

**MAXIMIZING THE ACCURACY OF STUDENTS' VOWEL  
PRONUNCIATION USING SELF-CORRECTION  
IN ENGLISH CLASS**

**(A Classroom Action Research at XI IPA 3 Full Day School of Madrasah  
Aliyah Negeri 1 Kebumen in the Academic Year of 2013/2014)**

**FINAL PROJECT**

Submitted in Partial Fulfillment of the Requirement for Degree of Bachelor of  
Education in English Language Education



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*Assalamu'alaikum wr.wb*

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*Wassalamu'alaikum wr.wb*

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Finally, the researcher realizes that this thesis is far from being perfect. Hence, constructive critics and advises are really expected. The researcher hopes this thesis is useful for all us. Amen.

Semarang, November 2014

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## ABSTRACT

**Erastianti (Student Number: 103411008).** MAXIMIZING THE ACCURACY OF STUDENTS' VOWEL PRONUNCIATION USING SELF-CORRECTION IN ENGLISH CLASS (Classroom Action Research at the XI IPA 3 FDS of Madrasah Aliyah Negeri 1 Kebumen in the Academic Year of 2013/2014). Thesis: Semarang . Bachelor Program of Education and Teacher Training Faculty Walisongo State Institute for Islamic Studies Semarang (IAIN Walisongo), 2014.

The background of the study in this research was based on the phenomena that were some students faced difficulties to pronounced English words and distinguished the meaning of one word with other words because some English words have equation in its uttering and one that differentiates was the vowel sound. The purposes of this study were to describe the implementation of Self-Correction technique to improve the students' ability in pronouncing the vowels sound and to identify the improvement of the students' ability in vowels pronunciation after being taught using Self-Correction technique. This research was conducted in Madrasah Aliyah Negeri 1 Kebumen in the academic year of 2013/2014 in XI IPA 3 FDS students. The research design was classroom action research that consists of three cycles. Documentation, observation, and test were used to collect the data. The result of the study showed that there was improvement of students' ability in vowels pronunciation after being taught using Self-Correction technique. It could be seen from the result of the test and observation from the first cycle to third cycle. The students' participant in the whole teaching learning process got improvement in every cycle. The lowest score of students participation was 60 in pre cycle. The highest score of students participation was 80 in cycle three. The students' participation in teaching learning process got improvement and it was followed by improving the students' score in vowels pronunciation. The lowest mean of students score was 62,60 in pre cycle. The highest mean of students score was 78,95 in cycle three. Finally the result of this study showed that the implementation of Self-Correction technique can maximize the accuracy of students' vowel pronunciation.

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