THE EFFECT OF IMITATION TECHNIQUE ASSISTED BY VIDEO ON THE STUDENTS' ABILITY IN PRONOUNCING CONSONANTS SOUNDS

SKRIPSI

Submitted in Participal Fulfillment of the Requirements
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ABSTRACT

Pertiwi, Uci Agus: 1502050027 "The Effect of Imitation Technique Assisted By Video on The Students' Ability in Pronouncing Consonants Sounds". Skripsi: English education program. Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. Medan. 2019

This study is aimed to investigate the effect of imitation technique assisted by video on the students' ability in pronouncing consonants sounds. This is an experimental research design which applied the quantitative method in analyzing the data. This researchwas conducted in SMP Muhammadiyah 47 Medan Krio Sunggal of 2018/2019 academic year, by using total sampling technique, 50 students were chosen as the sample. The sample was divided into two groups; 25 students as experimental group and 25 students as control group. The experimental group was given treatment by group imitation technique assisted by video and control group using direct method. The instrument of the research is pronouncing consonants sounds, which used pre-test and post-test. The result of this research showed that $t_{observed} > t_{table}$ or $1.7 > 1.67 \propto = 0.5$ at df=50-2=48 students. It means Ha is accepted, therefore there were significant the effect of imitation technique assisted by video on the students' ability in pronouncing consonants sounds.

Keywords: Pronouncing, imitation technique, video, consonant sounds.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Pronunciation is the way of uttering words. Pronunciation is important for foreign language learners, because they can learn how the sounds are produced. Wells (2004:132) defines pronunciation is related to the producing the word properly or proper utterance of a word as it is being used generally. Pronuncing is often a part of memorizing them in second language learning, so getting a strong, basic foundation in correct pronunciation early on will equate to more effective learning overall. Even if you have already studied English for some time, you can always improve your speech and reduce your accent. In any case, research has shown for decades that second-language learning is different from how one acquires one's native language.

Pronunciation in a second language is especially resistant to improvement and it is rare that a second-language speaker can lose an accent entirely. However, this shouldn't discourage language learners from studying pronunciation and making an effort to improve their speech. The difference with second-language learning is that it requires explicit learning of vocabulary, rules, and structures, with repeated practice to commit these to long-term memory and to make access more automatic, or fluent listening is an activity or spoken words often referred to as the process of pronouncing and hearing direct communication. To build good communication, listeners not only listen but also grasp the meaning.

Both English and Bahasa Indonesia have 26 letters in representing written language but both have distinctive way of pronunciation. In Indonesia there are roughly 33 different sounds consist of 23 sounds of consonant and 6 vowels (Muslich,2008:94-110) and 4 diphthongs (Panitia Pengembangan Bahasa Indonesia, 2016:4) There is essentially a one-to-

one relation ship between spelling and pronunciation in Bahasa Indonesia. The sound of the letter almost similar and tendsto be easy to learn. Bahasa Indonesia is lingua franca which has quite easy feature on its language system (Steinhauer, 2000:175). While in English the 44 different sounds of spelling English are 21 consonant letters make 24 sounds and 5 vowel letters make 20 sounds.It is clear that the vowels will be the most likely cause of pronunciation or spelling difficulties for learners of English (Kelly, 2000:123).

The comparison between English and Indonesian Consonants based on the manner of articulation.

There are 24 consonants in both English and Bahasa Indonesia. As mentioned in the scope of discussion, this study focused only on three manners of articulation, they are; - Plosive (/p/,/t/, /k/) - Affricative (/tʃ/, /dʒ/) - Fricative (/θ/, /ð/, /z/, /ʃ/, /ʒ/) Based on the consideration and description of the consonants in English and Bahasa Indonesia, the distributional restrictions of the phonotactics of English and Indonesian consonants are described respectively:

English

1. Consonant sound fricative /ð/ does not occur as a word final.

2. Consonant sound fricative /z/ does not occur as a word medial and final.

3. Consonant fricatives /ʒ/, does not occur as an initial sound in English and is rare as a word medial and final.

Bahasa Indonesia

1. Consonant sound affricative /tʃ/ does not occur as a word final.

2. Consonant sound affricative /dʒ/ does not occur as a word final.

3. Consonant sound fricative /θ/ does not occur in any of Indonesian words.

4. Consonant sound fricative /ð/ does not occur in any of Indonesian words.

5. Consonant sound fricative /z/ does not occur as a word final in Indonesian.

6. Consonant sound fricative /ʒ/, does not occur in any of Indonesian words.

7. Consonant sound fricative /ʃ/ does not occur as a word final.

By observing these results and finding of contrasting the two languages, English and Indonesian, focusing on the term of consonants sound and their manners of articulation, we can conclude that each language has both similarities and differences. In result of those differences, there were gaps or absences of several English consonant sounds, for instance, the sounds /θ/ and /ð/ in Indonesian.

This gap might potentially become obstacle for EFL learners in Indonesia, especially for the native Indonesian. Despite the differences between the two languages, English and Indonesian surprisingly share a number of similarities in term of consonant sound. In Indonesian, there are plosives, approximant, nasal, fricative and affricative consonant sounds. These similarities have made some kind of an advantage for Indonesian EFL learner to produce the correct pronunciation of consonant sound as there are similar sounds that exist in their native language. Similarities in English and Indonesian might become a helping hand for the learner.

The reality in the field first of students is the difficult in pronouncing consonant sounds because of the uncomfortable and conditions in the classroom and being disturbed by sounds that surround other classrooms, because there is no special room such as English lab to improve student learning concentration. the secondly students have difficult pronouncing consonants because of the minim of student knowledge in English, non letters in Indonesian letters, to began students are not interested because it is difficult to pronuncing the sound of foreign languages and the not of media in the learning used by the teacher.

Learning english language with teaching media like audiovisual will bring students easy to learn and make students interest. The pronunciation teacher should be a good model to the students, otherwise; the students will imitate bad pronunciation and lead making mistakes. Teacher should produce the accurate sounds and their productions of speech to the students in order to make the students really understand about how correct pronunciation is produced. Harmer

(2000) states that concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed- all things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility. Teaching pronunciation is teaching about aspects that influence meanings of sentences through segmental phonemes. It is important to teach, because pronunciation is a basic sub skill in speaking. Therefore, good pronunciation avoids misunderstanding in communication. When people say, for example, "soap" in a situation such as a restaurant where they should have said "soup," the inaccurate production of a phoneme can lead to misunderstand.

The expectation aims to enable students to be able to learn using video, namely the imitation technique if this is used it will have an effect on making it easier for students to concentrate by doing assignments in pronouning . Often found problems in students that is the weakness in concentrating so if this method is applied that is listening and speaking will focus on learning itself.

The solution to the difficulties of students in pronouncing consonants is the presence of media that can be heard and seen to help them in the learning process itself and to be able to mimic the pronunciation well. Therfore, a resarch about the using of imitation technique assisted by video in teaching pronunciation especially consonants sounds will be conducted to know its effect to the students ability.

B. Identification of Problems

1. There are some differences in pronouncing consonants sounds in english and bahasa

2. Students feel it difficult to pronounce english consonant sounds.

3. The students are not interested in learning pronounciation.

4. The teacher didn't use appropriate media in teaching pronounciation.

C. Scope and Limitation

In this study, the scope of the study was focused on the pronounciation. The limitation of focus on voiceless consonant sounds.

D. The Formulation of The Problems

The formula of the problem this research is :

1) Is there any significant effect of applying imitation technique assisted by video on the students' ability in pronouncing consonant sounds?

E. The Objectives of The Study

The objectives of the study are:

1. To investigats the effect of the applying imitation technique assisted by video on students' ability.

2. To describe the improvement of the students ability in pronouncing consonant sounds.

F. The Significance of Study

The benefits of this study are divided into two, as follows:

1. **Theoreticaly**

   The result of this research can give a description about the studets ability in pronunciation of consonant sounds.

2. **Practicaly**

   Practical benefits of this research are:

   a. For other researchers, this research result may help them in finding references for further research.

   b. For students, it is able to develop understanding about pronunciation.

   c. For the institution, it is able to enrich the treasury of knowledge of the institution.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

1. Pronunciation

It is very common that many foreign language learners have problems in teaching and learning process. In this case, many of English foreign learners have difficulties in pronunciation teaching process because of some factors. There are five factors that influence learners' pronunciation, mother tongue, age, amount of exposure to phonetic ability, personality, and motivation (Kenworthy.1987 as cited in Gorjian. 2014). This means pronunciation is all something sound that exit from oral cavity.

Pronunciation is a fundamental part of learning English because not only we learn the language also we're going to use the language as well. In order to be able to use the language, we need to learn how to produce it first. Pronunciation helps students to pronounce the words, phrases, and sentences in the right way. In the right way doesn't mean that we have to speak like the native, it means that we can pronounce the language intolligibly so that we can be understood.

2. Sounds of English

The sounds of english devided into three, as follows:

a. Vowel

A vowel is a sound that is made with the mouth and throat not closing at any point. Kelly(2000:2)says,"Vowels are allvoiced, and may be single (like[e],asinjet)or a combination, involving a movement from one vowel to another (like [eɪ], as in late). Such combination is known as diphthongs". O'Connor (1980:79) claims,"Vowels are made by voiced air passing through different mouth shapes; the differences in the shape of the mouth are caused by different positions of the tongue and of the lips".

b. Consonant

A consonant is a sound that is made with the air stopping once or more during the vocalization. That means that at some point, the sound is stopped by your teeth, tongue, lips, or constriction of the vocal cords. Consonant sounds can be voiced (a part of the mouth is closed and the air behind it is released suddenly for example; /v/ as in van, /b/ as in bun) – or unvoiced (air is pushed through a narrow part of the mouth, for example: /f/ as in fan, /th/ as in thin) (Burns, 2003:8).Consonant is characterized mainly by some obstruction above the laryx, especially in the mouth cavity. Consonants may come singly or in clusters, but must be connected to a vowel to form a syllable. For example /p/-pip,pot ; /b/-bat, bug ;/t/-tell, table ;/d/-dog, dig ;/k/-cat, key ;/g/-get, gum ;/f/-fish, phone ;/v/-van,vat;//-thick,thump, faith ;/ð/-these, there, smooth ;/s/-sat, sit ;/z/-zebra, zap ;/ʃ/-ship ;/ʒ/-treasure,

leisure;/h/-hop, hut ;/tʃ/-chip ;/dʒ/-lodge, judge;/m/-man, mummy ;/n/-man, pan;/ŋ/-sing, wrong ;/l/-let, lips ;/r/-rub, ran;/w/-wait, worm ;/jyet, yacht.

c. Difthong

Difthong as a part of vowels. Diphthong is a kind of vowel sound with a special feature, that is there is deliberate glide made from one vowel position to another vowel position, and which is produced in one syllable (Ramelan, 1988:76). In producing a diphthong the tongue moves from the position for one vowel sound to that for another. For the diphthong /aI/, for instance, the tongue moves from the position for the sound is not necessarily reached. The vowel /a/ is an open vowel, while /I/ is a close vowel, so that the direction of the glide is toward a vowel with a close positions. When the movement of the tongue is carried out from the position of an open vowel to that of a closer vowel, such as in the example above, the diphthong is said to be a closing diphthong (Ramelan, 1988:77).

3. Consonant Sounds

The concept of consonant sounds consists of voiced and unvoiceless. All the sounds produced in the English are either voiced or voiceless. Voiced sounds occur when the vocal cords vibrate when the sound is produced. There is no vocal cord vibration when producing voiceless sounds. To test thise, place your finger tips hand on your throat

as you say the sounds. When saying the voiced sounds, you should be able to feel a vibration. When saying the voiceless sounds you sound not be able to feel a vibration. Sometimes it is very difficult to feel the difference between a voiced and voiceless sound. Another test may help. Put a piece of paper in front of your mouth when saying the sounds- the paper will should move when saying the unvoiced sounds.All vowels in English are voiced. Some of the consonant sounds are voiced and some are voiceless. Some of the consonanat sounds produced in English are very similar. Many times the difference between them is because one is voiced and the other is voiceless. Two examples are 'z', which is voiced and 's', which is voiceless. See the chart below for a listing of the voiced and voicelless consonants.

Voiced consonants Sounds	Voiceless consonant Sounds
b	p
d	t
g	k
v	f
Z	s
ð	θ
s	ʃ
j	tʃ

l   h

m

n

ŋ

r

w

y

    Any consonant sounds come in pairs. For example, P and B are produced in the same place in the mouth with the tongue in the same position. The only difference is that P is an unvoiceds sound (no vibration of the vocal cords) while B is a voiced sound (vocal cords vibrate). Put your hand on your throat as you say the pairs below to feel the difference. Note tht the first pair of consonants in the table (p, b) is produced at the front of the mouth. Each pair shifts further back with the last pair (k, g) being produced at the back of the mouth.The following consonant sounds are represented using the International Phonetic Alphabet(IPA). The words in parentheses represent phonetic transcriptions. we can clearly distinguish (b, d, g) from (p, t, k) spoken by native US/UK English speakers. People can clearly distinguish my (b, d, g) from (p, t, k) too. the only perceivable difference between the two groups is that a puff of air comes out when we say (p, t, k).

4. Imitation Technique

According to Oxford Advanced Learners Dictionary, Impersonation of a person's speech or behavior is called Imitation .It is a rigid fact that a person can very easily acquire a language when he or she stays in the particular region for a while because they learn the language through Imitation. The researchers applied the same technique to enhance pronunciation learning. A language teacher tought to exploit this method to stimulate the students. Dwyeret al (1991) stated that technology changes teachings. Good English videos can be played inside the class room for imitation learning. Mayer (2009) agreed that multimedia instruction (combining video, sound, words, and pictures together) would support meaningful learning as well as enable learners to understand the materials better. Mayer asserted (2004: 47), "People learn more deeply from words and pictures than from words alone."A teacher would play nice English videos in the class room with sub-titles. Ask the students to listen and imitate the words or dialogues. A nice English song can be selected and it can be played in the class room and after two times of listening, teacher can lead them to sing the song. Singing English song is believed to have direct influence on the pronunciation skills (Ratnasari 2007).

5. Advantage and Disadvantages

The advantage of this imitation technique is to make it easier for students to say consonant sounds. can imitate the image in the video and sound. The advantages of this imitation technique is that students have

difficulty in imitating the facial expressions in the video, namely consonant sounds.

a. The Procedure of Imitation

1. Show video with topic consonant sounds.

2. With picture and sounds by speaker of foreign.

3. Then students see and listen to imitation by video

b. Video as Media

a) Types Media

Based on Sahid (2010:3) teaching media can be grouped as follows:

1. Visual Media: the media which can show information that just can be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.

2. Audio Media: the media which can show information that just can be heard. For example: radio, tape recorder, language laboratory, MP3 player, etc.

3. Projected Still Media: the media that need projector to show the information which inform of no-motion picture/writing. For example: Power Point slide, micro film, etc.

4. Projected Motion Media: the media that need projector to show information inform of motion picture/writing. For example: film, television, video (VCD, DV, VTR), computer, etc.

b) Video

The development of science and technology, the use of educational media, especially video media is an urgent demand. This is due to the complex nature of learning. there are various learning goals that are difficult to achieve just by relying on teacher explanations. Therefore, so that learning can achieve maximum results requires the use of media, one of which is video media. Video is a series of motion pictures accompanied by sound that form a unit that is arranged into a plot, with messages in it to achieve learning goals that are stored with the storage process on tape media or disks (Arsyad, 2004: 36 in Rusman et al. 2011: 218) . Video is an audio-visual media that displays motion (Sadiman, 2008: 74). So it was concluded that video is a motion picture that contains fragments of flow and displays messages from parts of an image to achieve learning objectives. Learning videos are a media designed systematically based on the applicable curriculum and in its development applying the principles of learning so that the program allows students to represent subject matter more easily and interestingly. Physically learning videos are learning programs that are packaged in video cassettes and are presented using VTR or VCD player equipment and TV monitors.

c) **The Advantage and Disadvantage of Media**

According to Sudjana (2001: 64) The advantages of learning media in the teaching and learning process are as follows:

1. The use of media in the teaching and learning process is not an additional function, but has its own function as an aid to express effective teaching and learning situations.

2. The growth of student learning motivation.

3. Students make observations, do and show activities.

   The disadvantages emphasize the mastery of the material rather than the development process and still view audiovisual material as a teacher's aid in the learning process.

B. Previous Relevant of Study

Many researchers have reported their research about difficulties in pronouncing. Some of the findings of related research are presented in the following section.

Arman Asra (1999: 24) in his research about the difficulties encountered by the third semester students of English education department IKIP Ujung Pandang in learning English pronunciation. He formulated problem statement: (1) what are the difficulties encountered by the third semester students and (2) what the sounds are difficult to produce of the students? The result of his research show that the difficulties of students to produce vowel sounds that are /æ /, /ə/ and consonant sounds between /θ/, /ɜ/, /ð /, /dʒ/. And some causes of the difficulties of students to produce that sound resulted from the data presentation and discussions are they could notdifferentiate the vowel sound of /æ /, /ə/ and consonant sounds of /θ/, /ɜ/, /ð /, /dʒ/.

Rifial Rifandi (2008: 23) in his research about the error analysis in pronouncing English consonant formulated problem statement, namely: (1) whaterrors made by students in pronouncing nasals consonants, (2) whaterrors made by the students in pronouncing fricatives consonants, and (3) what errors made by the students in pronouncing approximants consonants? The result of his research indicate that the students still made some errors in pronouncing English consonant which were skill mispronounced by the students, were in nasal: /m/, /n/, /ŋ/; and approximant consonant: /w/, /r/, /j/. The factor that caused the students makes errors in pronouncing English consonant were: a)The different sounds and spelling system of English and Indonesian, b.)The consistence of English spelling system,c.) Lack of the students knowledge toward the correct pronunciation of English consonants, d.) Lacking efforts of the students learn and practice the English consonants.

Dwi Amalia (2010:28) in his research she wants to find out the students' errors analysis in pronouncing English sound. Problem statements that have formulated, namely: (1) which English vowels are mispronounced by the students, and (2) which English consonants are mispronounced by the students? After finishing his research he indicated that the students still made some errors in pronouncing English sounds which were still mispronounced by the students were in nasals /ŋ/, fricative /ʒ/, /ð /, /ʃ/, and /ʒ/, affricative /tʃ/ and /dʒ/ long vowels /i:/, /ɜ:/, /u:/, /ɔ: /, and /a:/, and also short vowels /I/, /el/, /æ /, /ə/, /ʌ/, /ʊ /, and /ɒ/. The factors that caused the students errors in pronouncing English sound were: a)The different sound and spelling system of English and Indonesian, b.) The

inconsistence of English spelling system, c.) Lack of the students knowledge toward the correct pronunciation of English sounds, d.) Lacking efforts of the students learn and practice the English sounds.From the findings above, the researcher interest to research the difficulties in pronouncing English vowels because certain there are many reason about the students' difficulties in pronouncing English vowels.

Nurani and Rosyada (2015) concluded on their research that the use of reading aloud assessment can use the students' pronunciation. By using reading aloud, students were more enjoy in studying pronunciation, so that it can give the advantage during learning English pronunciation. Mathew and Alidmat (2013) concluded their research that integrating audio-visual resources with the prescribed course content gives the positive impact on the teaching-learning process in EFL classroom. Using audiovisual as a teaching method stimulates thinking and improves learning environtent in a classroom. Sahin and Secer (2016) draw the conclusion on their research that the use of video as the audio-visual aid is a proper modern technology tool to motivate the students. It provides a set of challenges in the stages of selection, preparation, and demonstration as well.

C. Conceptual Framework

The research objectives for students in sound pronunciation sound consonant using media as a tool to facilitate the imitation technique that is ear transfer and speech transfer, then get results to reach students who learn in pronunciation skills. Consequently, the conceptual framework in this study.

Tabel 2. 1 Conceptual Framework

```
              ┌─────────────────────┐
              │   Pronounciation    │
              └─────────────────────┘
                        ⇓
              ┌─────────────────────┐
              │  Consonants sounds  │
              └─────────────────────┘
                   ↙          ↘
    ┌──────────────────┐    ┌──────────────────┐
    │   Expectation    │    │ Problem of reality │
    └──────────────────┘    └──────────────────┘
```

- Students easy in pronunciation   -students unable pronounciation
- Students able write position consonants - students unable write position
  sounds   consonants sounds

```
              ↘                ↙
              ┌─────────────────────┐
              │      Solution       │
              │ Imitation technique │
              │       &video        │
              └─────────────────────┘
```
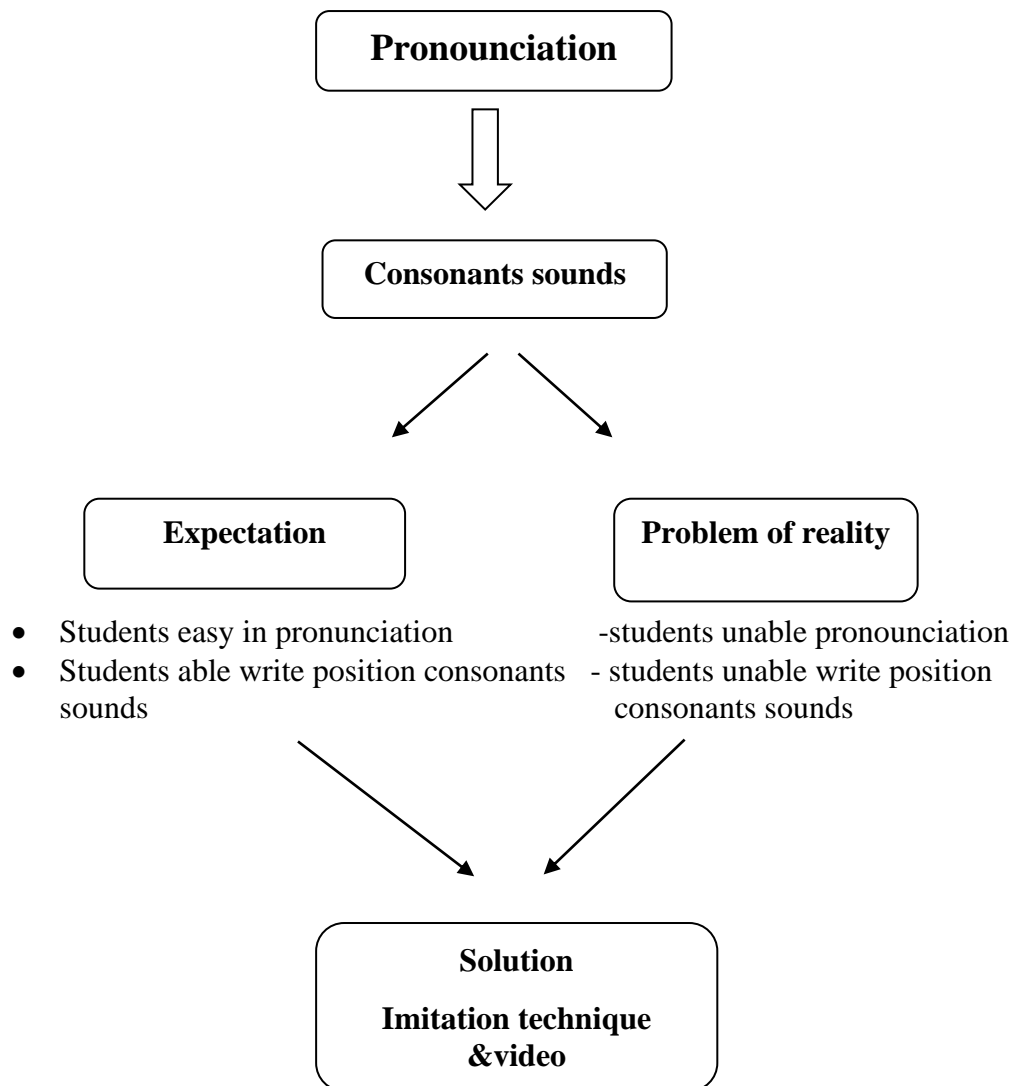
D. Hypothesis

Ha : There is the effect of imitation technique by video on the students'

ability in pronouncing consonants sounds.

H0 : There is no the effect of imitation technique by video on the students'

ability in pronouncing consonants sounds.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted in SMP Muhammadiyah, Jalan Medan Krio, Kecamatan Sunggal, Kabupaten Deli serdang. On 2019-2020 academic year. The reason for choosing this school is based on researcher experience in the field of teaching practice in schools, students have a low ability pronuncing english sounds. Thus because of limitation media used in learning, and students not interested in knowledge pronouncing because students do not understand the teacher explains and the teacher only given them text and plays with notes, students misunderstanding and not interested.

B. Population and Sample

The population of this research was eight grade students which consist of 100 students and distribute into four classes: VIII-1, VIII-2, VIII-3 VIII-4. By using random sampling technique, two classes was choosen as the sample. Class VIII-4 which consist of 25 students was the experimental group, and 25 students from class VIII-1 as the control group.

Table 3. 1 Population and Sample

No	Class	Population
1	VIII-1	25
2	VIII-2	25
3	VIII-3	25
4	VIII-4	25
Total		100

C. Research of Design

This research was conducted by using experimental research design. The study with two different groups, experimental and control groups. The experimental group consists of 25 students from class VIII-1 which was taught by using imitation technique while control group also consists of 25 students from class VIII-4 which was taught by using lecturing method. The details are shown in the table as following:

Table 3. 2 Research of Design

Group	Pre-test	Treatment	Post-test
Experimental group VIII-4	✓	Imitation technique	✓
Control group VIII-1	✓	-	✓

D. Instrument of Research Data

The Instrument of this research was oral practice and the total of the questions are 10 test. The students given a topic consonant sound with taken from internet.

The test was scoring by using this formula :

$$S = \frac{R}{N} \times 100\%$$

E. Technique for Collecting Data

The data collected through the following technique, namely:

1. Students pronouncing consonant sounds in the text.

2. After that, reseacher to listen students pronouncing consonant sounds

3. Scoring the students of the test.

F. Technique of Analyzing Data

From the data, the calculation was made to find out whether applying imitation technique assisted by video. The data were calculated by using t-test from Sudijono (2018).

1. Finding the Mean by using the formula:

   a. Mean of Experimental Group

      $$M_x = \frac{\Sigma X}{N} \qquad\qquad \text{(Sudijono, 2018: 81)}$$

   b. Mean of Control Group

      $$M_y = \frac{\Sigma y}{N}$$

2. Finding the Standard Deviation by using the formula:

   a. Standard Deviation (SD) of Experimental Group

      $$SD_x = \sqrt{\frac{\Sigma x^2}{N}} \qquad\qquad \text{(Sudijono, 2018: 157)}$$

   b. Standard Deviation (SD) of Control Group

      $$SD_y = \sqrt{\frac{\Sigma y^2}{N}}$$

3. Finding the Standard Error by using the formula:

    a. Standard Error of Experimental Group

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1 - 1}}$$
(Sudijono, 2018: 282)

    b. Standard Error of Control Group

$$SE_{M2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

4. Finding the Standard Error differential between Mx and My by using the formula:

$$SE_{M1-M2} = \sqrt{SE_{M1}{}^2 + SE_{M2}{}^2}$$
(Sudijono, 2018: 283)

5. Finding t_0 by using the formula:

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}}$$
(Sudijono, 2018: 284)

Where:

    M_x = Mean score of experimentalgroup

    M_y = Mean score of control group

    N_1 = Number of students in experimental l group

    N_2 = Number of students in controlgroup

    SD_x = Standard deviation of experimental group

    SD_y = Standard deviation of control group

    SE_{M1} = Standard Error of Mean of experimental group

    SE_{M2} = Standard Error of Mean of control group

    SE_{M1-M2} = Standard Error differential between Mx and My

    t_0 = Test Observation

G. Statistical Hypothesis

In this research statistical hypothesis is used to device whether the hypothesis will be accepted or rejected. The statistical statistic formula:

If t - test > t – table = H_a is accepted and H_0 is rejected

If t - test < t – table = H_a is rejected and H_0 is accepted

Where:

H_a : There is a significant effect of using Imitation technique assisted by video consonant sounds (The hypothesis is accepted)

H_0 : There is no significant effect of using Imitation technique assisted by video consonant sounds (The hypothesis is rejected)

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

In order to get the data of the study, thre researcher: (1) gave pre-test, (2) did the treatment, and (3) gave the post-test. After the data were collected, the researcher compared the result of experimental group and the result of control group to know whether there was significant effect on teaching students by using technique imitation assisted by video consonants sounds.

Table 4. 1 The Score in Pre-test and Post-test of Each Group

Criteria	Experimental Group		Control Group	
	Pre- test	Post-test	Pre-test	Post-test
Maximum	70	100	70	100
Minimum	55	85	55	85
Mean	1495	2370	1560	2340
Standard Deviation	870	1726	785	838
Total	2490	4281	2470	3363

The data showed that the highest score of the pre- test in experimental group was 100 and the lowest was 55. While the highest score of the post- test was 100 and the lowest 85.

The data showed that the highest score of the pre- test of the control group was 70 and the lowest was 55. While the highest score of the post test was 100 and the lowest were 85.

B. Data Analysis

The effect of using imitation technique assisted by video consonants sounds. Based on the data from the best score were analyzed in other to know differences between pre-test and post-test in experimental group, it could be seen below.

Table 4. 2 Different Score Between Post- Test in Both Experimental and Control Group

NO	VIII-4	VIII-1
1	N = 25	N = 25
2	$\sum X$= 2370	$\sum X$ = 2340
3	SD = 23.91667	SD = 32.3333
4	VAR = 4.890467	VAR = 5.686241
5	Mean = 94.8	Mean = 93.6

Notes:

VIII-4 = Results of students' imitation technique assisted by video consonants sounds.

VIII-1 = Results of students' taught in learning method

So from the results of research students who are taught with imitation technique assisted by video consonant sounds learning have an average value of students that is equal to 94.8 with a maximum value of 100, and the variance of 4.890467 includes good grades obtained by students to the application of imitation technique assisted by video consonants sounds with the results the level of pronounciation to students is very good.

1. **Scores of Data The Effect of Imitation Technique Assisted By Video On The Students' Ability In Pronouncing Consonants (VIII-4).**

   a. **To Determine Range**

   Range = The largest data – the smallest data

   = 100 – 85

   = 15

   b. **To determine many class interval**

   Many class = 1 + (3,3) Log n

   = 1 + (3,3) Log 25

   = 4.613

   So many classes are taken 4.

   c. **To determine the length of the class interval**

   $P = \frac{range}{manyclasses} = \frac{15}{4.613} = 3.25$

   Because the interval class is 4, so frequency distribution for the effect of imitation technique assisted by video consonant sounds. (VIII-4) is follow:

Table 4. 3 Frequency Distribution of Imitation Technique Assisted By Video Consonants Sounds (VIII-4)

NO	CLASS INTERVAL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY
1	85-89	2	8%
2	90-94	7	28%
3	95-99	7	28%
4	100-104	9	36%
	TOTAL	**25**	**100%**

2. **Scores of Data The Effect of Imitation Technique Assisted By Video On The Students' Consonants Sounds (VIII-1)**

   a. **To Determine Range**

   Range = The largest data – the smallest data

   = 100 – 85

   = 15

b. **To determine many class interval**

Many class $= 1 + (3,3) \text{ Log } n$

$= 1 + (3,3) \text{ Log } 25$

$= 4,613$

So many classes are taken 4.

c. **To determine the length of the class interval**

$P = \dfrac{range}{manyclasses} = \dfrac{15}{4.613} = 3.25$

Because the interval class is 4, so frequency distribution imitation technique (VIII-1) is follow:

Table 4. 4 Frequency Distribution of Imitation Technique Assisted By Video Learning Method (VIII-1)

NO	CLASS INTERVAL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY
1	85-89	2	8%
2	90-94	7	28%
3	95-99	7	28%
4	100-104	9	36%
	Total	**25**	**100%**

3. **Testing Normality**

One of the analysis techniques in the normality test is the *Lilliefors* analysis technique, which is a test requirement of analysis technique before doing a hypothesis test. Provided that if $L_{-count} < L_{-table}$ then the data distribution has a normal distribution. But if $L_{-count} > L_{-table}$ then the data distribution is not normally distributed. The results of the normality analysis for each sub-group can be explained as follows:

Table 4. 5 Scores of data the effect of imitation technique assisted by video consonants sounds (VIII-4).

No Respondent	VIII	F	ZI	FZI	SZI	FZI-SZI
1	70	5	-1.33630	0.090724604	0.166667	-0.07594
2	75	4	-0.80178	0.211339037	0.333333	-0.12199
3	80	2	-0.26726	0.394634013	0.5	-0.10536
4	85	4	0.267261	0.605365987	0.666667	-0.06130
Mean	**82.5**	**21**			**L count**	**0.121**
SD	**9.354143**				**L table**	**0.188**

Based on the results of normality test calculations for samples on the results of students' pronouncing taught by video (VIII-4) obtained L_{count} value = 0.121 with L_{table} value = 0.188. Because the $L_{count} < L_{table}$ ie 0.121 < 0.188 then it can be concluded the null hypothesis is accepted. So, it can be said that the sample on students' ability in pronouncing consonant sounds.

Note:

$L_{count} = 0.121$

$L_{table} = 0.188$

Because $L_{count} < L_{table}$, so normal distribution.

Table 4. 6 Scores of data the effect students' ability in pronouncing consonants sound learning method (VIII-1)

No Respondent	VIII	F	ZI	FZI	SZI	FZI-SZI
1	55	5	-1.58114	0.056923149	0.166667	-0.10974
2	60	4	-0.94868	0.171390856	0.333333	-0.16194
3	65	3	-0.31623	0.375914817	0.5	-0.12409
4	70	4	0.316228	0.624085183	0.666667	-0.04258
MEAN	**67.5**	**21**			**L count**	**0.161**
SD	**7.905694**				**L Table**	**0.188**

Note:

L- count = 0.161

L- table = 0. 188

Because L-count < L- table,so normal distribution.

Table 4. 7 Summary of Normality Test Results with Lilliefors Analysis

Group	L-count	L-table	Finding
(VIII-1)	0.121	0.188	H_O accepted, normal
(VIII-4)	0.161	0.188	H_O accepted, normal

Note :

VIII-4 = Result effect of imitation technique assisted by video consonant sounds

VIII-1= Results effect students' ability pronouncing lecturing method

4. **Testing Homogeneity**

Homogeneity testing of variance which is normally distributed will be done by Bartlet test. With formula below:

Log $S^2 = \frac{\sum(db.si^2)}{\sum db} = \frac{3090.48}{40} = 77,262$

Value B = $(\sum db)logs^2 = 40 \ x \ 1.8589 = 743,56$

Value $X^2 = (ln10)(B - \sum(db).\log s^2$

$= 2.3 \ x(743,56 - 754,82) = 2.603$

Value X-table = 2.124

Table 4. 8 The Results of Homogeneity Test for Sample Groups

SAMPLE	DB (n-1)	1/DB	SI2	DB.SI2	LOG SI2	DB. LOG SI2	X – count	X – table	Resolution
VIII-1	20	0.05	82.26	1645.238	1.9151	38.30	2.603	2.124	Homogeneous
VIII-4	20	0.05	72.26	1445.238	1.8589	37.17			
TOTAL	**40**	**0.1**	**154.52**	**3090.48**		**75.47**			

From the calculation results x^2_{count} (chi-squared) obtained a smaller value

than the value of x^2_{table}. The statistical hypotheses are stated as follows:

H0   : Group VIII-4 and VIII-1 data come from the same homogeneous

variance

Ha   : Group VIII-4 and VIII-1 data come from variances that are not

homogeneous

Because the value of X-$_{count}$< X-$_{table}$, it can be concluded that the two

groups of data from this study come from populations that have homogeneous

variance.

1. **Mean**
   a. **Mean of Variable X (Variable 1)**

The data of table 4.3 shown that the calculation mean of experimental

group as follow:

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{870}{25}$$

$$M_x = 34.8$$

b. **Mean of Variable Y (Variable II)**

The data of table 4.4 shown that the calculation mean of control group as follow:

$$M_y = \frac{\sum Y}{N}$$

$$M_y = \frac{785}{25}$$

$$M_y = 31.4$$

2. **Standard Deviation (SD)**

a. **Standard Deviation (SD) of Variable X (Variable I)**

The data of table 4.5 shown that the calculation standard deviation of experimental group as follow:

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$

$$= \sqrt{\frac{838.40}{25}}$$

$$= \sqrt{33.53}$$

$$= 5.79$$

b. **Standard Deviation (SD) of Variable Y (Variable II)**

The data of table 4.6 shown that the calculation standard deviation of control group as follow:

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

$$= \sqrt{\frac{1726}{25}}$$

$$= \sqrt{69.04}$$

$$= 8.3$$

Based on the calculation above shown the facts were presented as follows:

$SD_x = 5.79$

$SD_y = 8.3$

$N_1 = 25$

$N_2 = 25$

$X = 870$

$Y = 785$

$(X - M_x)^2 = 838.40$

$(Y - M_y)^2 = 1726$

Therefore, the formula above were implemented as follows:

3. **Standard Error**

   a. **Standard Error of Experimental Group**

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$= \frac{5.79}{\sqrt{25 - 1}}$$

$$= \frac{5.29}{\sqrt{24}}$$

$$= \frac{5.29}{4.89}$$

$$= 1.08$$

b. Standard Error of Control Group

$$SE_{M2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

$$= \frac{8.3}{\sqrt{25 - 1}}$$

$$= \frac{8.3}{\sqrt{24}}$$

$$= \frac{8.3}{4.89}$$

$$= 1.69$$

4. The Differences of Standard Error

$$SE_{M1-M2} = \sqrt{SE_{M1}^{2} + SE_{M2}^{2}}$$

$$= \sqrt{(1.08)^2 + (1{,}69)^2}$$

$$= \sqrt{1.16 + 2.85}$$

$$= \sqrt{4.01}$$

$$= 2$$

C. Testing Hypothesis

The result above when was applied to test the hypothesis. The t-test value was seen in the following calculation:

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}}$$

$$= \frac{34.8 - 31.4}{2}$$

$$= \frac{3.4}{2}$$

$$= 1.7$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected.

Ha : The value of the t_o was higher than the value of the t_{table} ($t_{observe} > t_{table}$), to Where t_{table} value for the degree of freedom was calculated as follows:

$$Df = (N_1 + N_2 - 2)$$

$$= (25 + 25 - 2)$$

$$= 48$$

After seeking the table of distribution, the price of t_{table} with the degree of freedom (df) 48 at the level of significance 5% was at 1.67 while the critical value ($t_{observe}$) was 1.7. Based on the calculation of testing hypothesis above, it was found that the value of $t_{observe}$ was higher than t_{table} (1.7>1.67) therefore, alternative hypothesis (Ha) was accepted.

D. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by Imitation technique assisted by video got higher score than those who were taught by using lecturing method. It is also proved from the result of $t_{observe}$ which was 1.7 and t_{table} which was 1.67 ($t_{observe}$>t_{table}, 1.7>1.67). It meant the effect on the imitation technique.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis above, effect of using imitation technique assisted by video, found that the $t_{observed} > t_{table}$ or $1.7 > 1.67$. $\propto = 0.5$ at $df = 50-2 = 48$ students. The result of students' score who were taught by applying imitation technique assisted by video was higher than those who were taught without imitation technique assisted by video become more effective, interactive and easier to the students.

B. Suggestion

Related to the conclusion above, some suggestion was put forward as the following:

1. The English teacher can use this strategy to applying in learning pronounce process for the students at the same level when learning English in the class

2. The teachers have to know how to stimulate students' curiosity and must be able to present the lesson so that it was more interesting and relevant for the students. One of the strategies that can use in imitation technique assisted by video.

It is a suggestion to other researcher uses this finding source of the research.

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LIST OF ATTENDANCE

EXPERIMENTAL GROUP

No	Name	Meeting 1	Meeting 2
1	Astri Sukmawati		
2	Ajrina Ghufrani		
3	Bagas Ilmi Prakoso		
4	Chany Chairani		
5	Claudya Nabila		
6	Cut Nanda Rahmadani		
7	Cintya Yolanda		
8	Dimas Permana		
9	Faiz Alrafif		
10	Fariz Akbar Isya		
11	Fadhil Maulana		
12	Intan Nuraini		
13	Lisa Arianti		
14	Melisa Putri		
15	Muhammad Habibi		
16	Muhammad Zefri Fadila		
17	Nabila Cantika		
18	Rizky Ramadhan		
19	Rassya P Darusalam		
20	Salsa Sayrani		
21	Sindi Rahma		
22	Sukma		
23	Siti Khumairo		
24	Tyara Zaskya		
25	Ulfa Julfani		

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah   : SMP MUHAMMADIYAH 47 SUNGGAL

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester/TP : VIII (Ganjil)/2019/2020

Materi Pokok   : Consonants sounds

Alokasi Waktu   : 2 x 40 menit

A. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN

KOMPETENSI

No.	KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
3.1	Memahami cara pengucapan dan unsur dalam pengucapan sesuai dengan konteksnya.	3.1.1 Siswa mampu mengidentifikasi bunyi consonant 3.1.2 Siswa mampu mengidentifikasi metode imitasi technique dalam pembelajaran
4.1	Memahami bunyi consonant	4.1.1 Siswa mampu membedakan bunyi dengan baik dan benar.

C. Tujuan Pembelajaran

Tujuan pembelajaran pada bab ini adalah peserta didik mampu :

✓ Siswa dapat mengucapkan bunyi consonant

✓ Siswa dapat meniru bunyi consonant

D. Materi Pembelajaran

Kegiatan pembelajaran pada bab ini berisi bahasan berikut.

✓ Mengucapkan bunyi consonant sounds dari audiovisual.

E. Metode Pembelajaran

Pembelajaran ini menggunakan metode imitasi technique by video.

F. Sumber dan Media Pembelajaran

- ✓ Media : Laptop, Speaker, dan Video Pembelajaran

- ✓ Alat dan Bahan : Spidol dan penghapus

- ✓ Sumber Belajar : Audio Visual

G. Kegiatan Pembelajaran

Pertemuan : 2 JP

LANGKAH PEMBELAJARAN	DESKRIPSI	ALOKASI WAKTU
Kegiatan Pendahuluan	1. Salam dan tegur sapa 2. Guru memeriksa kehadiran siswa 3. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 4. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP	10'
Kegiatan Inti	**1. Mengamati :** - Siswa membuat tugas	

	berdasarkan individual -siswa membuat diskusi kelompok. **2. Menanya:** - Guru memberi kesempatan siswa untuk bertanya tentang bunyi consonant. **3. Mengumpulkan Informasi:** - Guru memberikan kesempatan pada siswa untuk mencari informasi lebih lanjut tentang bunyi consonant **4. Mengasosiasi:** - Siswa membandingkan contoh pengucapan bunyi consonant. **5. Mengkomunikasikan:** Siswa diberikan kesempatan untuk menginformasikan atau mengungkapkan consonant sounds.	60'

Penutup	1. Menyimpulkan hasil pembelajaran. 2. Menyampaikan materi pada pelajaran berikutnya. 3. Menyampaikan tugas kepada siswa.	10'

H. Rubrik Penilaian Keterampilan (Praktik/Kinerja)

No	Aspect of Scoring	Scoring		
		Low (45-59)	Average (60-75)	Good (76-100)
1	Pronunciation			
2	Intonation			
3	Stress			
4	Gestures			
	Total			
	Total Score			

$$S = \frac{R}{N} \text{ x } 100\%$$

Dimana :

S = Skor

R = Skor yang benar

N = Jumlah soal

A. Soal

Mengucapkan bunyi konsonan berikut:

Voiceless Consonants

p (p) : Pat /pat/

t (t) : toe /təʊ/

k (k) : Coat /kəʊt/

f (f) : Fat /fat/

th (θ) : Thing /ᵒ ɪ ŋ /

s (ᶾ) : Sue /s(j)u: /

SH (ʃ) : Mesh /m ᵉ ʃ /

CH (t ʃ) : Church /t ʃ ə:t ʃ /

H (h) : Hot /hᵖt /

f (f) : Coffee / 'kᵖfi /

Medan, 18 November 2019

Mengetahui,

Kepala Sekolah   **Guru Mata Pelajaran**

SMP MUHAMMADIYAH 47 SUNGGAL

Saprindo Simanjuntak S.Pd.I   **Uci Agus Pertiwi**

196/061620066042002   **NPM: 1502050027**

Answer key

<div style="border: 1px solid black; text-align: center; width: 50%; margin: 0 auto;">

Voiceless Consonants

</div>

p (p) : Pat /pat/

t (t) :   toe /təʊ/

k (k) : Coat /kəʊt/

f (f) : Fat /fat/

th (θ) :   Thing /θ ɪ ŋ /

s (ȝ) :   Sue /s(j)u: /

SH (ʃ) : Mesh /m ɛ ʃ /

CH (t ʃ) : Church /t ʃ ə:t ʃ /

H (h) :   Hot /hɒt /

f (f) :   Coffee / 'kɒfi /

Test Instrument

<div style="border: 1px solid black; text-align: center;">

Voiceless Consonants

</div>

Write these words in their normal spelling and choose from the word in the box, then say these words.

Coffee	sue	toe
Hot	thing	pat
Church	fat	
Mesh	coat	

Example : **/təʊ/ : <u>toe</u>**

1. p (p).   /pat/ : ....
2. t (t) .   /təʊ/ : ....
3. k (k).   /kəʊt/: ....
4. f (f).   /fat/ : ....
5. th (θ).   /θɪŋ/ : ....
6. s (ȝ).   /s(j)u: / : ....
7. SH (ʃ).   /m ɛ ʃ / : ....
8. CH (tʃ).   /tʃ ə:tʃ / : ....
9. H (h).   /hᴅt / : ....
10. f (f).   / 'kᴅfi /: ....

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3Telp. (061) 6619056 Medan 20238
Webside : http://www.fkip.umsu.ac.id E-mail:fkip@umsu.ac.id

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

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa	: Uci Agus Pertiwi
NPM	: 1502050027
Pro. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 156 SKS

IPK = 3,37

Persetujuan Ket/Sekret, Prog. Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
	The Application of Imitation Technique Assisted by Video to Improve The Students' Ability in Pronouncing Consonant Sound	
	The Effect of Fan-N-Pick Strategy to Improve Students' Reading Skill	
	The Use PQRST Strategy to Improve Students' Reading Skill in Reading Descriptive Text	

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

Medan, 06 Maret 2019
Hormat Pemohon,

Uci Agus Pertiwi

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

K-2

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

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

Assalamu'alaikum wr. wb.
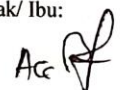
Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa   : Uci Agus Pertiwi
NPM   : 1502050027
Prog. Studi   : Pendidikan Bahasa Inggris

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

The Application of Imitation Technique Assisted by Video to Improve the Students' Ability in Pronouncing Consonant Sound

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Imelda Darmayanti Manurung, S.S., M.Hum   Acc

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

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

Medan, 8 April 2019

Uci Agus Pertiwi

Keterangan
Dibuat rangkap 3 :   -   Asli untuk Dekan / Fakultas
                    -   Duplikat Untuk Ketua / Sekretaris Program Studi

Nomor   : ✺ᵎ /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : 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   : Uci Agus Pertiwi
N P M   : 1502050027
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : The Application of Imitation Tecnique Assisted by Video to Improve the Students' Ability in Pronouncing Consonant Sound.

Pembimbing   : Imelda Darmayanti M, S.S, M.Hum

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 : 8 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 03 Sya'ban 1440 H
03 April   2019 M
Dekan

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

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN PROPOSAL

Nama Mahasiswa	:	Uci Agus Pertiwi
NPM	:	1502050027
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Imitation Technique Assisted by Video on the Students' Ability in Pronouncing Consonants Sounds
Nama Pembimbing	:	Imelda Darmayanti Manurung, S.S., M.Hum.

Tanggal	Bimbingan Proposal	Paraf
20/4 19	title	
24/4 19	background of study	
20/4 19	problem	
30/4 19	Review of literature	
9/5 19	Conceptual framework	
13/5 19	Method of research	
15/5 9	Tecs - of analy data	
16/5 9	- Instrument - Reference	
18/5 19	acc	

Medan, 20 Mei 2019

Diketahui / Disetujui
Ketua Program Studi

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum.   **Imelda Darmayanti Manurung, S.S., M.Hum.**

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap   : Uci Agus Pertiwi

N.P.M   : 1502050027

Prog. Studi   : Pendidikan Bahasa Inggris

Judul Proposal : The Effect of Imitation Technique Assisted by Video on The Students' Ability in Pronouncing Consonants Sounds

Pada Kamis, tanggal 23 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan,   Juli 2019

Disetujui oleh:

Dosen Pembahas

Dra. Erlindawaty, M.Pd

Dosen Pembimbing

Imelda Darmayanti Manurung, S.S., M.Hum

Diketahui oleh
Ketua Program studi

Mandra Saragih S.Pd., M.Hum

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Uci Agus Pertiwi
N.P.M : 1502050027
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Imitation Technique Assisted by Video on The Students' Ability in Pronouncing Consonants Sounds

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas 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 ta npa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juli 2019
Hormat saya
Yang membuat pernyataan,

METERAI
TEMPEL
93281AFF774089545

6000
ENAM RIBU RUPIAH

Uci Agus Pertiwi

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

SURAT KETERANGAN

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

Nama Lengkap   : Uci Agus Pertiwi

N.P.M   : 1502050027

Prog. Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : The Effect of Imitation Technique Assisted by Video on The Students' Ability in Pronouncing Consonants Sounds

Benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 23 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas.

Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan,   Juli 2019

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

Kepada : Yth. Bapak Ketua
Program Studi Pendidikan Bahasa Inggris
FKIP Universitas Muhammadiyah Sumatera Utara

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa	:	Uci Agus Pertiwi
N P M	:	1502050027
Program Studi	:	Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan perubahan judul Skripsi sebagaimana tercantum di bawah ini :

The Application of Imitation Technique Assisted by Video to Improve the Students Ability in Pronouncing Consonants Sounds

Menjadi

The Effect of Imitation Technique Assisted by Video on The Students' Ability in Pronouncing Consonants Sounds

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

Ketua Program Studi
Pendidikan Bahasa Inggris

Medan, Juli 2019
Hormat saya

Mandra Saragih, S.Pd, M.Hum

Uci Agus Pertiwi

Diketahui Oleh :

Dosen Pembahas

Dosen Pembimbing

Dra. Erlindawaty, M.Pd

Imelda Darmayanti Manurung, S.S., M.Hum

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: http://fkip.umsu.ac.id   E-mail: fkip@yahoo.co.id

UMSU

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor	: 4843 /II.3/UMSU-02/F/2019	Medan, 21 Dzulqaidah 1440 H
Lamp	: ---	24 Juli 2019 M
H a l	: Mohon Izin Riset	

Kepada Yth, Bapak/Ibu Kepala
SMP Muhammadiyah 47 M. 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	:	Uci Agus Pertiwi
N P M	:	1502050027
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	The Effect of Imitation Technique Assisted by Video on the Students' Ability in Pronouncing Consonants Sounds.

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

** Pertinggal **

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	: 94 / 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 dengan nomor 4843/II.3/UMSU-02/F/2019 tanggal 21 Dzulqaidah 1440 H / 24 Juli 2019 M, maka melalui perantaraan surat ini saya Kepala SMP Muhammadiyah 47 Sunggal menjelaskan bahwa mahasiswa tersebut dibawah ini :

Nama	: Uci Agus Pertiwi
NPM	: 1502050027
Program Studi	: Pendidikan Bahasa Isnggris
Judul Penelitian	: The Effect of Imitation Technique Assited by Vidio on the Students Ability in Pronouncing Consonants Sounds

Telah menyelesaikan Risetnya di SMP Muhammadiyah 47 Sunggal.

Demikian hal ini disampaikan semoga surat ini dapat dipergunakan seperlunya.

Asslamu'alaikum warahmatullahi wabarakatuh,

Kepala Sekolah,

Saprindo Simanjuntak, S.PdI
NKTAM : 848 125

CURRICULUM VITAE

Name : Uci Agus Pertiwi

Registered : 1502050027

Place/ data of birth : Klumpang, 24 Agustus 1997

Sex : Female

Religion : Moslem

Marital Status : Single

Nationally : Indonesia

Father's Name: Endy Irawan

Mother's Name: Merry Fuji Astuti

Address: Klumpang Kampung Gg.Mawar Dsn IV

Mobile Phone: 0822 7465 9861

Gmail : uciagus66@gmail.com

Education

1. Tk. Atika Wijaya (2002-2003)
2. Elementary School at SD NEGERI 106156 (2003-2009)
3. Junior High School at SMP NEGERI 1 Hamparan Perak (2009-2012)
4. Senior High School at SMA KARTIKA I-2 Medan (2012-2015)

Medan ,   September 2019

Uci Agus Pertiwi

1502050027

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BADAN AL-ISLAM DAN KEMUHAMMADIYAHAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SERTIFIKAT KELULUSAN

Nomor : **0359** /II.3-AU/UMSU-BIM/F/ **2019**

Diberikan Kepada:

Nama : UCI AGUS PERTIWI

NPM : 1502050027

Sebagai peserta ujian komprehensif mata kuliah Al-Islam dan Kemuhammadiyahan yang diadakan pada hari/tanggal:

Rabu, 08 Djumadil Akhir 1440H / 13 Februari 2019M

Dinyatakan

LULUS

Medan, 23 Djumadil Akhir 1440 **H**

28 Februari 2019 **M**

BADAN AL-ISLAM DAN KEMUHAMMADIYAHAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

Ketua   Sekretaris

Nur Rahman Amini, M.Ag   Rasta Kurniawati Br Pinem, M.A

Pusat Kewirausahaan, Inovasi dan Inkubator Bisnis

PUSKIIBI

UMSU

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

SERTIFIKAT KOMPETENSI

Nomor : 0401/II.3-AU/UMSU/PUSKIIBI-UKK/F/2019

Dengan ini menyatakan bahwa,

UCI AGUS PERTIWI

NPM : 1502050027

Telah memenuhi persyaratan untuk kompetensi pada

UJI KOMPETENSI KEWIRAUSAHAAN

Medan, 05 September 2019

Ketua PUSKIIBI UMSU

UMSU

Hj. DEWI ANDRIANY, S.E., M.M

Dengan Nilai

70

No. 00871/PB-ST/UMSU/ 2019

Certificate of Achievement
LANGUAGE CENTER
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

This is to certify that

Uci Agus Pertiwi

Date of Birth ___August 24th, 1997___ Place ___Klumpang___

achieved the following scores on *TOEFL*

Test of English as a Foreign Language

Listening Comprehension	:	35
Structure & Written Expression	:	33
Reading Comprehension	:	38

353

Total Score

Test Date: August 28th, 2019
Valid to: August, 2020

Language Center Laboratory
Head Office
Jl. Kapten Mukhtar Basri No.3, Glugur Darat II,
MedanTimur, Kota Medan, Sumatera Utara 20238
Telepon: (061) 6622400

Rini Ekayati, SS, MA
Head of Language Center