Sarjana
Pendidikan (S.Pd) English Education Program*

By :

ANNISA APRIANI WALA

NPM : 1502050222



**FACULTY OF TEACHER'S TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN**

2019

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Selasa, Tanggal 08 Oktober 2019, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Annisa Apriani Wala
NPM : 1502050222
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Influence of Using CWT (Chain Whispering Technique) Towards Students' Ability in Pronunciation

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : (A-) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

PANITIA PELAKSANA

Ketua

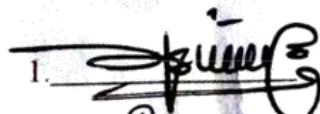


Sekretaris

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Dra. Hj. Syamsuurnita, M.Pd.

ANGGOTA PENGUJI:

1. Fatimah Sari Siregar, S.Pd, M.Hum
2. Dr. Hj. Dewi Kesuma Nst, SS, M.Hum
3. Rini Ekayati, SS, MA

1. 
2. 
3. 

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Annisa Apriani Wala
N.P.M : 1502050222
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Influence of Using CWT (Chain Whispering Technique) Towards Students' Ability in Pronunciation

sudah layak disidangkan.

Medan, September 2019

Disetujui oleh:

Pembimbing



Rini Ekayati, SS, MA

Diketahui oleh:

Dekan

Ketua Program Studi


Dr. H. Elfrianto Nasution, S.Pd, M.Pd


Mandra Saragih, S.Pd., M.Hum.

ABSTRACT

Wala, Annisa Apriani. *The Influence of Using CWT (Chain Whispering Technique) towards Students' Ability in Pronunciation*. Skripsi. English Education Program. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, Medan, 2019.

This research was a quantitative research. The objective of this research was to find out the the influence of using CWT (Chain Whispering Technique) towards students' ability in pronunciation. This research was conducted at SMP Muhammadiyah 47 Sunggal Jl. Sei Mencirim No. 60. The population of this research was eight grade students of SMP Muhammadiyah 47 Sunggal academic year 2019/2020. The sample consisted of 46 students. The sample was divided into 2 groups, the experimental group which was consisting of 24 students and treated by using chain whispering technique, and the control group which consisted of 22 students by treated lecturing method. The instrument for collecting the data was oral test where students were asked to pronounce 10 English words contained of long vowel sounds. The result showed that t_{observed} was higher than t_{table} ($8.60 > 2.01$) at level of significant 0,05 and degree of freedom (df) was 44. It meant that students treated by using chain whispering technique got higher score than by lecturing method. So, it stated that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected.

Key Words: Chain Whispering Technique, Pronunciation, Long Vowel Sounds.

ACKNOWLEDGEMENT



In the name of Allah S.W.T., the most gracious and merciful. First of all the researcher would like to thanks to Allah, who gave has given her strength, patience, and healthy to finish this study. Peace be upon to the Prophet Muhammad SAW who has brought human beings from the darkness into the brightness era as we behold today.

The aim of writing this study is to fulfill of the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program. In finishing this research entitle “*The Influence of Using CWT (Chain Whispering Technique) Towards Students’ Ability in Pronunciation*”, it was so difficult for her to accomplish this study, so there were so many people who have assisted her in process of completing this study. Thus, she would like to express big thanks to her beloved parents, **Ismail Wala** and **Erna Duwila** for their pray, love, advice courage, moral and material supports before, during, and after her academic years at UMSU. May Allah The Most Almighty always bless them. Then she would like to thank the people mentioned bellow:

1. **Dr. Agussani, M.A.P.**, as the Rector of University of Muhammadiyah Sumatera Utara.

2. **Dr. Elfrianto Nasution, S.Pd, M.Pd.**, as the Dekan of FKIP UMSU who has given her recommendation to carry out this research.
3. **Mandra Saragih, S.Pd, M.Hum.**, as the Head of English Education Department of FKIP UMSU and **Pirman Ginting, S.Pd, M.Hum.**, as the Secretary who has helped her in the administrative process in finishing the study.
4. **Rini Ekayati, SS, MA.**, as Supervisor who has given her a lot of valuables, suggestion, and encouragement to complete this study.
5. **Saprindo Simanjuntak, S.Pd I** the Headmaster of SMP MUhammadiyah 47 Sunggal who has given permission and support for her to conduct the research at that school.
6. Her lovely grandpa and grandma, **H. Umar Sidik Wala and Hj. Hawa** , and **Warina Gay** who have support her and wish for her success.
7. Her lovely uncles and aunts, **Citra Syawal Wala and Julia Kartika Siregar, Apriza ISomat Wala and Tri Retnowati, Abdul Kadir Wala and Rubi Yanti** who have support her and wish for her success.
8. Her beloved best friend, Lily Hawanis, Elida Yanti, Widian Adylah, and Siti Aisyah Damanik who have motivated and supported her all the time and always pray for her success.
9. All people who were not mentioned in this study, thank you very much, may Allah bless us, Amin.

Hopefully the findings of this research were expected to be useful for those who read this study and interested to the topic. Finally, the researcher realized that

her study was still far from being perfect in spite of the fact she had done her best completing this study. Therefore, construction criticism, comment, suggestion were welcomed for further improvement of this study.

Medan, September 2019
The Researcher

AnnisaAprianiWala
1502050222

TABLE OF CONTENT

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENT.....	v
LIST OF TABLE	viii
LIST OF APPENDIX	ix
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Identification of Problem	3
C. The scope and Limitation.....	3
D. The Formulation of Problem.....	4
E. The Objective of The Study	4
F. The Significance of The Study.....	4
CHAPTER II LITERATURE REVIEW.....	5
A. Theoretical Framework.....	5
1. Pronunciation Skill.....	5
1.1. Definition of Pronunciation	5
1.2. Types of Pronunciation	6
1.3. English Vowel	7
1.4. Teaching Pronunciation	16

2. Chain Whispering Technique.....	17
2.1.Description of Chain Whispering Technique.....	17
2.2.The Procedure of Chain Whispering Technique.....	19
2.3.The Advantages of Chain Whispering Technique	20
2.4.The Disadvantages of Chain Whispering Technique.....	20
B. Previous Study	21
C. Conceptual Framework.....	22
D. Hypothesis.....	23
CHAPTER III METHOD OF RESEARCH	24
A. Location	24
B. Population and Sample	24
C. Research Design.....	25
D. Instrument of The Research	26
E. Technique of Collecting Data	27
F. Technique of Data Analysis.....	28
G. Statistical Hypothesis.....	29
CHAPTER IV DATA AND ANALYSIS	30
A. Description of Data	30
B. Data Analysis	31
C. The Testing Hypothesis	34
D. Discussion	34
E. Research Finding	35
CHAPTER V CONCLUSSION AND SUGGESTION	36

A. Conclusion	36
B. Suggestion	36

REFERENCES

APPENDIX

LIST OF THE TABLE

Table 3.1 The Population	24
Table 3.2 The Sample	25
Table 3.3 Design of Research	26
Table 3.4 Procedure of the Research in Experimental Group by Chain Whispering Technique	26
Table 3.5 Procedure of the Research in Experimental Group by Lectured Method	27
Table 4.1 Differences Score between Pre-Test and Post-Test in Both of Experimental Group and Control Group.....	31

LIST OF APPENDICES

Appendix 1	Lesson Plan (Experimental Group)
Appendix 2	Lesson Plan (Control Group)
Appendix 3	Test Item
Appendix 4	Key Answer
Appendix 5	Students' Answer Sheets
Appendix 6	Result of Pre-Test and Post-Test of Experimental Group
Appendix 7	Result of Pre-Test and Post-Test of Control Group
Appendix 8	Differences Score of Pre-Test and Post-Test of Experimental Group
Appendix 9	Differences Score of Pre-Test and Post-Test of Control Group
Appendix 10	Calculation of Mean and Standard of Experimental Group
Appendix 11	Calculation of Mean and Standard of Control Group
Appendix 12	Research Documentation
Appendix 13	The Attendances of Experimental Group
Appendix 14	The Attendance of Control Group
Appendix 15	Form K-1
Appendix 16	Form K-2
Appendix 17	Form K-3
Appendix 18	Surat Pernyataan
Appendix 19	Lembar Pengesahan Proposal
Appendix 20	Lembar Pengesahan Hasil Seminar Proposal
Appendix 21	Surat Plagiat

Appendix 22	Surat Keterangan Seminar
Appendix 23	Surat Izin Riset
Appendix 24	Surat Keterangan Telah Melaksanakan Riset
Appendix 25	Berita Acara Bimbingan Proposal
Appendix 26	Berita Acara Bimbingan Skripsi
Appendix 27	Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of Study

Pronunciation is one aspect that involved in speaking ability. It has the important role of fluency in speaking English. Good pronunciation makes a listener understands what the speaker talking about. On the other hand, if the speakers have bad pronunciation, their speech will not be understandable to the listeners (Gilakjani, 2011) and can make the different meaning. According to Harmer (2007 : 248) teaching pronunciation makes students aware of different sounds and sounds features. Based on that statement, it shows that pronunciation is also very necessary for students because it helps them to learn and understanding how to produce sounds that are not found in their mother tongue.

Having the good ability in pronunciation is also a good way to study a language, especially in English. The students will be left behind if they do not have ability to pronounce well, because pronunciation is one of the factors that can help them to study the four language skills easily. For example, pronunciation is to be useful in speaking for making conversation, in listening for taking information, or teacher dictation. In other word, pronunciation is necessary being taught in language learning.

Based on the researchers` observation in the eight grade at SMP Muhammadiyah 47 Sunggal, the students were still low in their pronunciation. They commonly confused how to pronounce the words correctly. One of their

reasons was because they don't know how to read the phonetic symbol in dictionary. So, they cannot check the correct pronunciation. The researcher found that they have difficulties in learning pronunciation. It is probably caused by the technique that teacher used is not effective in teaching learning process. The students also feel lazy to follow the learning process well, and their motivation is low. According to the students, it caused by the teacher who did not use interesting technique to teach pronunciation. Most of the students stated that they felt difficulty and afraid of pronounce the word of English. They often felt confused what they have to say and how to pronounce it. The students felt difficult to remember how to pronounce the new word and also they lose motivation in learning English. The teachers need an attractive technique to help the students in learning English especially in teaching pronunciation. To motivate them, the teacher must be able to create and choose the interesting technique.

There were many techniques in teaching learning pronunciation, one of the technique was chain whispering game. Chain whispering can be one of alternative technique in teaching learning pronunciation. The technique of using games in learning English makes the students to memorize vocabulary and pronounce English easily (Zulianti, 2013). Games help and encourage many learners to sustain their interest and work. It means that the learners should be more active and have a lot practice to improve their skill. Therefore, the teachers could create a more exciting learning environment by introducing games. Nugraheni (2015) said that Chinese whispers game train students' basic language skills; those are listening, speaking, reading, and writing skills, including the internalization of

English language components such as grammar, vocabulary, spelling, and pronunciation which were considered as essential components for developing their language skills.

Based on the statement above, the researcher assumed that Chain Whispering game as one of alternative technique may should the students' problem in teaching pronunciation. Therefore, the researcher interested to conducting the research entitled "The Influence of Using CWT (Chain Whispering Technique) toward Students' Ability in Pronunciation at the Eighth Grade of First Semester of SMP Muhammadiyah 47 Sunggal in 2019/2020 Academic Year."

B. Identification of Problem

1. The students were still low in pronunciation.
2. The students were usually confused how to pronounce the word.
3. The students didn't know how to read phonetic symbol to check their pronunciation.
4. The teacher still used the traditional method in teaching pronunciation.

C. The Scope and Limitation

The scope of this research was focused on language skill and limited on the students' English long vowel sounds in pronunciation skill.

D. The Formulation of The Problem

The formulation of the problem of this research was focused on was there any significant influence of using CWT (Chain Whispering Technique) towards students' ability in pronunciation?

E. The Objective of The Study

Based on the formulation above, the objective of this research was focused on finding out the influence of using CWT (chain whispering technique) towards students' ability in pronunciation.

F. The Significance of The Study

The finding of this research will be expected to be beneficial for :

As theoretical, the study gives an interesting way to teach long vowel sounds in pronunciation through chain whispering technique and it will give a contribution to success English teaching learning.

As Practically, for researcher, as a reference for many researchers who want to do research in similar field, for teacher, to give consumption to the teachers to teach pronunciation using the chain whispering technique, and for students, to assist them in improving their pronunciation using the chain whispering technique.

CHAPTER II

LITERATUREREVIEW

A. Theoretical Framework

This study was planned to investigate the word vowel on the ability of students' pronunciation by using chain whispering technique. In conducting a research, theories were needed to explain some concepts or terms applied in the research concerned. Theoretical framework of this research was presented and discussed as following :

1. Pronunciation Skill

1.1. Definition of Pronunciation

Pronunciation is viewed as a component of speaking. According to Brown (2000), pronunciation was a key to gaining full communicative competence. Hornby (2005) says, “ pronunciation is a way in which a language is spoken, persons` way of speaking a language or words of language.” Besides, Tennant (2015) says that “Pronunciation is not just about producing the right sounds or stressing the right syllable, it is also about helping students understand what they hear.” From the statement above, we know that pronunciation is about producing sounds, stressing and others as way in which a language is spoken. In other words, pronunciation is the process in production of speech sounds for communication. It means that by knowing how to pronounce words of language, the learners can speak the language well.

1.2. Types of Pronunciation

According to Ramelan (1994:22), in English there are two features of English utterance production :

1. Segmental Features

It refers to sound units, arranged in a sequential order. English segmental system includes vowels and consonants. The classification is based on the differences in their functions in an utterance and their ways of production. English vowels are divided into two kinds of vowels, long vowels and short vowels. Long vowels consist of / i: /, / e: /, / a: /, / u: /, / o: /, while short vowels consist of / i /, / e /, / æ /, / ə /, / ʌ /, / u /, / o /. side the two kinds of vowels above, there are also diphthongs. Diphthong is a sound composed of two vowels pronounced in close succession within the limits of a syllable. There are nine English diphthongs, / ei /, / ai /, / oi /, / au /, / oʊ /, / iə /, / aʊ /, / uə /, / eə /. The English consonants consist of twenty-four. Those are / p /, / b /, / t /, / d /, / k /, / g /, / f /, / v /, / θ /, / ð /, / s /, / z /, / ʃ /, / ʒ /, / h /, / tʃ /, / dʒ /, / m /, / n /, / ŋ /, / l /, / r /, / w /, / y /.

2. Supra segmental Features

It refers to such features as stress, pitch, length, intonation and other features that always accompany the production of segmental. Besides that, to avoid mispronunciation in speaking a language, we use speech sound to express our wishes and ideas to other people. Ramelan (1994:17) states that speech sounds are sounds produced by the speech or vocal organs, which include the mouth and respiratory organs. Ogden (2009:7) says that speech sounds are made by

manipulating the way air moves out of (or sometimes into) the vocal tract. Ramelan (1994:18) divides the speech organs into three subdivisions based on their functions :

- 1 Initiator is the speech organs that set the air into motion for the production of speech sounds; the main initiator is the lungs that can be used to initiate the movement of the air. The other initiators, which are considered not to have very important value in language, are the tongue and the larynx.
- 2 Phonator is the vocal cords in the larynx, which are used to produce the speech sounds called 'voice'. Voice is important because the majority of sounds production in speaking language use it.
- 3 Articulators are used to obstruct the outgoing air in the production of speech sounds. Depending on whether or not they can be moved, I distinguished two kinds of articulators, namely *movable* and *unmovable* articulators. The movable articulators are, for instance, the lips, the tongue, the uvula, and the vocal cords; the unmovable articulators include the teeth, the teeth ridge and the hard palate.

1.3. English Vowel

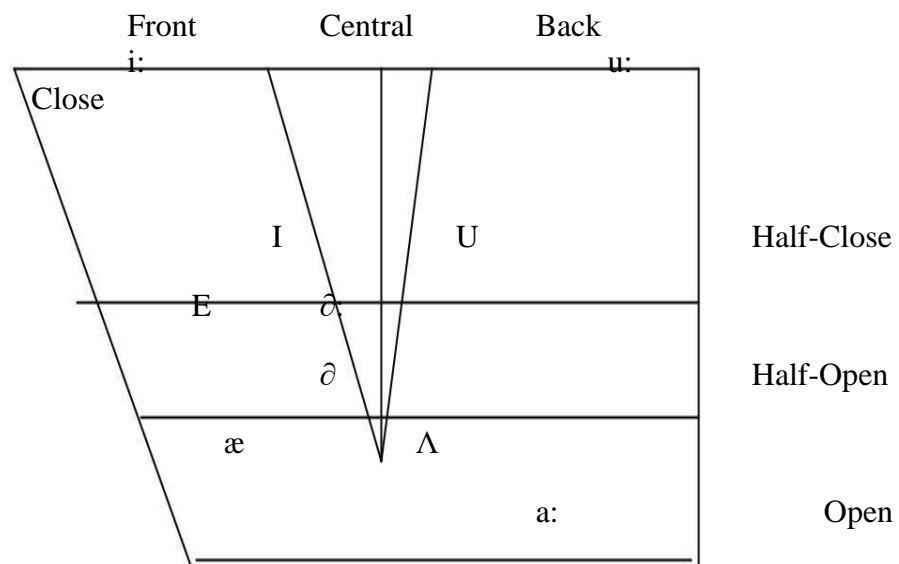
Every language surely have vowel. Because vowel is very important for the speaker to pronounce the word well, so they can deliver the message to another speaker. Vowels are produced when the airstream is voiced through the vibration of the vocal cords in the larynx, and then shaped using the tongue and the lips to modify the overall shape of the mouth. The position of the tongue is a useful

reference point for describing the differences between vowel sounds. Nathan (2008:18) states that, vowels are not classified in the same framework as consonants in traditional phonetics, because they are not made with significant obstruction in oral tract. Consequently, they do not have a point of articulation.

According to Ramelan (1994:52), vowel sound are, therefore, classified and described on the basis of the following variables :

1. Which part of the tongue is raised.
2. How high in the mouth some part of the tongue is raised (the degree of the raising the tongue).
3. The position of the two lips, that is, whether the two lips are rounded or unrounded.

The following is a vowel diagram and the description of each of the English vowel as Ramelan (2003:56) presents them :



(Ramelan, 2003:56)

(1) [i:]

Articulatory definition :

[i:] is an unrounded close front vowel

Articulatory description :

- a. In producing [i:] the front of the tongue is raised.
- b. It is raised almost to the close position;
- c. The lip position is unrounded or spread, it may even be neutral.
- d. The jaws are slightly apart from each other.
- e. The organs of speech are relatively fortis or tense, which can be felt by putting the fingertips on the muscles below the jaws.

List of words:

He [hi:]

See [si:]

Bee [bi:]

Key [ki:]

Eve [i:v]

(2) [ɪ]

Articulatory definition:

[ɪ] is an unrounded half close to close front vowel

Articulatory definition:

- a. In producing [ɪ] the front of the tongue is raised;
- b. The raising is somewhat retracted so that it is not really a front vowel, but in between a front and a central vowel;

- c. The tongue is raised to a point slightly above the half close position; the tongue position is clearly lower than that for [i:]; The lips are spread or neutral;
- d. The jaws are a bit wider than for [i:].

List of Words :

Sin [sɪn]

Sit [sɪt]

Fill [fɪl]

Bid [bɪd]

Live [lɪv]

(3) [ɛ]

Articulatory definition :

[ɛ] is an unrounded half close to half open front vowel

Articulatory description :

- a. In producing [ɛ] the front of the tongue is raised.
- b. The front of the tongue is raised to a point half way between the half open and half close position.
- c. The lips position is spread or neutral;
- d. The opening between the jaws is medium, a bit wider than for [ɪ]

List of Words :

Head [hɛd]

Fell [fɛl]

Set [sɛt]

Bed [bɛd]

(4) [æ]

Articulatory definition :

[æ] is an unrounded open to half open front vowel.

Articulatory description:

- a. In producing [æ] the front of the tongue is raised;
- b. The front of the tongue is raised a little bit to a point midway between the open and the half open position.
- c. The lip position is spread or neutral;
- d. The jaws are rather widely opened.

List of words:

Band [b æ nd]

Land [l æ nd]

Bad [b æ d]

Bat [b æ t]

(5) [a:]

Articulatory definition :

[a:] is an unrounded open back vowel

Articulatory description:

- a. In producing [a:] the back of the tongue is raised;
- b. The raising is somewhat advanced from the real back position.
- c. The raising of the tongue is only slight so that the tongue can be said to be very low in the mouth, and is then at the fully open position.

- d. Though classed as a back vowel, the lips for the production of [a:] are not rounded, but they are neutral;
- e. The jaws are fairly wide apart.

List of words:

Harm [ha:m]

Hard [ha:d]

Heart [ha:t]

Barn [ba:n]

(6) [ɔ]

Articulatory definition :

[ɔ] is a rounded open back vowel Articulatory description:

Articulatory description:

- a. For the production of [ɔ] the back of the tongue is slightly raised.
- b. The raising of the back of the tongue is so slight that it is almost near the fully open position; thus the tongue is very low in the mouth.
- c. The lips are slightly rounded, but not protruded.
- d. The jaws are rather wide apart.

The list of words :

Hot [hɒt]

Cot [kɒt]

Pot [pɒt]

Lost [lɒs]

(7) [ɔ:]

Articulatory definition:

[ɔ:] is a rounded half open back vowel.

Articulatory description:

- a. In producing [ɔ:] the back of the tongue is raised.
- b. This raising almost reaches the half open position.
- c. The lips are more closely rounded than for [ɒ:], that is, in between open lip rounding.
- d. The jaws are fairly wide apart from each other.

List of words :

Caught [kɔ:t]

Dawn [dɔ:n]

Stalk [stɔ:k]

Port [pɔ:t]

(8) [U]

Articulatory definition:

[U] is a rounded half close to close back vowel.

Articulatory description:

- a. In producing [U] the back of the tongue is raised; this raising is advanced from the true back position.
- b. It is raised to the point slightly above the half-close position.
- c. The lips are fairly closely rounded, and slightly protruded, with no tension of the muscles.

d. The jaws are little bit apart from each other.

List of words:

Could [kUd]

Put [pUt]

Cook [kUk]

Fully [fUll]

(9) [u:]

Articulatory definition :

[u:] is a rounded close back vowel

Articulatory description:

- a. In producing [u:] the back of the tongue is raised;
- b. It is raised to a point very near the close position.
- c. The lips are closely rounded with little protrusion.
- d. The jaws are only slightly separated.

List of words :

Fool [fu:l]

Pool [pu:l]

Food [fu:d]

(10) [ʌ]

Articulatory definition :

[ʌ] is an unrounded half open centrobck vowel. (or an unrounded open to half open centro back vowel)

Articulatory decription :

- a. In [ʌ] some part between the front and the back of the tongue, almost the central part of the tongue, is raised; (thus centro back vowel).
- b. It is raised to the half open position, or slightly to a point between the half open and open position;
- c. The lip position is unrounded or neutral;
- d. The jaws are wide apart.

List of words :

Bud [bʌd]

Tusk [tʌsk]

Lust [lʌst]

Cud [kʌd]

(11) [ɜ:]

Articulatory definition :

[ɜ:] is an unrounded half close to half open central vowel

Articulatory description :

- a. In producing [ɜ:] the central part of the tongue is raised; the central part of the tongue is that part of the tongue between the front and the back.
- b. It is raised to a point between half close and half open position;
- c. The lips are rounded or neutral as for [ɪ];
- d. The jaws are slightly separated from each other.

List of words :

Lurk [lɜ:k]

Curt [kɜ:t]

Hurt [hɜ:t]

Burn [bɜ:n]

(12) [ə]

Articulatory definition:

[ə] is an unrounded half open to half close central vowel.

Articulatory description:

- a. In producing [ə] the central part of the tongue is raised.
- b. It is raised to the half position, or even lower.
- c. The lip position is spread or neutral.
- d. The opening between the jaws is medium.

List of words:

Statement [steɪtmənt]

Sofa [sɒfə]

Colder [kəʊldə]

Doctor [dɒktə]

1.4. Teaching Pronunciation

Gilbert (2008) states that differ from teaching grammar and vocabulary, teaching pronunciation has psychological factor that affect the pronunciation learning. We know that our sense of self and community are bound up in the speech rhythm of our first language. Therefore it is common for students to feel uneasy when they hear themselves speak with the rhythm of a second or foreign language. So, teacher can help this problem by thinking of the goal of

pronunciation instruction not as helping students to sound like native speakers but as helping them to learn the core element of spoken English so that they can be understood by others.

According to Gilbert (2008), English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow. The aim of pronunciation teaching must be that the students can produce English speech which is intelligible in the areas where they will use it.

Based on the explanations above, the researcher concludes that teaching pronunciation deals with two interrelated skills recognition or understanding the flow of speech, and production or fluency in the spoken language. Besides, teaching pronunciation has psychological factor that affect the pronunciation learning, because that our sense of self and community are bound up in the speech rhythm of our first language. Therefore, with learning and practicing the specifically English way of making a speaker's thoughts easy to follow.

2. Chain Whispering Technique

2.1. Description of Chain Whispering Technique

This game has many named in this world, such as "Telephone Game", "Whisper Game", and "Broken Telephone". Masland in 2012 says that Chinese Whisper game also known as 'the broken telephone'. In addition, Chatburn (2013) states there is an interesting game called 'telephone' or 'whispers,' in

which a message is passed on, in a whisper, down a line of people, and the last person speaks the message out loud.

David (1994) states that Chinese Whispers is a party game in which a whispered message is passed around a circle in the expectation that, in the telling, it will become comically distorted or exaggerated by the time it completes the circuit. It means this game is played in group, and the message can be changed from the first person and the last one. Marsland (2012) states that Chinese Whisper game is an old party game that is well suited to lines, rows or circles of students working as teams. It means the students should play this game in a group and make a line, row, or circle and the message on this game have to deliver to all of the members of the group. The whisper is passed around the circle until it reaches the person who made the sentence up. The child says the sentence aloud and the originator says the first sentence aloud to see how they compare. It means one of the activities of this game is to compare the message from the first one and the last one to know whether the message is change or not.

Based on the definitions above, we can conclude that Chinese whisper is a game that whisper or pass the message from person to person in a group, and the last person will announce the message that he/she got and compare it with the first person to see the similarity. The interesting one of this game is sometimes the message will change to another message or information.

2.2. The Procedure of Chain Whispering Technique

As for the steps of the serial whispered game, according to Subana and Sunarti (2013 : 8) as follows :

- 1) The teacher gives a brief introduction about the implementation of the steps whispered chain;
- 2) The students in the group arranged in lined or marching sideways or backwards;
- 3) The teacher plays the tape recorder on the child's story or other material;
- 4) Each group rewrites the message heard in a paragraph or phrase;
- 5) After the student's position is as expected, the teacher calls the student group representative to whisper a paragraph that has been made;
- 6) The student receives the info and whispers the information to his/her friends;
- 7) The student whispers the information whispered;
- 8) The student whispers the result of his or her friend's whisper and so on;
- 9) The teacher can repeat some different information into one group gradually;
- 10) The assessment can be done by calculating some level of error made by the group;
- 11) And doing the above as the next group;
- 12) The group with the best score is awarded.

2.3. The Advantages of Using Chain Whispering Technique

According to Marsland (2012) the advantages of using Chinese Whisper are :

1. To practice pronunciation.
2. Grammar correction exercise.

It means that chinese whisper not only trains the verbal ability but also trains nonverbal ability. Meanwhile Nugraheny (2015) mentions the advantages of the Chinese Whisper Game are :

1. Give students a fun learning experience.
2. Trained students' basic language skills; those are listening, speaking, reading, and writing skills, including the internalization of English language components such as grammar, vocabulary, spelling, and pronunciation.

2.4. The Disadvantages of Using Chain Whispering Technique

Chinese whisper also has disadvantages; they are from Ramadhan (2009) :

1. The time sometimes does not enough for the students.
2. Students difficult to pass the length sentence.

From descriptions above, it means all of the problem in chinese whisper is caused by the students. Therefore, the researcher tries to give the solutions :

1. The teacher should tell to the students to listen carefully when they are hearing the message. So they will remember it.
2. The students have to be patient and give the clear message when delivering the message.

3. The teacher has to give simple sentence to the students, so the time will be effective and enough.

B. Previous Study

The previous researches are based on the similarities in variables of the study. Some of the relevant studies with the research as following :

1. Wiji Soviana (2017) Tarbiyah & Teacher Training Faculty English Education Department State Institute For Islamic Studies Of Metro. The title of the research is about “The Use of Whispering Game To Increase The Students’ Vocabulary Mastery At The Eight Graders Of SMPN 1 Punggur Central Lampung”. The result in cycle 1 showed that the average percentage of active students 50% and in the cycle 2 is 80%. Meanwhile the average of post-test in cycle 2 is higher than pre-test and post-test in cycle 1. Post-test 2 show that there is an increase from pre-test and post-test 1. The average pre-test is 53.1 and the post-test is 74.9. so there is progress 21.8 points. It is clear that based on the result pre-test and post-test, it can be said that whispering game has positive increase in learning vocabulary. By using whispering game technique, the students are interested and motivated in following the class. So they enjoy doing the task. It also makes them easier in studying the material.
2. Putri Utami (2017) Tarbiyah And Teacher Training Faculty State Islamic University Raden Intan Lampung. The title of the research is about “The Influence Of Using Chinese Whisper Game Towards Students’ Speaking Ability At The First Semester Of The Eighth Grade In Smp Negeri 1

Tanjungsari South Lampung 2017/2018 Academic Year". From the data analysis, it was found that the result of independent sample T-test was 2.99. This result then was consulted to the score of T-critical, in this case T-critical 0.05 was 2. The hypothesis proposal was that H_0 is accepted, if the score of $T_{observe} > T_{critical}$. From analysis the score of T-observe was higher than T-critical (0.05), so H_0 was accepted, in other words, from this research, it was known that Chinese Whisper Game could improve the students' speaking ability. Therefore, there was a significant influence of using Chinese Whisper Game towards students' speaking ability.

C. Conceptual Framework

The researcher then came to the conceptual framework of the research. Based on the data of the preliminary research, the students had difficulties in learning pronunciation. In order to solve this problem, in learning pronunciation, the teachers needed to implement a technique that can help the students to understand the how to pronounce the correct words. The researcher used chain whispering technique to help the student will pronounce correct words. Teaching learning processed by using chain whispering made the student's interested, fun, and easy to pronounce correct words. The students could feel enjoyed with English learning process in the class. Chinese whisper presented a fun, enjoyable, and interesting lesson to motivate students to pronounce words correctly. The advantages of using chain whispering technique were the students will be more fun, initiative and creative in teaching learning process, this technique made

students understanding how to pronounce correct words, and then made the students building mutual trust each other on the ability of each. They enjoyed doing this activity because a lot of fun could be found in this method.

In order to solve this problem, in learning pronunciation, the teachers needed to implement a method that can help the students to understand the how to pronounce the correct words. The researcher used so chain whispering technique to help the student will pronounce correct words. So, the researcher used chain whispering technique to improve students` ability in pronunciation.

D. Hypothesis

In this research, statistical hypothesis used to decide whether the hypothesis will be accepted or rejected.

Ha :There was a significance influence of using cwt (chain whispering technique) towards students` ability in pronunciation.

Ho :There was no a significance influence of using cwt (chain whispering technique) towards students` ability in pronunciation.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at SMP Muhammadiyah 47 Sunggal Jl. Sei Mencirim No. 60 Medan Krio Kecamatan Sunggal, Sumatera Utara. This location was chosen based on the observation which has been done for one week and it showed that the students in the school still have difficulty in how to pronounce English words, especially with long vowel words in learning pronunciation.

B. Population and Sample

1. Population

The population of this research was taken from eighth grade of SMP Muhammadiyah 47 Sunggal academic year 2019/2020, which consisted of four classes. There were VIII-1, VIII-2, VIII-3, and VIII-4. Class VIII-1 consisted of 24 students, class VIII-2 consisted of 25 students, class VIII-3 consisted of 22 students, and class VIII-4 consisted of 26 students. The distribution of the students and classes was presented in the table 3.1 below:

Table 3.1
The Population

Classes	Population
VIII-1	24
VIII-2	25
VIII-3	22
VIII-4	26
Total	97

2. Sample

After deciding the population, the next step was taking the sample. Class VIII-1 and VIII-2 was taken as the sample of this research. The total of the sample was 43 students that consisted of 24 students in class VIII-1, and 22 students in class VIII-3. The table of sample could be seen below in table 3.2:

Table 3.2
The Sample

No	Class	Population	Sample
1	VIII-1	24	24
2	VIII-2	25	-
3	VIII-3	22	22
4	VIII-4	26	-
Total		97	46

C. Research Design

The experimental quantitative research design was applied in this research. The experimental quantitative was studied with two different groups, experimental that consisted of 24 students and control group consisted of 22 students. The experimental group was taught by using chain whispering technique. It required students to make imagination to what other students were doing in the classroom, using material and finally in their own. While control group was taught by lectured method, namely starting the material. The explanation of research design could be seen in table 3.3 below:

Table 3.3
Design of Research

Class	Step 1	Step 2	Step 3
Experimental (X)	Pre-test	Treatment by applying chain whispering technique	Post-test
Control (Y)	Pre-test	Treatment by applying lectured method	Post-test

X : The experimental group, where the sample was taught by using chain whispering technique

Y : The control group, where the sample was taught by using lectured method

D. Instrument of The Research

The data of this research was collected by giving oral test in pre-test and post-test. Pre-test and post-test was given to the experimental and control group. The researcher had been using oral test with the students should speak the list of words and then the researcher recorded the students' pronunciation.

Table 3.4
Procedure of the Research in Experimental Group by Chain Whispering Technique

N0	Researcher Activity	Students Activity
1	The researcher gives pre-test and the researcher asks students to pronounce some vocabulary in front of the class.	The students do the test and the students pronounce some vocabularies in front of the class.
2	The researcher give treatment: <ol style="list-style-type: none"> 1. The researcher explains of descriptive text 2. The researcher provides chain whispering technique. 	<ol style="list-style-type: none"> 1. The students listen and give attention 2. The students give attention and

		comprehend to teachers' explaining.
3	The researcher gives post-test and the researcher asks students to pronounce some vocabulary in front of the class.	The students do the best and the students pronounce some vocabularies in front of the class.
4	The researcher records the students' pronunciation.	

Table 3.5
Procedure of the Research in Experimental Group by Lectured Method

N0	Researcher Activity	Students Activity
1	The researcher gives pre-test and the researcher asks students to pronounce some vocabulary in front of the class.	The students do the test and the students pronounce some vocabularies in front of the class.
2	The researcher give treatment: The researcher explains of descriptive text	The students give attention and comprehend to teachers' explaining.
3	The researcher gives post-test and the researcher asks students to pronounce some vocabulary in front of the class.	The students do the best and the students pronounce some vocabularies in front of the class.
4	The researcher records the students' pronunciation.	

E. Technique of Collecting Data

The data was collected by giving the test to the students. Several steps was used to collect the data:

1. Give the pre-test to both of the classes.
2. Apply the treatment, which chain whispering technique is applied to the experimental group, while the control group is taught by using lecturing method.

3. Give post-test to both of the classes.
4. Give them 30 minutes to do their assignment based on their best.
5. Collect the students' record then transcribe it and score the students' point.

$$P = \frac{B}{JS} \times 100\%$$

F. Technique of Data Analysis

In this research there were some steps that apply to analyze the data.

They were:

1. Scoring the students' answer.
2. Listing their score into two tables, first for experimental group scores and second for control group scores.
3. Calculating the total score post test in experimental group and control group. From the data, a calculation make to find out whether using of chain whispering technique can be helpful in pronunciation or not. The calculation will be conduct by using T-test as own below, according to Arikunto (2010:354):

$$t = \frac{|MX - MY|}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2}\right) \left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}}$$

Where:

t : t=test

M : mean score of samples per group

N : the amount of sample

X : standard deviation of X_1 and X_2

Y : standard deviation of Y_1 and Y_2

4. The last step to find the students' difficulties, the researcher analyzes the items of the students' answer by using formula:

$$P = \frac{B}{JS} \times 100\% \quad (\text{Arikunto, 2010 : 216})$$

Where:

P : difficult index

B : the total of right answer

JS : the total of test

G. Hypothesis

Based on the literature and framework above, in this study the researcher formulated to alternatives of hypothesis as tentative answer to the problem in the research as following:

Ha : there was any significant influence of using chain whispering technique towards students' ability in pronunciation is accepted.

Ho : there was no any significant influence of using chain whispering technique towards students' ability in pronunciation is rejected.

CHAPTER IV

DATA AND ANALYSIS

A. Data

The data was taken from students' pronunciation test. The data of this research was taken by giving the tests that were divided into pre-test at the beginning and post-test at the end of the study.

The data was collecting by giving the students tests consisted of ten items in oral test. It showed that in the experimental group, the total score of pre-test was 1082.4 and post-test was 1966. The mean score of pre-test was 45.1 and post-test was 81.9. The result of pre-test showed that the lowest score for pre-test was 33.3 the highest score was 66.6 while the lowest score for the post-test 75 and the highest score was 91.6 (Appendix 6).

Furthermore, in control group the total score of pre-test was 957.3 and post-test was 1490.7. The mean score of pre-test was 43.5 and post-test was 67.7. The result of pre-test showed that the lowest score for pre-test was 33.3 the highest was 58.3, while the lowest score for the post-test was 58.3 and the highest score was 83.3 (Appendix 7).

After getting the students score in pre-test and post-test both group, it could be known that there was difference of students' ability after receiving the treatment. The post-test score of experimental group and control group in which experimental group showed an improvement and got highest score than control

group. It meant that there was a significance influence of using cwt (chain whispering technique) towards students` ability in pronunciation.

B. Data Analysis

The influence of using chain whispering technique was treated by using oral test. Based on the data from the best score was analyzed in order to know differences between pre-test and post-test in experimental group, it could be seen below:

Table 4.1
The Differences Score between Pre-Test and Post-Test in Both of
Experimental Group and Control Group

No	Experimental Group	Control Group
1	n = 24	n = 22
2	$X_1 = 1082.4$	$Y_1 = 957.3$
3	$X_2 = 1966$	$Y_2 = 1490.7$
4	$\sum X = 883.6$	$\sum Y = 533.4$
5	$X^2 = 33074.5$	$Y^2 = 13471.1$
6	$dx = 0.16$	$dy = 0.12$
7	$Dx^2 = 543.2944$	$Dy^2 = 538.5952$

So, in experimental group from the results of research students who were treated by using chain whispering technique by 10 English words of long vowel sounds had the total differences between pre-test and post test was 883.6, and in control group was treated by using lecturing method had the differences between pre-test and post-test was 533.4 (Appendix 8 & 9).

- a. Based on the table 4.1 the mean score was calculated as follows:

$$M_X = \frac{\sum X}{n}$$

$$M_X = \frac{883.6}{24}$$

$$M_X = 36.81$$

So, the mean score of experimental group was 36.81

b. Based on the table 4.1 the mean score was calculated as follow:

$$M_y = \frac{\sum y}{n}$$

$$M_y = \frac{533.4}{22}$$

$$M_y = 24.24$$

So, the mean score of control group was 24.24

Based on table above, it meant that in experimental group had a standard deviation was 0.16, and quadrate of standard deviation was 543.29, than in control group had a standard deviation was 0.12, and quadrate of standard deviation was 538.59 (Appendix 10 & 11).

So, to get the value of $\sum X^2$ and $\sum Y^2$ is each total of X and Y is quadrate,

$$\sum x^2 = \sum x^2 - \left(\frac{\sum x}{n}\right)^2$$

$$\sum x^2 = 33074.5 - \left(\frac{883.6}{24}\right)^2$$

$$\sum x^2 = 33074.5 - 32531.20$$

$$\sum x^2 = 543.3$$

$$\sum Y^2 = \sum Y^2 - \left(\frac{\sum Y}{n}\right)^2$$

$$\sum Y^2 = 13471.1 - \left(\frac{533.4}{22}\right)^2$$

$$\sum Y^2 = 13471.1 - 12932.52$$

$$\sum Y^2 = 538.5$$

Based on the calculation of the table 4.1, the following formula t-test was implementing to find out the t-observed value of both groups as the basis to test hypothesis of this research.

$$T_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x}\right) \left(\frac{1}{N_y}\right)}}$$

$$T_0 = \frac{36.81 - 24.24}{\sqrt{\left(\frac{543.3 + 538.5}{24 + 22 - 2}\right) \left(\frac{1}{24}\right) \left(\frac{1}{22}\right)}}$$

$$T_0 = \frac{36.81 - 24.24}{\sqrt{\left(\frac{1081.8}{44}\right) \left(\frac{23}{264}\right)}}$$

$$T_0 = \frac{12.57}{\sqrt{\frac{24881.4}{11616}}}$$

$$T_0 = \frac{12.57}{\sqrt{2.14}}$$

$$T_0 = \frac{12.57}{1.46}$$

$$T_0 = 8.60$$

Based on the calculation of t-test, it was found that t-test was 8.60 and based on the level of significant 0,05 with degree of freedom (df) 44 ($N_x + N_y - 2$). So in the t-table (t_t) was 2.01 for 5%.

C. The Testing Hypothesis

The formula of t-observed and t-table were applied to test the hypothesis. Based on the calculation of t-test, it was found that t-test was 8.6 and t-table was 2.01. It meant that t-observed > t-table or $8.60 > 2.01$.

D. Research Finding

After collecting the data, the lowest score for pre-test of experimental group was 33.3 the highest score was 66.6 while the lowest score for the post-test was 75 and the highest score was 91.6 the lowest score for pre-test of experimental group was 40 and the highest score was 80. The lowest score for pre-test of control group was 33.3 the highest was 58.3, while the lowest score for the post-test was 58.3 and the highest score was 83.3

After adapting the data into t-test formula it was obtained that t-observed was value 8.60 the distribution of t-observed was used based of according t-critic. The mean score of experimental group was 36.81 and control group was 24.24. Certain degree of freedom (df), in this research the df 44 ($N_x + N_y - 2$). The t-observed later compared to t-table values ($8.60 > 2.01$), so the hypothesis has been successfully rejected. As the result, the students' achievement in pronunciation by using chain whispering technique was higher than though by lectured method, the hypothesis was accepted.

E. Discussion

From the result above, it was found that there was any significant influence of using chain whispering technique towards students' ability in pronunciation was accepted. This technique can succeed if the message was conveyed accurately with each student whispering while screaming. It can also be used for students learning foreign languages, where the challenge of speaking comprehensibly, and understanding, and get greater mastery of the points of pronunciation was required. Meanwhile, the direct method was not effective in

teaching speaking, especially pronunciation because the lecture method was only focused on the teacher who was centered and the teacher's role was more as a source of learning so it gave students less opportunity to participate fully.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusion was drawn as the following:

It was found that there was any significant influence of using chain whispering technique towards students' ability in pronunciation which was proved by the result of the score of the pre-test before giving treatment.

And it was found that the $t\text{-observed} > t\text{-table}$ or $8.60 > 2.01$.

B. Suggestion

1. The English teacher should engage students to listen to all about English while teaching and learning. So, students can speak English correctly if they always listen to English words and improve their pronunciation when they listen or speak.
2. Teachers should teach pronunciation correctly to students because they exert influence when they speak.
3. The teacher should be creative in choosing methods and in teaching subject matter.

REFERENCE

- Adrian Tennant, Pronunciation Matters (On-Line), available online at:<http://www.onestopenglish.com/skills/pronunciation/pronunciation-matters/pronunciation-mattersound-reasons-for-teaching-pronunciation/155507.article.htm> March 14 2015
- Arikunto, S. 2013. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Brown, H.Douglas. 2000. *Teaching by Principle an Interactive Approach to Language Pedagogy (2nd ed)*. San Fransisko: Longman.
- Chatburn, Robert L. The Whisper Game, an article published on November 2013, available at <http://doi.org/10.4187/respcare.02805>, Accessed on 09th December 2016 at 01.30 pm
- Gilakjani, P. A. 2011. *A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms*. Journal of Studies in Education, Vol. 1 No., pp. 1.
- Gilbert, Judy B. 2008. *Teaching Pronunciation Using the Prosody Pyramid*. New York: Cambridge University Press.
- Hornby, As. 2005. *Oxford Advanced Learners' Dictionary of Current English*. New York: Oxford University Press.
- Harmer, Jeremy. 2007. *How to Teach English*. Edinburg: Pearson Education Limited
- Marsland, Bruce. 2012. *Lesson From Nothing*. New York: Cambridge University Press.
- Nathan, Geoffrey S. 2008. *Phonology A Cognitive Grammar Introduction*. Amsterdam: John Benjamins Publishing Company
- Nugraheni, Yenny Dwi. 2015. *Improving Students' Mastery of The Simple Past Tense by Using Chinese Whispers and Group Grid Technique*. Journal of English Language Teaching, vol. 4 No. 1, pp.13-14. available at <http://Journal.Unnes.Ac.Id/Sju/Index.Php/7929/>, accessed on 20th January 2017 at 10.45 am
- Ogden, Richard. 2009. *An Introduction to English Phonetics*. Edinburgh: University Press.
- Ramadhan, Tarmizi. Penerapan Tehnik Cerita Berantai Untuk Meningkatkan Kemampuan Berbicara Siswa, A Research Article, Published on 08

March 2009, Available at
<https://Tarmizi.Wordpress.Com/2009/0308penerapan-Tehnik-Cerita-Berantai-Untuk-Meningkatkan-Kemampuan-Berbicara-Siswa/>, Accessed on 13th March 2017, at 11.30 am

Ramelan. 1999. *English Phonetic*. Semarang: IKIP Semarang Press.

Wright, Andrew, David Betteridge, and Michael Buckby. 1994. *Games for Language Learning*. Cambridge: Cambridge University Press

Zulianti, Khurnia. 2013. *Improving Speaking Achievement Using Whisper Game*, *A Journal of English Teaching*, Vol. 1 No. 1, p.66, Available at <http://www.Fkipunisma.Ac.Id/Wp-Content/Uploads/2013/02/Khurnia-Zulianti-Improving-Speaking-Achievement-Using-Whisper-Game-64-66-Pdf>, Accessed on 2nd February 2017 at 01.49 pm

APPENDIX 1

LESSON PLAN (EXPERIMENTAL GROUP)

School	: SMP Muhammadiyah 47 Sunggal
Subject	: Bahasa Inggris
Skill	: Speaking
Class/Semester	: VIII/I
Time	: 2 x 45 menit
Material	: Descriptive Text

A. Core Competence

KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

KI 4 : Trying, processing, and presenting in concrete realms (using, parsing, arranging, modifying, and making) and abstract domains (writing, reading, counting, drawing, and making) in

accordance with what is learned in school and other sources
same in perspective / theory.

B. Basic Competence

1. Applying a text structure and linguistic elements to carry out the social function of a descriptive monologue text by stating and asking about the description of people, animals, short and simple objects, according to the context of their use.
2. Capturing meaning in oral and written descriptive texts, short and simple.
3. Arrange oral and written, short and simple descriptive texts, about people, animals, objects by paying attention to social functions, text structures, and language elements that are correct and in context.

C. Indicator

1. Identify social functions and linguistic elements from monologue description texts about people, animals, short and simple objects.
2. Understand the meaning of the text of a monologue description of people, animals, short and simple objects given.
3. Make a monologue description text about people, animals, short and simple objects, and practice them in front of the class.

D. Learning Purpose

1. Students can identify the functions of social and language elements correctly.
2. The students can analyse the structure of the text, and elements of descriptive text about people, animals, short and simple objects correctly.
3. Students can make a monologue description text about people, animals, short and simple objects correctly and practice them.

E. Learning Material

Descriptive Text

The list of words to be played by Chinese Whisper :

1. Baby
2. Cake
3. Read
4. Coffee
5. Rice
6. Tie
7. Go
8. Phone
9. June
10. Blue

Those sentences are become a descriptive text about animal :

- This is a mammal. A dolphin has a big fin on top and a flat tail. It has two fins on bottom called flippers. A dolphin lives in the sea. It can swim fast and jump high above the water. A dolphin catches fish for food. It makes loud clicking sounds to help it find fish in cloudy water. But a dolphin has very good eyes. It can see well above and below the water.

Language feature of descriptive text:

- Using simple present tense. Example: This is a mammal.
- Using attribute verb, such as be (am, is, are).
- Only focus on one object.
- Using adjective such as: handsome, fat, tall, big brown eyes, sweet, etc

F. Learning Method/Technique

Chain Whispering Technique

G. Teaching and Learning Process

Activity	Description	Time Allocation
Opening Activity	<ol style="list-style-type: none">1. Give greeting to the students.2. Check the students' attendance.3. Inform learning goals.4. Delivering today's learning scenario will use Chinese whisper games..	10 minutes
Core Activity	Observing <ol style="list-style-type: none">1. The teacher explains how to play Chinese whisper2. The teacher conveys the rules of playing with Chinese whisper, namely:<ol style="list-style-type: none">a. Each student is given a time limit to deliver the message to the next person. The time given is around 45	20 minutes

	<p>seconds.</p> <p>b. Students must uphold sportsmanship and may not cheat.</p>	
	<p>Questioning</p> <p>1. With the guidance and direction of the teacher, students can ask, among others, how to play using Chinese whisper games and rules if something is unclear.</p> <p>2. The teacher starts dividing students into groups consisting of 7-10 people per group.</p>	25 minutes
	<p>Exploring</p> <p>1. students start playing using Chinese whisper game</p> <p>a. The game will be played with the first two groups, and the</p>	15 minutes

	<p>other group waits outside the class to get ready.</p> <p>b. For the first 2 groups, the teacher instructs students to stand to make the line lengthen according to the group and choose the leader.</p> <p>c. The teacher asks the leader to take the paper containing the sentence related to the descriptive text.</p> <p>d. The teacher whispers it to leader silently for a few seconds. Then the leader must remember it and whisper the sentence he heard to the</p>	
--	---	--

	<p>second person, and so on until it reaches the last person in the group.</p> <p>e. The last person expresses the sentence he heard together with all group members.</p> <p>f. The fastest and most appropriate group is the winner.</p> <p>g. Then the next two groups will also do a Chinese whisper game.</p>	
	<p>Associating</p> <p>1. After the entire group has played, the teacher and the students begin to collect each sentence they can so that they</p>	

	<p>form a descriptive monologue paragraph.</p> <p>2. Students learn how to pronounce the text according to the example and direction of the teacher.</p> <p>3. Teachers with Students discuss how the characteristics of a monologue text that describes someone according to what they get from the game compares descriptive sentences about someone who has been collected from various sources mentioned above.</p> <p>4. Students get feedback from teachers and friends about the social functions and linguistic elements</p>	
--	--	--

	used.	
	<p>Communicating</p> <p>Students are given the task of making descriptive monologue text about people, people, animals, short and simple objects to practice in front of the class.</p>	15 minutes
Closing Activities	<ol style="list-style-type: none"> 1. Teachers and students make summaries / conclusions of the lesson. 2. Reflect on activities that have been carried out consistently and programmed. 3. Provide feedback on the learning process and results. 4. The teacher delivers lesson plans for the next meeting. 5. Students and teachers 	5 minutes

	give closing remarks.	
--	-----------------------	--

H. Tool/Source Learning Material

Tool

Source

I. Evaluation

a. Assessment Technique

b. Form

c. Form Instrument

1. Pre-test

2. Post-test

J. Assessment Rubric

a. Assessment technique

Criteria	Score	Specification
Accuracy	1	Less
	2	Neither
	3	Moderate
	4	Very Well
Smooth	1	Less
	2	Neither

	3	Moderate
	4	Very Well
Appropriate	1	Less
	2	Neither
	3	Moderate
	4	Very Well

Medan, April 2019

Researcher

Annisa Apriani Wala

1502050222

Known by,

Headmaster of SMP Muhammadiyah 47 Sumggal

Saprindo Simanjuntak,S.Pd I

APPENDIX 1

LESSON PLAN (CONTROL GROUP)

School	: SMP Muhammadiyah 47 Sunggal
Subject	: Bahasa Inggris
Skill	: Speaking
Class/Semester	: VIII/I
Time	: 2 x 45 menit
Material	: Descriptive Text

A. Core Competence

KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

KI 4 : Trying, processing, and presenting in concrete realms (using, parsing, arranging, modifying, and making) and abstract domains (writing, reading, counting, drawing, and making) in

accordance with what is learned in school and other sources
same in perspective / theory.

B. Basic Competence

3. Applying a text structure and linguistic elements to carry out the social function of a descriptive monologue text by stating and asking about the description of people, animals, short and simple objects, according to the context of their use.
4. Capturing meaning in oral and written descriptive texts, short and simple.
5. Arrange oral and written, short and simple descriptive texts, about people, animals, objects by paying attention to social functions, text structures, and language elements that are correct and in context.

C. Indicator

1. Identify social functions and linguistic elements from monologue description texts about people, animals, short and simple objects.
2. Understand the meaning of the text of a monologue description of people, animals, short and simple objects given.
3. Make a monologue description text about people, animals, short and simple objects, and practice them in front of the class.

D. Learning Purpose

- H.** Students can identify the functions of social and language elements correctly.
- I.** The students can analyse the structure of the text, and elements of descriptive text about people, animals, short and simple objects correctly.
- J.** Students can make a monologue description text about people, animals, short and simple objects correctly and practice them.

E. Learning Material

Descriptive Text

Example of sentences are become a descriptive text about animal :

- . I have a cat and I like to call it Papay. He is an adorable and cute cat. He has soft black and white fur. Papay is an active cat and like to run. Papay is fat cat and loves to eat a fish.

Language feature of descriptive text:

- Using simple present tense. Example: This is a mammal.
- Using attribute verb, such as be (am, is, are).

- Only focus on one object.
- Using adjective such as: handsome, fat, tall, big brown eyes, sweet, etc

F. Learning Method/Technique

Traditional Method

G. Teaching and Learning Process

Activity	Description	Time Allocation
Opening Activity	f. Give greeting to the students. g. Check the students' attendance. h. Inform learning goals. i. Deliver the learning scenario.	10 minutes
Core Activity	Observing e. Students are given a descriptive monologue example. f. Students and teachers learn to read descriptive monologues. g. With the guidance and	20 minutes

	direction of the teacher, students identify characteristics of a descriptive monologue (social function, text structure, and linguistic elements).	
	<p>Questioning</p> <p>Under the guidance and direction of teacher, students ask question about the main idea, detail and specific informations from the descriptive text.</p>	25 minutes
	<p>Exploring</p> <p>The teacher asks the students to understand about generic structure of descriptive text.</p>	15 minutes
	<p>Associating</p> <p>The teacher corrects the students' answer.</p>	
	<p>Communicating</p> <p>Teacher asks the students to study more about analytical exposition at home.</p>	15 minutes
Closing Activities	<ol style="list-style-type: none"> 1. Teachers and students make summaries / conclusions of the lesson. 2. The teacher delivers lesson plans for the next 	5 minutes

	meeting. 3. The teacher gives a closing greeting.	
--	--	--

H. Tool/Source Learning Material

Tool

Source

I. Evaluation

e. Assessment Technique

f. Form

g. Form Instrument

3. Make a description text monologue about someone. Then present it in front of the class!

J. Assessment Rubric

1. Assessment technique

Criteria	Score	Specification
Accuracy	1	Less
	2	Neither
	3	Moderate
	4	Very Well

Smooth	1	Less
	2	Neither
	3	Moderate
	4	Very Well
Appropriate	1	Less
	2	Neither
	3	Moderate
	4	Very Well

Medan, April 2019
Researcher

AnnisaAprianiWala

1502050222

Known by,
Headmaster of SMP Muhammadiyah 1 Medan

Saprindo Simanjuntak,S.Pd

Rubric of Pronunciation

Criteria	Score	Specification
Accuracy	1	Less
	2	Neither
	3	Moderate
	4	Very Well
Smooth	1	Less
	2	Neither
	3	Moderate
	4	Very Well
Appropriate	1	Less
	2	Neither
	3	Moderate
	4	Very Well

Appendix 3

Long Vowel Sounds

Write these words in their normal spelling and choose from the words in the box. Then say these words.

Monday	Coffee	Baby	Go	Cake	<u>Food</u>
Read	Night	June	Eat	Pillow	
Rice	Blue	Phone	Tie	Students	

Example : - /fu:d/

Vowel A (/eɪ/)

1. /ˈmʌndeɪ/ _____

2. /ˈbeɪbi/ _____

3. /keɪk/ _____

Vowel O (/oʊ/)

10. /gəʊ/ _____

11. /fəʊn/ _____

12. /ˈpɪləʊ/ _____

Vowel E (/i/)

4. /ri:d/ _____

5. /ˈkɒfi/ _____

6. /i:t/ _____

Vowel U (/u/)

13. /dʒu:n/ _____

14. /blu:/ _____

15. /ˈstu:d(ə)nt/ _____

Vowel I (/aɪ/)

7. /rʌɪs/ _____

8. /nʌɪt/ _____

9. /tʌɪ/ _____

Appendix 4

Long Vowel Sounds

Write these words in their normal spelling and choose from the words in the box. Then say these words.

Monday	Coffee	Baby	Go	Cake	<u>Food</u>
Read	Night	June	Eat	Pillow	
Rice	Blue	Phone	Tie	Students	

Example : - /fu:d/

Vowel A (/eɪ/)

1. /ˈmʌndeɪ/ __Monday__
2. /ˈbeɪbi/ __Baby__
3. /keɪk/ __Cake__

Vowel O (/oʊ/)

10. /gəʊ/ __Go__
11. /fəʊn/ __Phone__
12. /ˈpɪləʊ/ __Pillow__

Vowel E (/i/)

4. /ri:d/ __Read__
5. /ˈkɒfi/ __Coffee__
6. /i:t/ __Eat__

Vowel U (/u/)

13. /dʒu:n/ __June__
14. /blu:/ __Blue__
15. /ˈstu:d(ə)nt/ __Student__

Vowel I (/aɪ/)

7. /raɪs/ __Rice__
8. /naɪt/ __Night__
9. /taɪ/ __Tie__

**Rubric Assessment of Experimental Group
Pre-Test**

No	Initial Name	Criteria			Total	Final Score
		Accuracy	Smooth	Appropriate		
1	AIP	1	3	2	6	50
2	AFJ	1	2	2	5	41.6
3	A	2	2	2	6	50
4	BBH	2	2	1	5	41.6
5	DM	1	2	2	5	41.6
6	DY	2	3	1	6	50
7	FNZ	2	3	3	8	66.6
8	NPT	1	3	1	5	41.6
9	SR	1	2	1	4	33.3
10	SY	1	2	2	5	41.6
11	SK	2	2	2	6	50
12	SNA	2	2	1	5	41.6
13	WAR	1	3	1	5	41.6
14	SAT	2	3	2	7	58.3
15	WW	2	2	2	6	50
16	MSM	1	3	1	5	41.6
17	LA	1	3	2	6	50
18	MA	2	2	1	5	41.6
19	MHA	1	2	1	4	33.3
20	VRA	2	2	2	6	50
21	NF	1	2	2	5	41.6
22	RP	1	3	1	5	41.6
23	NS	2	2	2	6	50
24	YZ	1	2	1	4	33.3

Specification :

1 = Less

3 = Neither

2 = Moderate

4 = Very Well

Maximal Score : 12

Final score : $\frac{\text{Result Score} \times 100}{\text{Maximal Score}}$

**Rubric Assessment of Experimental Group
Post-Test**

No	Initial Name	Criteria			Total	Final Score
		Accuracy	Smooth	Appropriate		
1	AIP	4	3	4	11	91.6
2	AFJ	3	4	3	10	83.3
3	A	3	4	4	11	91.6
4	BBH	3	3	4	10	83.3
5	DM	3	3	3	9	75
6	DY	4	3	3	10	83.3
7	FNZ	3	4	4	11	91.6
8	NPT	3	3	3	9	75
9	SR	3	3	3	9	75
10	SY	3	4	3	10	83.3
11	SK	3	4	4	11	91.6
12	SNA	3	3	3	9	75
13	WAR	3	4	3	10	83.3
14	SAT	4	3	4	11	91.6
15	WW	3	3	4	10	83.3
16	MSM	3	3	3	9	75
17	LA	3	3	4	10	83.3
18	MA	3	3	3	9	75
19	MHA	3	3	3	9	75
20	VRA	3	3	4	10	83.3
21	NF	3	4	3	10	83.3
22	RP	3	3	3	9	75
23	NS	3	4	3	10	83.3
24	YZ	3	3	3	9	75

Specification :

1 = Less

3 = Neither

2 = Moderate

4 = Very Well

Maximal Score : 12

Final score : $\frac{\text{Result Score} \times 100}{\text{Maximal Score}}$

**Rubric Assessment of Control Group
Pre-Test**

No	Initial Name	Criteria			Total	Final Score
		Accuracy	Smooth	Appropriate		
1	ADS	1	3	2	6	50
2	CC	1	2	1	4	33.3
3	CO	1	2	2	5	41.6
4	CN	2	2	1	5	41.6
5	LA	1	2	2	5	41.6
6	MP	1	3	1	5	41.6
7	SO	2	2	3	7	58.3
8	BAF	1	2	1	4	33.3
9	DP	1	3	2	6	50
10	BA	1	2	2	5	41.6
11	FM	2	2	1	5	41.6
12	MH	2	2	3	7	58.3
13	MR	1	3	1	5	41.6
14	MP	1	2	1	4	33.3
15	RPP	1	2	2	5	41.6
16	RR	1	3	1	5	41.6
17	SR	1	2	1	4	33.3
18	UK	2	2	1	5	41.6
19	TZ	1	3	1	5	41.6
20	IN	1	2	3	6	50
21	RNA	2	2	3	7	58.3
22	MJ	1	3	1	5	41.6

Specification :

1 = Less

3 = Neither

2 = Moderate

4 = Very Well

Maximal Score : 12

Final score : $\frac{\text{Result Score} \times 100}{\text{Maximal Score}}$

**Rubric Assessment of Control Group
Post-Test**

No	Initial Name	Criteria			Total	Final Score
		Accuracy	Smooth	Appropriate		
1	ADS	3	3	3	9	75
2	CC	2	2	3	7	58.3
3	CO	2	3	3	8	66.6
4	CN	2	3	2	7	58.3
5	LA	2	4	2	8	66.6
6	MP	2	3	3	8	66.6
7	SO	3	4	3	10	83.3
8	BAF	2	3	3	8	66.6
9	DP	3	3	3	9	75
10	BA	2	4	2	8	66.6
11	FM	2	3	3	8	66.6
12	MH	3	4	3	10	83.3
13	MR	2	3	2	7	58.3
14	MP	2	3	3	8	66.6
15	RPP	2	2	3	7	58.3
16	RR	2	3	3	8	66.6
17	SR	2	3	3	8	66.6
18	UK	2	3	2	7	58.3
19	TZ	2	3	3	8	66.6
20	IN	3	3	3	9	75
21	RNA	3	4	3	10	83.3
22	MJ	2	3	2	7	58.3

Specification :

1 = Less

3 = Neither

2 = Moderate

4 = Very Well

Maximal Score : 12

Final score : $\text{Result Score} \times 100$

$\frac{\quad}{\text{Maximal Score}}$

Appendix 6

Result of Pre-Test and Post-Test of Experimental Group

No	Initial Name	Pre-Test	Post-Test
1	AIP	50	91.6
2	AFJ	41.6	83.3
3	A	50	91.6
4	BBH	41.6	83.3
5	DM	41.6	75
6	DY	50	83.3
7	FNZ	66.6	91.6
8	NPT	41.6	75
9	SR	33.3	75
10	SY	41.6	83.3
11	SK	50	91.6
12	SNA	41.6	75
13	WAR	41.6	83.3
14	SAT	58.3	91.6
15	WW	50	83.3
16	MSM	41.6	75
17	LA	50	83.3
18	MA	41.6	75
19	MHA	33.3	75
20	VRA	50	83.3
21	NF	41.6	83.3
22	RP	41.6	75
23	NS	50	83.3
24	YZ	33.3	75
Total		1082.4	1966
Mean		45.1	81.9

Appendix 7

Result of Pre-Test and Post-Test Control Group

No	Initial Name	Pre-Test	Post-Test
1	ADS	50	75
2	CC	33.3	58.3
3	CO	41.6	66.6
4	CN	41.6	58.3
5	LA	41.6	66.6
6	MP	41.6	66.6
7	SO	58.3	83.3
8	BAF	33.3	66.6
9	DP	50	75
10	BA	41.6	66.6
11	FM	41.6	66.6
12	MH	58.3	83.3
13	MR	41.6	58.3
14	MP	33.3	66.6
15	RPP	41.6	58.3
16	RR	41.6	66.6
17	SR	33.3	66.6
18	UK	41.6	58.3
19	TZ	41.6	66.6
20	IN	50	75
21	RNA	58.3	83.3
22	MJ	41.6	58.3
Total		957.3	1490.7
Mean		43.5	67.7

Appendix 8

**The Differences Score between Pre-Test and Post-Test of
Experimental Group**

No	Initial Name	Score		X ₂ -X ₁ (X)	X ²
		Pre-Test (X ₁)	Post-Test (X ₂)		
1	AIP	50	91.6	41.6	1730.56
2	AFJ	41.6	83.3	41.7	1738.89
3	A	50	91.6	41.6	1730.56
4	BBH	41.6	83.3	41.7	1738.89
5	DM	41.6	75	33.4	1115.56
6	DY	50	83.3	33.3	1108.89
7	FNZ	66.6	91.6	25	625
8	NPT	41.6	75	33.4	1115.56
9	SR	33.3	75	41.7	1738.89
10	SY	41.6	83.3	41.7	1738.89
11	SK	50	91.6	41.6	1730.56
12	SNA	41.6	75	33.4	1115.56
13	WAR	41.6	83.3	41.7	1738.89
14	SAT	58.3	91.6	33.3	1108.89
15	WW	50	83.3	33.3	1108.89
16	MSM	41.6	75	33.4	1115.56
17	LA	50	83.3	33.3	1108.89
18	MA	41.6	75	33.4	1115.56
19	MHA	33.3	75	41.7	1738.89
20	VRA	50	83.3	33.3	1108.89
21	NF	41.6	83.3	41.7	1738.89
22	RP	41.6	75	33.4	1115.56
23	NS	50	83.3	33.3	1108.89
24	YZ	33.3	75	41.7	1738.89
Total		1082.4	1966	883.6	33074.5

Appendix 9

The Differences Score between Pre-Test and Post-Test of Control Group

No	Initial Name	Score		Y ₂ -Y ₁ (Y)	Y ²
		Pre-Test (Y ₁)	Post-Test (Y ₂)		
1	ADS	50	75	25	625
2	CC	33.3	58.3	25	625
3	CO	41.6	66.6	25	625
4	CN	41.6	58.3	16.7	278.89
5	LA	41.6	66.6	25	625
6	MP	41.6	66.6	25	625
7	SO	58.3	83.3	25	625
8	BAF	33.3	66.6	33.3	1108.89
9	DP	50	75	25	625
10	BA	41.6	66.6	25	625
11	FM	41.6	66.6	25	625
12	MH	58.3	83.3	25	625
13	MR	41.6	58.3	16.7	278.89
14	MP	33.3	66.6	33.3	1108.89
15	RPP	41.6	58.3	16.7	278.89
16	RR	41.6	66.6	25	625
17	SR	33.3	66.6	33.3	1108.89
18	UK	41.6	58.3	16.7	278.89
19	TZ	41.6	66.6	25	625
20	IN	50	75	25	625
21	RNA	58.3	83.3	25	625
22	MJ	41.6	58.3	16.7	278.89
Total		957.3	1490.7	533.4	13471.1

Appendix 10

The Calculation of Mean and Standard Deviation of Experimental Group

No	Initial Name	$X_2 - X_1$ (X)	(dx) (X - M_x)	D_x^2
1	AIP	41.6	4.79	22.9441
2	AFJ	41.7	4.89	23.9121
3	A	41.6	4.79	22.9441
4	BBH	41.7	4.89	23.9121
5	DM	33.4	-3.41	11.6281
6	DY	33.3	-3.51	12.3201
7	FNZ	25	-11.81	139.4761
8	NPT	33.4	-3.41	11.6281
9	SR	41.7	4.89	23.9121
10	SY	41.7	4.89	23.9121
11	SK	41.6	4.79	22.9441
12	SNA	33.4	-3.41	11.6281
13	WAR	41.7	4.89	23.9121
14	SAT	33.3	-3.51	12.3201
15	WW	33.3	-3.51	12.3201
16	MSM	33.4	-3.41	11.6281
17	LA	33.3	-3.51	12.3201
18	MA	33.4	-3.41	11.6281
19	MHA	41.7	4.89	23.9121
20	VRA	33.3	-3.51	12.3201
21	NF	41.7	4.89	23.9121
22	RP	33.4	-3.41	11.6281
23	NS	33.3	-3.51	12.3201
24	YZ	41.7	4.89	23.9121
Total		883.6	0.16	543.2944

Appendix 11

The Calculation of Mean and Standard Deviation of Control Group

No	Initial Name	Y ₂ -Y ₁ (Y)	(dy) (Y-M _Y)	D _Y ²
1	ADS	25	0.76	0.5776
2	CC	25	0.76	0.5776
3	CO	25	0.76	0.5776
4	CN	16.7	-7.54	56.8516
5	LA	25	0.76	0.5776
6	MP	25	0.76	0.5776
7	SO	25	0.76	0.5776
8	BAF	33.3	9.06	82.0836
9	DP	25	0.76	0.5776
10	BA	25	0.76	0.5776
11	FM	25	0.76	0.5776
12	MH	25	0.76	0.5776
13	MR	16.7	-7.54	56.8516
14	MP	33.3	9.06	82.0836
15	RPP	16.7	-7.54	56.8516
16	RR	25	0.76	0.5776
17	SR	33.3	9.06	82.0836
18	UK	16.7	-7.54	56.8516
19	TZ	25	0.76	0.5776
20	IN	25	0.76	0.5776
21	RNA	25	0.76	0.5776
22	MJ	16.7	-7.54	56.8516
Total		533.4	0.12	538.5952

Appendix 12

Research Documentation

- **Control Group**



- **Experimental Group**





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

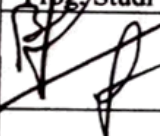
Form K-1

Kepada Yth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Annisa Apriani Wala
NPM : 1502050222
Pro. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 138 SKS

Persetujuan Ket/Sekret, Prog. Studi	Judul Yang Diajukan
	The Influence of CWT (Chain Whispering Technique) Towards Students' Ability in Pronunciation
	The Use of Identity Card to Improve Students' Speaking Skill
	Polite Expressions Used by Teachers in Teaching English in the Classroom



Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 16 Maret 2019
Hormat Pemohon,


Annisa Apriani Wala

Keterangan :

- Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang bersangkutan



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak/ Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Annisa Apriani Wala
NPM : 1502050222
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Influence of CWT (Chain Whispering Technique) Towards Students' Ability in Pronunciation

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Rini Ekayati, S.Pd., MA. Acc ²⁹/04-2019 *ff*

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 16 Maret 2019

Hormat Pemohon,

Annisa Apriani Wala

Keterangan

Dibuat rangkap 3 :- Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua / Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2147 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Annisa Apriani
N P M : 1502050222
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Influence of CWT (Chain Whispering Technique) Towards Students' Ability in Pronunciation.

Pembimbing : Rini Ekayati, SS, MA

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 14 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Annisa Apriani Wala
N.P.M : 1502050222
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Influence of Using CWT (Chain Whispering Technique)
Towards Students' Ability in Pronunciation

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Mei 2019
Hormat saya
Yang membuat pernyataan,



Annisa Apriani Wala

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Annisa Apriani Wala
NPM : 1502050222
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Influence of Using CWT (Chain Whispering Technique)
Towards Students' Ability in Pronunciation

Sudah layak diseminarkan.

Medan, Mei 2019
Dosen Pembimbing


Rini Ekayati, SS, MA

SURAT PERMOHONAN

Medan, Mei 2019

Lamp : Satu Berkas
Hal : Seminar Proposal Skripsi

Yth. Ketua Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Bismillahirrahmannirrahim
Assalamu'alaikum, Wr. Wb

Saya yang bertanda tangan di bawah ini:

Nama : Annisa Apriani Wala
NPM : 1502050222
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Influence of Using CWT (Chain Whispering Technique)
Towards Students' Ability in Pronunciation

Dengan ini mengajukan seminar proposal skripsi kepada Bapak/Ibu.

Sebagai bahan pertimbangan Bapak/Ibu saya lampirkan:

1. Foto kopi proposal skripsi yang telah disetujui pembimbing satu eksamplar;
2. Kuitansi biaya seminar satu lembar (Asli dan fotocopy)
3. Kuitansi SPP yang sedang berjalan satu lembar (Asli dan fotocopy)
4. Foto kopi K1, K2, K3, masing-masing satu lembar

Demikianlah surat permohonan ini saya sampaikan ke hadapan Bapak/Ibu. Atas kesediaan Bapak/Ibu mengabulkan permohonan ini, saya ucapkan terima kasih.

Wassalam
Pemohon,



Annisa Apriani Wala



UMSU
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Annisa Apriani Wala
N.P.M : 1502050222
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Influence of Using CWT (Chain Whispering Technique)
Towards Students' Ability in Pronunciation

Pada hari Jumat tanggal 24 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Mei 2019

Disetujui oleh:

Dosen Pembahas

Dosen Pembimbing

Fatimah Sari Siregar, S.Pd., M.Hum.

Rini Ekayati, S.S., MA.

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.



SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Annisa Apriani Wala
N.P.M : 1502050222
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Influence of Using CWT (Chain Whispering Technique)
Towards Students' Ability in Pronunciation

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 24, Bulan Mei, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Mei 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum



Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website : <http://fkip.umsu.ac.id> Email : fkip@umsu.ac.id

Nomor : 5005 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 27 Dzulqaidah 1440 H
30 Juli 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMP Muhammadiyah 47 Medan Krio
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Annisa Apriani Wala
N P M : 1502050222
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Influence of Using CWT (Chain Whispering Technique) Towards Students Ability in Pronunciation.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Effianto Nst, S.Pd, M.Pd.
NIDN 0115057302


** Pertiinggal **



SMP MUHAMMADIYAH 47 SUNGGAL

(STATUS TERAKREDITASI A)

NSS : 204070103319

NPSN : 10213868

NIS : 200910

Alamat : Jln. Sei Mencirim No. 60 Medan Krio Telp. (061) 42561071
KEC. SUNGGAL 20352 - KABUPATEN DELI SERDANG

Sunggal 20 September 2019

Nomor : 97 / IV.4.AU/F/SMP.M.47/2019

Lampiran : -

Hal : **Telah Melaksanakan Riset**

Kepada Yth ;

Bapak Dekan Fakultas Keguruan Dan Ilmu Pendidikan
Universitas Muhammadiyah Sumatera Utara
Di Tempat

Asslamu'alaikum warahmatullahi wabarakatuh,

Ba'da salam saya do'akan semoga Bapak dalam keadaan sehat waafiat serta tetap dalam lindungan Allah Swt .

Sehubungan dengan surat masuk Majelis Pendidikan Tinggi Penelitian & Pengembangan Universitas Muhammadiyah Sumatera Utara Fakultas Keguruan dan Ilmu Pengetahuan ke SMP Muhammadiyah 47 Sunggal, maka melalui perantara surat ini saya Kepala SMP Muhammadiyah 47 Sunggal menjelaskan bahwa mahasiswa tersebut dibawah ini :

Nama : Annisa Apriani Wala

NPM : 1502050222

Program Studi : Pendidikan Bahasa Inggris

Judul Penelitian : The Influence of Using CWT (Chain Whispering Technique)
Toward Students Ability in Pronunciation.

Telah menyelesaikan Risetnya di SMP Muhammadiyah 47 Sunggal.

Demikian hal ini disampaikan semoga surat ini dapat dipergunakan seperlunya.

Asslamu'alaikum warahmatullahi wabarakatuh,



Kepala Sekolah,


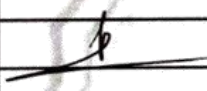



Sapriando Simanjuntak, S.PdI

NIP. AM : 848 125

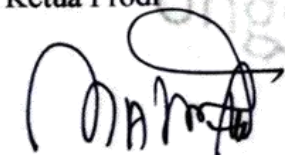
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Annisa Apriani Wala
 N.P.M : 1502050222
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Influence of Using CWT (Chain Whispering Technique) toward Students' Ability in Pronunciation at the Eighth Grade of First Semester of SMP Muhammadiyah 01 Medan in 2019/2020 Academic Year

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
05-04-2019	Cover : Revise	
	Chapter I :	
	- Background : state your problems clearly	
	- Formulation : make into paragraph	
30/04/2019	Chapter II : check your references used in theory	
05/05/2019	Chapter III :	
	- Method of research	
	- Technique of data analysis	
05/05/2019	Chapter III	
	- Technique of collect data	
	- Instrument of the study	
21/05/2019	Final Check	
	All	

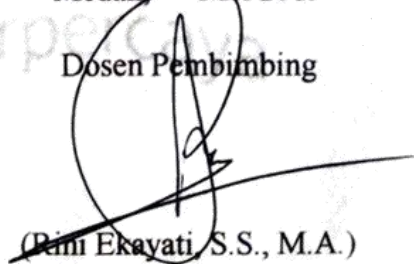
Diketahui oleh:
Ketua Prodi



(Mandra Saragih, S.Pd., M.Hum.)

Medan, Mei 2019

Dosen Pembimbing



(Dini Ekayati, S.S., M.A.)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

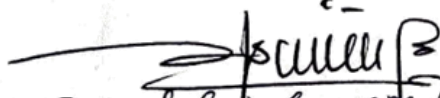
BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jumat Tanggal 24 Bulan Mei Tahun 2019
diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

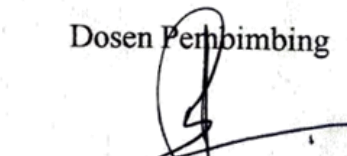
Nama : Annisa Apriani Wala
NPM : 1502050222
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Influence of Using CWT (Chain Whispering Technique)
Towards Students' Ability in Pronunciation

No	Masukan dan Saran
Judul	✓
Bab I	- Background : explain about the pronunciation skills of the students - scope and limitation : limit the vowel (what sounds)
Bab II	✓
Bab III	- no need to write the theory - should pay attention to the way of your research - mention the traditional method used previously
Lainnya	- skip the validation process
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas


(Fatimah Surti, S.Pd, M.Hum)

Dosen Pembimbing


(Rini Ekayati, SS, MA)

Panitia Pelaksana

Ketua


(Mandra Saragih, S.Pd, M.Hum)

Sekretaris


(Pirman Ginting, S.Pd, M.Hum)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Annisa Apriani Wala
N.P.M : 1502050222
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Influence of Using CWT (Chain Whispering Technique)
Towards Students' Ability in Pronunciation

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
07-08-2019	Abstract		Revisi
	Acknowledgement		
	Table of Contents		
15-08-2019	Chapter I : - Objective of study - Formulate of problem		
23/08/2019	Chapter II : check your references		
4/09/2019	Chapter III-IV - Method of research - technique of data analysis		
10/09/2019	- Data : describe in detail Data Analysis : Review		
23/09/2019	Final Review		
28/09/2019	All		

Unggul | Cerdas | Terpercaya

Medan, September 2019

Diketahui oleh :
Ketua Program Studi

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum.

Rini Ekayati, SS, MA

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Annisa Apriani Wala
N.P.M : 1502050222
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Influence of Using CWT (Chain Whispering Technique) Towards Students' Ability in Pronunciation

sudah layak disidangkan.

Medan, September 2019

Disetujui oleh:

Pembimbing



Rini Ekayati, SS, MA

Diketahui oleh:

Dekan

Ketua Program Studi


Dr. H. Elfrianto Nasution, S.Pd, M.Pd


Mandra Saragih, S.Pd., M.Hum.

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-I Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Selasa, Tanggal 08 Oktober 2019, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

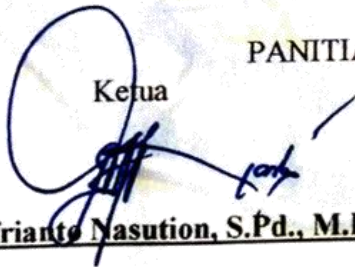
Nama : Annisa Apriani Wala
NPM : 1502050222
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Influence of Using CWT (Chain Whispering Technique) Towards Students' Ability in Pronunciation

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : (A-) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

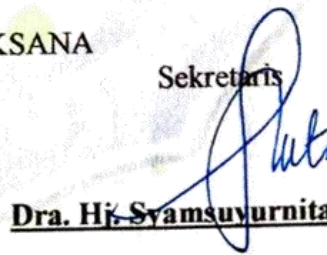
PANITIA PELAKSANA

Ketua



Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

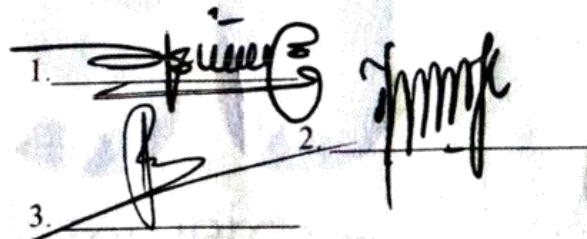
Sekretaris



Dra. Hj. Syamsuyurnita, M.Pd.

ANGGOTA PENGUJI:

1. Fatimah Sari Siregar, S.Pd, M.Hum
2. Dr. Hj. Dewi Kesuma Nst, SS, M.Hum
3. Rini Ekayati, SS, MA



Curriculum Vitae

Name : Annisa Apriani Wala
Address : Komplek Marelan Indah No. 148
Telephone : 081993002576
Place Date of Birth : Medan, April, 27th 1997
Name of Parents : Ismail Wala and Erna Duwila
Gender : Female
Nationally : Indonesian
Religion : Islam
Marital Status : Single
Email : aprianiannisawala97@gmail.com
Hobbies : Traveling and Watching.
Education
The year of 2009 : Elementary School of SD Swasta Melati Medan
The year of 2012 : Junior High School of SMP Negeri 38 Medan
The year of 2015 : Senior High School of SMA Negeri 16 Medan
The year 2019 : University of Muhammadiyah Sumatera Utara