CHAPTER II

THE EFFECTIVENESS OF NURSERY RHYMES TO FACILITATE STUDENTS' PRONUNCIATION OF DIPHTHONG

A. Literature Review

1. Teaching Media in Teaching Learning Process

According to Brown, Lewis and Hacleroad, media are the tools or the physical things used by a teacher to facilitate the instruction.[1] Media can be defined as the instruments used to help teachers in delivering the lesson so the students will accept it more easily. In other hand, media is a tool to convey information. Another words, media as a tool used to store and deliver information or data. Media in teaching learning process are often used to improve students' understanding on the material and to make teaching and learning process more enjoyable. National Education Association (NEA) defines that media is a something which can be manipulated, seen, heard, and read by instrument used in teaching learning process that where influenced the effectiveness of instructional program.[2]

Media can be various forms. Some of them that are used in classroom are pictures, text, audio- tape, etc. Teachers usually use media as a real form of the explanation given. Arsyad says that teaching media are means that are used to convey teaching massage.[3] Besides that, the use of media in teaching learning process is to stimulate the brain and feeling its mean that used by the teacher to convey the teaching material to the students. Certainly, teaching media is very helpful for teacher and students in teaching learning process. It is also helps and makes the teacher easier in explaining the material and the students more understand the material and enjoyable. Media are needed in the

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[1] Brown, Lewis and Hacleroad, *Audio Visual Instruction,* (New York: Mc. Graw, Hill Book Company, 1969),p. 2- 3.

[2] Asnawir and Basyaruddin Umar, *Media Pembelajaran,* (Jakarta: Ciputat Pers, 2002), p. 11.

[3] Arsyad, Azhar, *Media Pembelajaran,* (Jakarta: PT. Raja Grafindo Persada, 2011), Ed. Xii, p. 43.

teaching and learning process because of several factors. In Levie and Lentz (1982) said that they have four benefits in it, especially visual media.[4] They are:

1) Attention function, visual media is principal. The meaning is interesting and directs the students' attention to concentrate in the material.

2) Affective function, is visual media can be seen from the students' enjoyment when they learn (read) a picture. Visual picture can make students more enthusiastic.

3) Cognitive function, visual media give ease to understand and remember information or instruction which are exist in the picture.

4) Compensatory function, visual media help the students receive and understand the material easily.

Media for learning is very important moreover, learning for young learners. Because it can make students more interested in the learning activities and feel more enjoyable in the learning activities. The students also understand the material easily.

2. English pronunciation of diphthong

a. Definition of Pronunciation

Pronunciation is the act of producing the sound of speech including articulation, vowel, formation, accent inflection and intonation, often with reference to the correctness or acceptability of the speech sounds.[5] The production of all vowels needs vibration. That's why it is said that vowels are voiced. Which part of the tongue, how high it is raised and the shape of lips are involved in the classification of vowels. In producing those, our organs of speech remain at the same position (no movement).[6] Pronunciation is a something which is outcome from our tongue and a way to utter the language.

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[4] Arsyad Azhar, *Media Pembelajaran.* (Jakarta: PT. Raja Grafindo Persada, 2011), Ed. Xii, p. 16- 17.

[5] Rebecca M Dauer, *Accurate English,* (New Jersey: Prentice Hall Regents, 1993), p.7.

[6] Dina Kristina, *Pronunciation,* (Kediri: Daffodil, 2004), p. 18.

Pronunciation has an important role for human being who uses a certain language orally to communicate to each other to maintain the demand of being social creature. It determines understanding between speakers and listeners who convey or transfer of massages, ideas, and thoughts. Actually, English pronunciation covers two features, segmental features and supra segmental features ones.

1) Segmental features, which refer to sound unit, arranged in a sequential order, consist of vowels, consonants, cluster, and diphthong.

2) Supra segmental features refer to such features as stress, pitch, length, intonation and other features that always accompany the production of segmental. There are five features in supra segmental; they are stress, intonation, pitch, pause and rhythm.[7]
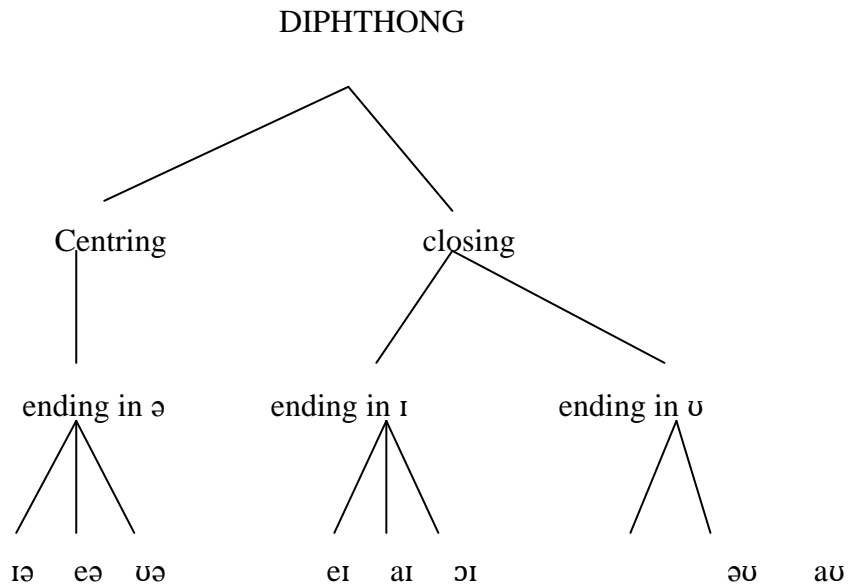
b. Diphthong Pronunciation

A diphthong is a vowel sound in which there is an intentional glide made from one vowel position to another vowel position, and which is produced in one single impulse of breath. The vowel sound in the following words are diphthong since there is a deliberate glide made from one vowel position to another vowel position and produced with one single impulse of breath: 'no', 'may', 'high', 'boy', etc.[8] Usually diphthong difference based on put or position the elements. So, there are ascend- diphthong and descend- diphthong. We called ascend- diphthongs because the first position sound of diphthong is lower than the second position of diphthong. And why we called descend- diphthong because the first position sound of diphthong is higher than the second position.[9]

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[7] Anas Syafe'i, *English Pronunciation Theory and Practice,* (Jakarta: Proyek Pengembangan LPTK, 1998), p.2.

[8] Ramelan, *English Phonetics,* (Semarang: UPT UNNES Press, 1994), p. 59.

[9] Abdul Chaer, *Lingustik Umum,* (Jakarta: PT. Rineka Cipta, 2007), p. 115.

The total number of diphthongs is eight (though ʊə is increasingly rare). The easiest way to remember them is in terms of three groups divided as in this diagram:[10]

DIPHTHONG

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                      DIPHTHONG
                          |
           _____
          |                           |
       Centring                    closing
          |                    _____|_____
          |                   |                   |
     ending in ə         ending in ɪ         ending in ʊ
       /  |  \             /  |  \              /   \
      ɪə  eə  ʊə          eɪ  aɪ  ɔɪ          əʊ    aʊ
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The centring diphthongs glide towards the ə (schwa) vowel, as the symbols indicate.[11]
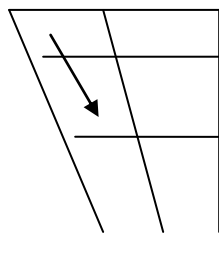
ɪə (example words: 'beard', 'Ian', 'fierce') the starting point is a little closer than ɪ in 'bit', 'bin'.
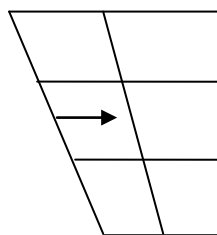
eə (example words: 'aired', 'cairn', 'scarce') this diphthong begins with the same vowel sound as the **e** of 'get', 'men'.

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[10]Peter Roach, *English Phonetics and Phonology,* (New York: Cambridge University Press, 2000), p. 21.

[11] Peter Roach, *English Phonetics and Phonology,* (New York: Cambridge University Press, 2000), p. 22- 23.
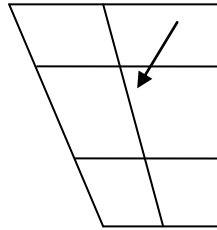
ʊə (example words: 'moored', 'tour') for speakers who have this diphthong, this has a starting point slightly closer than ʊ in 'put', 'pull'. Many speakers pronounce ɔɪ instead.

The closing diphthongs have the characteristic that they all end with a glide towards a closer vowel. Because the second part of the diphthong is weak, they often do not reach a position that could be called close. The important thing is that a glide from a relatively more open towards a relatively closer vowel is produced. Three of diphthongs glide towards **I**, as described below:
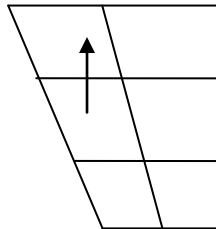
eI (example words: 'paid', 'pain', 'face') the starting point is the same as the **e** of 'get', 'men'.
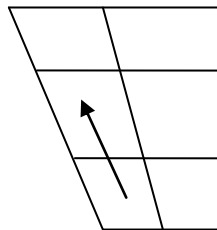
aI (example words: 'tide', 'time', 'nice') this diphthong begins with an open vowel which is between front and back; it is quite similar to the **Λ** of the words 'cut', 'bun'.
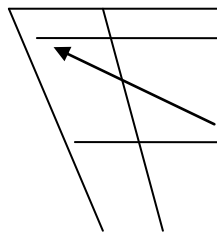
**ɔI** (example words: 'void', 'loin', 'voice') the first part of this diphthong has the same quality as ɔ: in 'ought', 'born'

Two diphthongs glide towards **ʊ,** so that as the tongue moves closer to the roof of the mouth there is at the same time a rounding

movement of the lips. This movement is not a large one, again because the second part of the diphthong is weak.
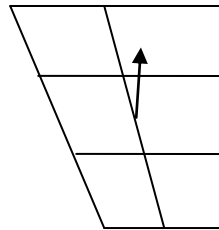
əʊ (example words: 'load', 'home', 'most') the vowel position for the beginning of this is same as for the "schwa" vowel ə, as sound in the first syllable of the word 'about'. The lips may be slightly rounded in anticipation of the glide towards ʊ, for which there is quite noticeable lip-rounding.
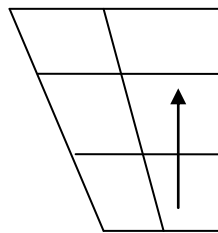
aʊ (example words: 'loud', 'gown', 'house') this diphthong begins with a vowel similar to ɑɪ. Since this is an open vowel, a glide to ʊ begins would necessitate a large movement. Usually in English the glide towards ʊ begins but is not completed, the end of the diphthong being somewhere between close- mid and open- mid in tongue height. There is only slight lip- rounding.

3. Pronunciation Problems

If someone wants to learn a foreign language he will obviously meet with all kinds of learning problems.[12] Ramelan states some reasons about why students usually do not succeed in pronouncing the foreign sounds. The reasons are as follow:

1) The existence of a given sound in the foreign language which is not found in the native language.

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[12] Ramelan, *English Phonetic,* (Semarang: UPT UNNES Press, 1994), p. 4.

2) Sounds which have the same phonetic features in both languages but differ in their distribution.

3) Similar sounds in two languages, which differ only slightly in their phonetic features.

4) Sounds that have the same qualities in both languages may constitute some learning problem if they occur in a cluster or sequences of sounds.[13]

In Indonesian language there seems to be a close relation between sound and spelling. In English, this is often not the case. A word can have different spelling from its pronunciation. Another problem of pronunciation is that three are sounds which do not exist in Indonesian language the consonant, diphthong, and trip thongs. So, teaching pronunciation is serious, difficult work not a simple job, even though it just an English and not compulsory subject. There are two particular problems that occur in much pronunciation teaching and learning:

a. What can students hear

Some students have great difficulty in hearing pronunciation feature which the teachers want them to produce. There are two ways of dealing with this: in the first we can show the students how sound are made during demonstration, using diagrams, and explanation. But the teacher can also draw the sounds to their attention every time their appear on a tape or in our own conversation.

b. The intonation problems

Some teachers and many students find it extremely difficult to hear 'tunes' or identify the different patterns of rising and falling tones. And the solve of this problem is the teacher can then get students to imitate the way these moods are articulated though teacher may not be able to discuss the technicalities of the different intonation patterns themselves.[14] The difficulty encountered by both teachers and students in teaching and learning a second

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[13] Ramelan, *English Phonetics,* (Semarang: UPT UNNES Press, 1994), p. 6-7.

[14] Ramelan, *English Phonetic,* (Semarang: UPT UNNES Press, 1994), p. 32- 38.

language might be caused by the different elements found between the native and target language.

Those differences need special treatment. The same problem will be faced by the students' fifth grade of SDN 01 Tembok Luwung Tegal if they do not speak English very often.

4. Nursery Rhymes to Teach Diphthong Pronunciation

According to dictionary, *nursery rhyme* is a traditional poem or song for young children. Such as little jack Horner, Humpty Dumpty, and twinkle-twinkle little star, etc.

Collins English nursery rhymes are a beautifully illustrated collection of nearly 100 rhymes, chants and singing games. These rhymes have been sung, said and played to by English speaking children for many generations and still form a part every English- speaking child's upbringing.

As teenagers who learn the words with their favourite pop song very quickly, the young learners are too. A nursery rhyme is also a good media to teach pronunciation especially, pronunciation of diphthong to young learners. Because the rhythm of the rhyme helps students build up fluency of pronounce and helps concentrate on pronunciation of the students.[15]

Diphthongs are vowel sounds made from two combined vowels. Although your preschooler may not be ready to read and write many words beyond her name and mommy or daddy, introducing the sounds created from different diphthong is a useful pre- reading skill right at your child's level.

Read books with your preschooler that focus on rhyming words and sounds. One book that includes rhyming words with diphthong is "The Clown in the Gown Drives the Car with the Star" by Brian P. Cleary.[16] The following is one way in which teachers could introduce the rhymes to their pupils:[17]

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[15] Collins, *English Nursery Rhymes for Young Learners,* (Hongkong: Wing King Tong Ltd, 1990), p. 52.

[16] http://www.thebump.com//how to explain diphthongs to children- preschooler.htm, retrieved on November 20th 2012.

[17] Collins, *English Nursery Rhymes for Young Learners,* (Hongkong: Wing King Tong Ltd, 1990), p. 53.

a. Give a brief translation of the general heading and subject matter of a small section, e.g. all rhymes on one spread. Let the children hear them 2 or 3 times.

b. Give a more detailed translation for one rhyme and suggest certain key words that the children should listen for. (Discourage reading of words until they are well- known). Let the children join in with the teacher as much as possible initially by swaying to the rhythm, beating time or miming the actions- and soon the words will follow. At this point, it may help it the teacher asks the children to repeat the rhyme after him, slowly, line by line.

c. Only when the pupils can chant or sing the rhyme off by heart should the teacher attempt to play the group games, e.g. here we go round the mulberry bush, or add any percussion instruments (apart from body sounds). Indeed, the promise of game, or instrument to play, can be used as an added incentive to learning a rhyme more quickly, providing this does not the away from the children's enjoyment.

Certainly, nursery rhymes can be a media for the teachers to teach their students of pronunciation especially pronunciation of diphthong. The students also can be more enthusiastic to learn English in pronunciation and they can improve their pronunciation well.

5. **Characteristics of Young Learners**

Young learners are children who are in primary or elementary school. In terms of age, young learners are between the ages of approximately five and twelve. Many children learn a foreign or second language as they interact with speakers of other languages and dialects outside formal language programmes. Young language learners around the world share many common characteristics and they learn in programmes that share many common beliefs and practice concerning the environment that young learners need in order to

learn. Language programmes for young learners vary in their purposes and intended outcomes, their duration and their intensity.[18]

According to Wendy Scoot, the general characteristics of students in elementary school are as follow:[19]

1) They love to play and learn best when they enjoy themselves, but they also take themselves seriously and like to think what they are doing is really work.

2) They are enthusiastic and positive about learning.

3) Their own understanding comes through eyes, hands, and ears.

4) They have very short attention and concentration span.

Based on general characteristic of elementary student, if the researcher wants to teach them, she has to be more creative. So, the researcher chooses nursery rhymes to teach the students of elementary school.

And based on *"Psikologi Perkembangan"* the characteristics of elementary students are:[20]

1) The elementary school students are between 7- 12.

2) They are smart age, they often show what they want know and proud of it.

3) There intend to praise themselves.

4) At the end of this phase, they begin to have interest in special subject.

By using nursery rhymes, the researcher hopes that learning English in pronunciation of diphthong will be easier, and the student will be more understand, concentration and enjoyable.

From the explained above, the researcher include that pronunciation is very important for communicate and language learning. Moreover for the

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[18] Penny McKay, *Assessing Young Language Learners,* (New York: Cambridge University Press, 2006), p. 1- 2.

[19] W. A. Scoot and L. H. Ytberg, *Teaching English to Children, (*New York: Longman, 1990*),* p. 2-4.

[20] Tim Perkembangan MKDK, *Psikologi Perkembangan,* (Semarang: IKIP Press, 1990), p. 102.

young learners or students elementary school, pronunciation is very important because, elementary school is basic of learning and they still easy to create their tongue to pronounce words.

B. Previous Research

The researcher will describe some researchers which are relevant to this research to make the thesis arrangement easier and to avoid repeating the same research:

First research with the title The Use of Nursery Rhymes to Improve Students' Mastery in Pronunciation (An Action Research of the Year Fifth Students of SDN 01 Dukuh Dungus in the Academic Year 2010/ 2011) by Era Meiswaswati (2201407152). She is a student of English Department Faculty of Languages and Arts Semarang State University 2012.

This research concerned with the use o nursery rhymes as a media to improve students' skill in English pronunciation, especially vowel sounds. To conduct the study, this research adopted an action research design. It took the fifth graders of SDN 01 Dukuh Dungus as the subject of the study. There were two cycles in this study. Each cycle consists of 4 meetings. The researcher began the research by giving a pre- test to the students. Then, they got a treatment in each cycle. In the end of each cycle, she gave an assessment test to know their progress in pronouncing English words. After the first cycle and the second were completely done, she gave a post test and questionnaire. The researcher used an observation guide, tests, and questionnaire to collect the data. To analyze the result of the test, she used the scoring guidance suggested by Brown (2004).

Second research with the title Children Song as a Medium in Teaching English Pronunciation (A case of Fifth Graders of SDN Bawang 02 Batang in Academic Year 2008/ 2009) by Achmad Yazid (3104075) thesis, Semarang: Bachelor Program of English Language Education of Walisongo State Institute of Islamic Studies. This research used children songs as medium in

teaching English pronunciation. And it may be said that children songs are suitable media to teach English pronunciation, as a foreign language.

From the thesis above, there is a similarity in this research that is discussed about the use of nursery rhymes to improve students' pronunciation. Meanwhile, there are differences in the thesis above focus in pronunciation of vowels. But, in the thesis the writer, the researcher focuses in pronunciation of diphthong. And it used action research design to the research, but in this research uses experimental research design to the research. Certainly, the result is different too.

C. Hypothesis

The hypothesis was assumption that possibly also wrong. The hypothesis was the provisional answer to the problem of the research that theoretically it was considered possibly or highest the level of his truth.[21] Because the hypothesis was the provisional answer, so was carried out by investigation in the analysis part of the data to receive proof whether the hypothesis could be accepted or not received.

The hypothesis of this research is that the nursery rhymes as media is effective to facilitate students' pronunciation of diphthong at the fifth graders of SDN 01 Tembok Luwung Tegal in the academic year of 2012/ 2013.

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[21] Margono,S., *Metodologi Penelitian Pendidikan,* (Jakarta: PT. Rineka Cipta, 2010), p. 68