CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this chapter, the researcher would like to describe and discuss the finding of the research. The researcher wanted to describe the implementation of Self-Correction Techniques to teaching vowel pronunciation. In this findings, the researcher presented the result of research and the analysis of the data collected which are preliminary research and three cycles. The results descriptions of all cycles were as follow:

1. Preliminary Research

The preliminary research was done on 16 September 2014. There were 23 students in XI IPA 3 FDS but there was a student who did not come, so the number of students was 22. The topic of the lesson were open vowels, mid vowels, close vowels, and diphtongs. The teacher asked students to read the words on the paper that have been given to them and recorded it. The researcher observed the teacher and the students' activities in teaching learning process using observation checklist.

According to the result of observation, it shows that the students' activities in teaching learning process were sufficient with 60%. On the preliminary test the teacher explained and gave instruction clearly. Students noticed the teacher's explanation properly but just few student was brave to asked about the material. Students did not really respond with teachers' explanation even they looked like interested with the material because it was something new for them.

Before students were given by the test, teacher asked the students about the material that was given, but just few students were brave to answered the questions. The teacher also gave and responded students' questions properly. But the teacher did not notice all of the students in the class just several students were brave to asked questions. Based from the students' test result, students' ability was sufficient with 62,60. Just few student that successful reached the standard of minimum score. Mostly students could not yet pronounced the vowels sound correctly, because of this situation, the researcher intended to improve students vowel pronunciation by suggesting the teacher to apply a technique in teaching learning process. The technique that was used was Self-Correction.

2. Cycle I

The first cycle was done Thursday on 23 September 2014 at 08.30 – 10.00. That was the first meeting to apply the Self-Correction technique. The number of students were 23 but there was one student who did not come, so the number of students were 22. The material were open vowels and mid vowels. Teacher explained the general description and the characteristics of open vowels and mid vowels.

In the class teacher was greeting the students and checked students' attendance. Before the teacher explained the material, the teacher gave explanation about the importance of studying pronunciation and asked the material to the students first. The number of students who answered the question was increased because they interested with the material on the preliminary test so they have been studied on their houses before. After that, the teacher explained the material and the student paying attention for her. The teacher explained about the general description of open and mid vowels, the characteristic of open and mid vowels and gave the examples of the open and mid vowels. After the teacher gave the explanation, she gave the oppurtunity to students for asked the question before she moved on the next activity. There were five students who asked the questions about the material. They asked about the material that they did not understand yet.

According to the result of observation, it shows that the students' activities in teaching learning process were sufficient with 70%. After the teacher gave some examples of open and mid vowels. The teacher asked the students to read the words and felt the part of their mouth while they read the words. After they read the words, they listened the recording of the examples. They tried to correcting their error vowel pronunciation.

For the next activity was teacher gave the papers for the students that there were some words on it. She asked the students to read and recorded it. After they recorded it, the teacher played the original recording. She asked the students to correcting and comparing their own pronunciation that they have been recorded. After they have known about their error pronunciation, they recorded once more. And the last recording would be assessed.

According to the result of test, the students'score has been increased. There were students who successful reached the standard of minimum score, but there were a lot of students who did not reach the standard of minimum score yet. The average score was 72,69. That score was higher than in preliminary.

3. Cycle II

The second cycle was done on Thursday, 7 October 2014 at 08.30 – 10.00. The researcher could not do research cycle 2 on 30 September 2014 because there was middle test in MAN 1 Kebumen. The number of students was 23, there was no students who absent. In this cycle, the teacher did the same procedure as at the first cycle. After the teacher was greeting and checked students' attendance, she explained the material. The teacher asked the students questions while she was teaching. She asked about the material and students' understanding. There were a lot of students that asked. Most of them did not understand yet how to pronounce the vowel sounds correctly. The teacher answered the questions properly. In the middle of teaching, the teacher gave the motivation for the

students to learn more about the pronunciation and asked them to be more confident.

The teacher gave the example of close vowels and diphtongs. She asked the students to repeated what the teacher said and asked the students to felt the parts of the mouth involved in articullation. After that the teacher gave the treatment for the students. According to the result of the observation, it shows the teacher's activities in teaching learning process using Self-Correction was fair with 70%. The students are more active, supportive and got the accurate feedback from the teacher. According the result of the test, almost all of students got score more than 75 or reached the standard minimum score. The average score was76,86.

4. Cycle 3

The third cycle was done on Thursday, 14 Oktober 2014 at 08.30 - 10.00. The reseacher did the third cycle even the students' score had reached the standard minimum score. It was because not all of the students got 75 for their score. Besides the teacher wanted to her students got higher score than 75. The researcher and the teacher thought that 75 was too few for senior high school student because the test was the simple test but they just got 75 for their score.

In this cycle, the teacher did the same procedure as a previous cycle. The teacher explained the material and asked them some questions. The teacher also gave them the oppurtunities to asked some question related to the material. The teacher and the students were very attracted. There were a lot of students that asked and the teacher gave the answers for every questions. According to the result of observation, it shows that the students' activities in teaching learning process were sufficient with 80%.

After that, the teaher asked the students to repeat what the teacher read and asked them to felt the part of their mouth. And then, the teacher gave them papers and asked them to read the words and recorded it. After they recorded it, they listened carefully the original recording and asked them to correcting and comparing their recording with the original recording. After they knew their error vowel pronunciation, they recorded it once more. The result of the test in cycle 3 was increased. It was 78,95. It was higher than in cycle 2.

B. Grand Analysis

After the researcher implemented the Self-Correction technique, the researcher got the data from each cycle. It was analyzed in each cycle and the researcher got the result of the classroom action research. The result of research showed that there was improvement of students' ability in pronouncing vowel sounds after taught using Self-Correction. It could be seen from the result of the test from the first cycle up to third cycle.

Table 4.1
The improvement of students score test in every cycle

Categories of scores	Pre cycle	Cycle I	Cycle II	Cycle III
Highest	80	92	92	92
Lowest	44	48	56	68
Mean	62,60	72,69	76,86	78,95

According to the data above, the highest score in pre cycle is 80 and it increased in cycle 1 it is 92. In cycle 1 the highest score is 92 and it is constant in next cycles. The lowest score in pre cycle is 44 and it is increased in the cycle 1, cycle 2 and the cycle 3. The average score in every cycles get improvement.

Table 4.2					
The criterion of score's mean					
No Interval of		Quality			
	quality				
1	80 - 100	Excellent			
2	66 – 79	Good			
3	56 - 65	Fair			
4	40 - 55	Less			
5	30 - 39	Poor			

The activities of teacher and the students get improvement in every cycles. It is followed by improving the students' score in every cycles. The mean of students' score from cycle one to cycle three is as follow:

Increasing Students' Score

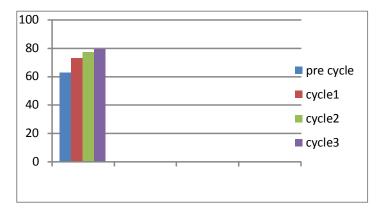


Figure 4.1 Increasing Students' Score

According to the data above, the students' score in pre cycle up to cycle three got improvement, although the improvement is few. The lowest mean of students score is 62,60. That mean is in pre cycle. The highest mean of students score is 78.95. That mean is in cycle three.

C. Discussion

According to the result of the data, the mean of students score test was increased in every cycle. In preliminary, the average of the students' score is 62,60. In the first cycle, the mean of the the students' score is increased, it is 72,69. In the second cycle, the average of students' score is 76,86. This average score has reached the standard minimum score. Even in the second cycle has reached the standard minimum score, the teacher wants the students to get more than that. In the third cycle the average of the students' score is 78,95. It means that this technique can help the students to maximizing their accuracy of vowels pronunciation.

This technique makes the students more independent in their learning. They can feel the part of their own mouth involved in articullation, the sound of the new sound as compared to the students' incorrect version.¹ Correction is one of the ways that can develops the students' pronunciation by involving them. It can help the students to understand their error in pronunciation.² The teacher can use the recorder as a media in Self-Correction technique. It can help the students to listen the modelling of recording that produce the correct pronunciation.

In this technique, the teacher and the students have important role. The teacher has to give good explanation, feedback and motivation to the students. The teacher must give description and demonstration in her explanation and give the students oppurtunities to practice. The students' role are they must be more confident and independent to correct their own error in pronunciation.

¹ Suzanne Firth, Developing Self- Correcting and Self-Monitorinng Strategies, p.216-217

² Clement Laroy, *Pronunciation*, p. 109