

**THE USE OF GRAPHONICS METHODS TO  
FACILITATE STUDENTS' ABILITY IN PRONOUNCING  
LONG & SHORT VOWELS**

**(A Classroom Action Research with 4<sup>th</sup> Graders of MI Al-  
Khoiriyyah 1 Semarang in the Academic Year of 2014/2015)**

Final Project

Submitted in Partial Fulfillment of the Requirement

For the Degree of Bachelor of Education

In English Language Education



By:

**TIARA PERTIWI ADIPUTRI**

NIM: 113411089

**TARBIYAH AND TEACHER TRAINING FACULTY  
WALISONGO STATE ISLAMIC UNIVERSITY  
SEMARANG  
2015**

## AUTHENTICITY STATEMENT

**The undersigned below:**

**Name : Tiara Pertiwi Adiputri**

**NIM : 113411089**

**Major : Tadris (Education)**

**Study Program : English Education Department**

state that the final project entitled :

**THE USE OF GRAPHONICS METHODS TO FACILITATE  
STUDENTS' ABILITY IN PRONOUNCING LONG & SHORT  
VOWELS**

**(A Classroom Action Research with 4<sup>th</sup> Graders of MI Al-  
Khoiriyyah 1 Semarang in the Academic Year of 2014/2015)**

overall is my own project, except certain parts that had been quoted.



**Tiara Pertiwi Adiputri**  
**NIM : 113411089**



KEMENTERIAN AGAMA  
 UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
**FAKULTAS ILMU TARBİYAH DAN KEGURUAN**  
 Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang  
 Telp. 024-7601295 Fax. 7615387

**RATIFICATION**

This final project:

Title : **THE USE OF GRAPHONICS METHODS TO FACILITATE STUDENTS' ABILITY IN PRONOUNCING LONG & SHORT VOWELS**  
**(A Classroom Action Research with 4<sup>th</sup> Graders of MI Al-Khoiriyyah 1 Semarang in the Academic Year of 2014/2015)**

Researcher : **Tiara Pertiwi Adiputri**  
 Student Number : **113411089**  
 Major : **English Education Department**

has been tested in Munaqasyah session by the team of thesis examiner of Tarbiyah and Teacher Training Faculty Walisongo State Islamic University and has been accepted as a partial requirement for the degree of Bachelor of Education in English Education Department.

Semarang, June 3<sup>rd</sup> 2015

**THE TEAM OF EXAMINER**

Chairman,

Secretary,

**Dr. H. Muslih, M.A.**  
 NIP. 19690813 199603 1003  
 Examiner 1,

**Siti Tarwiyah, S.S., M.Hum.**  
 NIP. 19721108 199903 2001  
 Examiner 2,

**Dra. Siti Mariam, M.Pd.**  
 NIP. 19650787 199203 2003  
 Advisor 1

**Daxio Rizal, M.Pd.**  
 NIP. 19771025 200701 1015  
 Advisor 2

**Dr. H. Baharjo, M.Ed., St.**  
 NIP: 19651123 199103 1003

**Dra. Hj. Ma'rifatul F., M.Ed.**  
 NIP: 19620803 198903 2003



## **DEDICATION**

This thesis is dedicated to:

1. My Mom (Nur Kholifah) and Dad (Adi Hery Rudianto)
2. My brother (Gigih Adiputra).

I love you all, and may ALLAH always loves us.

## OFFICIAL NOTE

Semarang, May 30<sup>th</sup> 2015

Honorable the Dean of Tarbiyah and Teacher Training Faculty  
Walisongo Islamic State University  
Semarang.

*Assalamualaikum wr. wb.*

By this note it is informed that I have done in giving guidance, direction, and correction to this thesis:

Title : **THE USE OF GRAPHONICS METHODS  
TO FACILITATE STUDENTS' ABILITY  
IN PRONOUNCING LONG & SHORT  
VOWELS  
(A Classroom Action Research with 4<sup>th</sup>  
Graders of MI Al-Khoiriyah 1 Semarang in  
the Academic Year of 2014/2015)**

Researcher : **Tiara Pertiwi Adiputri**  
Student : 113411089  
Number  
Major : English Education Department

I saw that this thesis is has been able to be submitted to Tarbiyah and Teacher Training Faculty and to be tested in Munaqasyah session.  
*Wassalamualaikum wr. wb.*

Advisor I,



**Dr. H. Raharjo, M.Ed.St.**  
NIP: 19651123 199103 1003

## OFFICIAL NOTE

Semarang, May 30<sup>th</sup> 2015

Honorable the Dean of Tarbiyah and Teacher Training Faculty  
Walisongo Islamic State University  
Semarang.

*Assalamualaikum wr. wb.*

By this note it is informed that I have done in giving guidance, direction, and correction to this thesis:

Title : **THE USE OF GRAPHONICS METHODS  
TO FACILITATE STUDENTS' ABILITY  
IN PRONOUNCING LONG & SHORT  
VOWELS  
(A Classroom Action Research with 4<sup>th</sup>  
Graders of MI Al-Khoiriyah 1 Semarang in  
the Academic Year of 2014/2015)**

Researcher : **Tiara Pertiwi Adiputri**

Student : 113411089

Number

Major : English Education Department

I saw that this thesis is has been able to be submitted to Tarbiyah and Teacher Training Faculty and to be tested in Munaqasyah session.  
*Wassalamualaikum wr. wb.*

Advisor II,



**Dra. Hj. Ma'rifatul Fadhilah, M.Ed.**  
NIP: 19620803 198903 2003

## ABSTRACT

Title : The Use of Graphonics Methods to Facilitate Students in Pronouncing Long & Short Vowels (A Classroom Action Research with 4<sup>th</sup> Graders of MI Al-Khoiriyyah 1 Semarang in the Academic Year of 2014/2015)

Name : Tiara Pertiwi Adiputri

Student Number : 113411089

The background of this research was the importance of pronunciation to support the use of a language in a communication. English, as an International language has quite different rules from our native language, Indonesian language. One of those rules is the matter of pronunciation. In English, there are long and short vowels. We can't find this case in our language. Despite the fact that long & short vowels are important in pronouncing English words, our people sometimes feel difficult to pronounce them. Graphonics method is a new, simple, and innovative method that can be used to teach pronunciation. This method makes students easy to pronounce English words by recognizing the patterns of letters to represent certain sounds.

This research was conducted to respond the following questions:

1. How is the implementation of graphonics methods to facilitate 4<sup>th</sup> grade students of MI Al-Khoiriyyah 1 Semarang in the academic year of 2014/2015' ability in pronouncing long & short vowels?
2. How is the improvement of 4<sup>th</sup> grade students of MI Al-Khoiriyyah 1 Semarang in the academic year of 2014/2015' ability in pronouncing long & short vowels after being taught using graphonics methods?

3. How is the engagement of 4<sup>th</sup> grade students of MI Al-Khoiriyyah 1 Semarang in the academic year of 2014/2015' in joining English lesson using graphonics methods?

The participants were 4 graders of MI al-Khoiriyyah 1 Semarang in the academic year of 2014/2015. There were 15 students in the class, consisted of 10 male students and 5 female students. It was Classroom Action Research with 1 preliminary cycle and 2 cycles. This research was conducted from January, 12<sup>th</sup> 2015 until January, 26<sup>th</sup> 2015.

Data collection technique were tests. Observations were done in each cycle. Tests' form was by asking the students to read 10 words contain long and short vowels. Then, the data were analyzed using mean (descriptive statistics) to find out the improvements.

Graphonics methods were applied in the teaching learning process by giving vowel rules to the students. It aimed to make students consider when and how some certain vowels occurred in a word and the way to read them. It also aimed to ease students in recognizing and differing long and short vowels.

After collecting the data, the result showed the improvements of the students. Students' average score in pre cycle test was 35. 6. In the first cycle, the average score increased 21. 6 point became 51. 6. This score hadn't met the minimum standard score yet (75). Therefore, second cycle was conducted. Students' average score increased 32. 3 point became 83. 9. Students' engagements also increased since the first cycle. So, the objectives were reached. Based on the result, it could be concluded that graphonics methods is effective to facilitate students in pronouncing long & short vowels.

Keywords : Graphonics, Pronunciation, Long & Short Vowels



## IPA (International Phonetic Alphabets) Transcription

Symbol	Example	Symbol	Example	Symbol	Example
Vowels		Diphthongs		/v/	/Van/
/i:/	<b>See</b>	/eɪ/	/May/	/ə/	/Thin/
/ɪ/	<b>Sit</b>	/oʊ/	/Code/	/ð/	/Then/
/ɛ/	<b>Pen</b>	/aɪ/	/Ride/	/s/	/Sun/
/æ/	<b>Back</b>	/aʊ/	/How/	/z/	/Jazz/
/ɑ:/	<b>Mark</b>	/ɔɪ/	/Boy/	/ʃ/	/Shy/
/ɔ/	<b>Hot</b>	Consonants		/ʒ/	/Rouge/
/ɔ:/	<b>Dawn</b>	/p/	/Pen/	/r/	/Run/
/ʊ/	<b>Put</b>	/t/	/Tea/	/dʒ/	/Gin/
/u:/	<b>cool</b>	/k/	/Key/	/tʃ/	/Cheat/
/ʌ/	<b>Run</b>	/b/	/Bar/	/m/	/Man/
/ə/	<b>Ago</b>	/g/	/Bag/	/n/	/Man/
/ə:/	<b>Singer</b>	/f/	/Fond/	/ŋ/	/Singer/
		/l/	/Lip/	/w/	/Wet/
				/y/	/Yet/

## ACKNOWLEDGEMENT

Assalamualaikum wr. wb.

All praises belong to ALLAH SWT, The only one who has given mercies and blessings to all of His creatures.

Sholawat and salam may be always given to our beloved prophet, Muhammad SAW whom we hope to give us syafa'at in hereafter, amien.

Alhamdulillah, finally the writer has finished in writing this final project for the requirement for the degree of bachelor of education in English Education Department from this great University, Walisongo Islamic State University Semarang.

The writer would like to thank ALLAH and all people who had helped to finish this final project.

Let the writer give high appreciation to:

1. Mr. Darmuin, M.Ag. as the dean of Tarbiyah and Teacher Training Faculty.
2. Mr. Dr. H. Muslih M.A. as the chief of English Education Department.
3. Mrs. Sayyidatul Fadlilah, M.Pd. as the secretary of English Education Department.
4. Mr. Dr. Raharjo, M.Ed.St. and Mrs. Dra. Ma'rifatul Fadhilah, M.Ed. as advisor in compiling this final project.

5. All of the lecturers in Walisongo Islamic State University, especially in English Education Department.
  6. Mr. Adi Hery Rudiyanto and Mrs. Nur Cholifah as the writer's beloved parents, and Gigih Adiputra as the writer's younger brother.
  7. Mr. Agus Arie Suwandi as the writer's older brother in this University.
  8. The writer's best friends: Sari, Laili, Vina, Puput, and Arnis.
  9. All of the writer's friends in Walisongo English Club.
  10. All of the writer's friends in Walisongo Islamic State University, especially unyuk-unyuk TBI B 2011.
  11. All people who give me spirit and advise not to give up.
  12. All people that the writer can't mention one by one.
- The writer realized that this project is not perfect. So, suggestion and critics from the readers are wished.

Wassalamualaikum wr. wb.

The writer,  
Semarang, May 30<sup>th</sup> 2015



Tiara Pertiwi

## TABLE OF CONTENTS

	Page
<b>Cover</b> .....	i
<b>Authenticity Statement</b> .....	ii
<b>Ratification</b> .....	iii
<b>Dedication</b> .....	iv
<b>Advisors' Note</b> .....	v
<b>Abstract</b>	
<b>IPA Transcription</b> .....	vii
<b>Acknowledgement</b> .....	viii
<b>Table of Contents</b> .....	x
<b>List of Table</b> .....	xii
<b>List of Chart</b> .....	xiii
<b>Chapter I : INTRODUCTION</b> .....	1
A. Research Background .....	1
B. Research Questions .....	7
C. Research Objectives and Significance.....	8
<b>Chapter II : LONG AND SHORT VOWELS PRONUNCIATION.</b> .....	10
A. Previous Researches .....	10
B. Theoretical Frameworks .....	14
1. Pronunciation .....	14
2. Vowels .....	17
3. Methods of Teaching Vowel.....	22
4. Factors Influencing Students' Achievements in Studying Vowels .....	37
5. Teaching Vowels to Young Learners .....	41
C. Action Hypothesis .....	45

<b>Chapter III : RESEARCH METHOD</b> .....	47
A. Research Design .....	47
B. Research Place and Time .....	48
C. Research Objects and Collaborators .....	49
D. Cycles of the Research .....	50
E. Data Collection Techniques .....	52
F. Data Analysis Techniques .....	53
G. Indicators of Achievements .....	55
<b>Chapter IV : DATA DESCRIPTION AND ANALYSIS</b> .....	56
A. Profile of MI al-Khoiriyyah 1 Semarang .....	56
B. Data Description .....	58
C. Data Analysis per Cycle .....	60
D. Final Data Analysis .....	71
E. Discussion .....	74
F. Limitation of the Research .....	81
G. Indicators of Successfullness .....	82
<b>Chapter V : CONCLUSION</b> .....	84
A. Conclusion .....	84
B. Suggestion .....	85
<b>REFERENCES</b>	
<b>APPENDIX I : Lesson Plans</b>	
<b>APPENDIX II : Words for Tests</b>	
<b>APPENDIX III : IPA Transcriptions of Students' Pronunciation</b>	
<b>APPENDIX IV : Photos Related to the Research</b>	
<b>APPENDIX V : Students' Assessing Sheet</b>	
<b>CURRICULUM VITAE</b>	

## List of Tables

No	Chapter	Title of Table	Page
1	2	2.2 Group of Words for Minimal Pair	29
2	2	2.3 Rhyming Words	30
3	2	2.4 Characteristics of Young Learners	44
4	3	3.1 Scoring of Students' Pronunciation	53
5	3	3.2 Scoring of Students' Engagement	53
6	4	4.1 List of Students' Code	59
7	4	4.2 Students' Achievement of Pre - Cycle	62
8	4	4.4 Students' achievements in Cycle 1	66
9	4	4.5 Students' achievements in Cycle 2	70
10	4	4.6 Engagement Guiding Indicators Table	73

## List of Charts

No	Chapter	Title of Chart	Page
1	3	3.1 Cycles of the Research	51
2	4	4.1 Students' Average Score Increment	71

# CHAPTER I

## INTRODUCTION

This chapter discusses about research background, research questions, research objectives and research significance.

### **A. Research Background**

Language is a tool to make a communication happened. It is impossible to communicate with other people without using language. Every nation has its own language, and the characteristic of one language is different from others. There are so many languages in this world, and every language is unique. One language also has some variation in it, such as dialect, idiolect, tone, register, etc.

Nowadays, we live in a global era. In this era, an exponential extension of competence in and use of English, sometimes uses unnecessarily through snobbery or as a sign of 'modernity', causes an equally dangerous polarization in many areas.<sup>1</sup> So, the mastery of English is very important for us to communicate better in this era.

English is an International language. There are so many countries use English as a means of communication in their daily life, as a national language, second language, and foreign language. Asian countries such as Malaysia, Thailand, and Singapore are some

---

<sup>1</sup>Boadas, Albert Bastardas I, World Language Policy in the Era of Globalization: Diversity and Intercommunication from the Perspective of 'Complexity', in <http://www.genocat.cat/llengua/noves> accessed on Tuesday, 18th Nov 2014 at 9.52



examples of countries that use English in their society. English is used in school, home, and government. So, people who don't come from England or America also can speak not only in their mother tongue, but also in English. This phenomenon encourages many people to learn English.

English's international usage also impacts on education. There are so many journals and books written in English. So, the scope of education is not only regional, but also international. English is also very important to those who study abroad. It is a usual thing to study abroad, and is in line with the hadith of the great prophet Muhammad:

عَنْ أَنَسِ بْنِ مَالِكٍ قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ:  
أَطْلُبُوا الْعِلْمَ وَلَوْ بِالصَّيْنِ ... (رواه ابن عبد الدار)

From Anas the son of Malik said: Rasulullah SAW said: seek of knowledge although you were in China.<sup>2</sup>

There were abundant of English speaking Universities around the world. So, English must be mastered as early as possible. That's why the governments encourage English teaching and learning in schools.

Besides, the mastery of English also will determine the intelligence and position of someone. There are many prestigious jobs

---

<sup>2</sup> Khon, Abdul Majid, *Hadis Tarbawi: Hadis – Hadis Pendidikan*, (Jakarta: Prenadamedia Group, 2012), p.139.

require English fluency, both oral and written. It is in line with the word of God in QS. Al Mujadilah verse 11 below:<sup>3</sup>

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ

Allah will raise up to [suitable] ranks [and degrees], those of you believe and who have been granted [mystic] knowledge.<sup>4</sup>

Government's policy to encourage English teaching and learning in schools has a good impact towards the society. By the implementation of this policy, civilians will have a big opportunity to learn English. Learning English in school will help the society, especially students to make their English better. Unfortunately, there are some problems occur during the learning process. Two of the factors are about the rule of pronunciation and English orthography. Indonesian orthography is quite different from English orthography. Besides, the way of pronouncing words is also so different. Indonesian has 26 alphabets, and has simpler way of pronunciation in its vocabularies. But English, although it also only has 26 alphabets in its orthography system, it has 44 phonetics in its pronunciation, and there

---

<sup>3</sup> Yayasan Penyelenggara Penterjemah al-Qur'an (transl), *Al-Qur'an dan Terjemahnya 30 Juz*, (Jakarta: Qomari, 2007), p. 793

<sup>4</sup> Ali, Abdullah Yusuf, *The Holy Quran (Koran)*, (Riyadh: King Fahd Holy Quran Printing Complex, 1987),p.281.

are so many exceptions on it. This condition discourages Indonesian pupils to learn English. They think that English is very difficult.

The other problem occurs when the students have to differ and pronounce vowels. Vowel letters (a, i, u, e, o) have important role in a language. Without vowel, a language would be meaningless, since most of words contain vowel to give them meaning. Vowels have several classifications. One of those classifications is long vowel and short vowel. When a vowel sounds like its name, this is called a long sound. A vowel letter can also have short sounds. Short sounds occur when a vowel letter is hemmed in consonant letters (e.g. sit). In short sounds, a vowel should not be pronounced like its name. Whether a vowel has a long sound, a short sound, or remains silent, depends on its position in a word and the letters around it. As we know, Indonesian doesn't have such this vowel. But in English, long and short vowel is very important, and they can change the meaning of the words. The word */ship/* and */sheep/* for example, the word */ship/* has short vowel */i/*, but the word */sheep/* has long vowel */i:/*.

This difference is not only in the way of pronouncing the words, but also the meaning. In the example mentioned, the meaning also different, between */ship/* that is pronounced */ʃ Ip/* and the word */sheep/* that is pronounced */ʃ i:p/*. The word */ship/*, has short vowel */i/*, and the meaning is, a kind of sea vehicles, that is large boat carries people or goods by sea.<sup>5</sup> Meanwhile the word */sheep/* that is

---

<sup>5</sup> Bull, Victoria (ed.), Oxford Learner's Pocket Dictionary (Fourth Edition), 2011, Oxford: Oxford University Press, p.406.

pronounced /ʃ i:p/, has a long vowel /i/. The meaning of this word is a kind of grass eating animal kept for food and for its wool.<sup>6</sup> From this case, we can conclude that the distinction of long and short vowel is very important to determine the meaning of a word.

The similar case also happens to similar-sounded words, such as /be/ and /bee/, /sit/ and /seat/, etc. So, we can conclude that long and short vowels have to be taught carefully to the students, especially young learners. The soon they understand long and short vowels, the better their English (especially spoken form) will be.

The importance of teaching long and short vowels to the students was found when a preliminary research to grade 4 MI Al-Khoiriyah 1 Semarang was conducted. The English teacher asked the students to read some questions in their workbook, and they did wrong pronunciations, especially in vowels. Although the teacher corrected their pronunciation, but they still did the wrong pronunciation. They also felt difficult to differ between long and short vowels. That's why the research will be focused on long and short vowels.

The Graphonics (stands for Grapheme, Phoneme, and Phonics) method is a combination between graphics (symbols) methods and phonics (sound) methods. This method can help students to learn the pattern of English sounds. Graphics is a method which symbols of sounds are used to teach language. The symbols of sounds here are represented by printed letters. Meanwhile, phonics is one method to teach reading and writing, as well as pronunciation. In

---

<sup>6</sup> Bull, Victoria (ed.), Oxford....., p.405.

phonics method, minimal sounds of language (we usually called it by phoneme) are introduced to the children. Graphonics method combines graphics methods and phonics methods. In graphonics methods, children are taught the sounds first, then how to match them to letters, and finally how to use the letter sounds for reading and spelling.

The advantages of graphonics method have been proved by Ministry of Education and Science of Georgia. They approved three sets of textbook based on Graphonics Methods that were arranged by a group of authors. They introduced the textbooks to Georgian school (both state and private). The results of the survey carried out on the efficiency of this method of instruction revealed that the use of Graphonics based textbooks paired as complementary with Phonics, increased pupils' motivation, enthusiasm, learning pace and volume of acquired material. These results were relevantly reflected in an enhanced academic performance.<sup>7</sup>

The application of graphonics methods also received positive response from many English teachers in Georgia. Just like Indonesian, Georgian alphabetic system is also quite different from English alphabetic system. This method can help the students to acquire English alphabetic system, and it was proven that this method is

---

<sup>7</sup> Baratashvili, Ina, "Integrated Application of Phonics-Graphonics Methods at a Starter Level of Teaching English to Young Learners" in *International Journal of Arts and Sciences*. (Ed.10 Vol. 4), (Cumberland: International Journal of Arts and Sciences LCC, 2011), p.164.

effective. That's why the writer was interested in conducting a research about it.

The research conducted is a classroom action research entitled "The Use of Graphonics Methods to Facilitate Students' Ability in Pronouncing Long and Short Vowels"

## **B. Research Questions**

This research was conducted for some reasons. The first reason is to check the correct and proper implementation of graphonics methods to facilitate students' ability (in this case will be the 4<sup>th</sup> graders of MI Al-Khoiriyyah 1 Semarang) in pronouncing long and short vowels. Based on this description, the researcher formulated research question as stated below:

1. How is the implementation of graphonics methods to facilitate 4<sup>th</sup> grade students of MI Al-Khoiriyyah 1 Semarang in the academic year of 2014/2015' ability in pronouncing long & short vowels?
2. How is the improvement of 4<sup>th</sup> grade students of MI Al-Khoiriyyah 1 Semarang in the academic year of 2014/2015' ability in pronouncing long & short vowels after being taught using graphonics methods?
3. How is the engagement of 4th grade students of MI Al-Khoiriyyah 1 Semarang in the academic year of 2014/2015' in joining English lesson using graphonics methods?

## **C. Research Objectives and Significance**

### **1. Research objectives**

This research was conducted to:

- a. Describe the implementation of Graphonics Methods to facilitate 4<sup>th</sup> grade students of MI Al-Khoiriyyah 1 Semarang in the academic year of 2014/2015' ability in pronouncing long & short vowels.
- b. Find out the improvement of 4<sup>th</sup> grade students of MI Al-Khoiriyyah 1 Semarang in the academic year of 2014/2015' ability in pronouncing long & short vowels after being taught using graphonics methods.
- c. Find out the engagement of 4<sup>th</sup> grade students of MI Al-Khoiriyyah 1 Semarang in the academic year of 2014/2015 in joining English lesson using graphonics methods.

### **2. Research significance**

This research was conducted to give significance as below:

#### **a. Theoretical significance**

Theoretically, the result of this research enriched the field of knowledge related to English pronunciation teaching (especially teaching long and short vowels).

#### **b. Practical significance**

##### **1) For the researcher**

By conducting this research, the researcher got more experience and knowledge about conducting a research, using graphonics methods to facilitate

students' ability in pronouncing long and short vowels, and facing students by teaching them something new.

2) For the teachers

The result of this research was useful to English teachers. They could use the graphonics methods as an alternative method to teach long and short vowel's pronunciation to the students. It would also be used to enrich teacher's skill about how to teach pronunciation.

3) For the students

By using graphonics methods as a method in learning pronunciation, the students improved their pronunciation skill, especially in pronouncing long and short vowels. Besides, this method increased their motivation to study English more.

4) For the school

The school made a policy to improve English skill of the students, based on the result of this research. For example, the school encouraged the teachers to use innovative methods in teaching learning process, and students become more interested in learning, especially English, both written and oral form.

5) For the society

This research's result could be an acknowledgement to the society and those who need some knowledge related to teaching vowels.



## CHAPTER II

### LONG & SHORT VOWELS PRONUNCIATION

This chapter discusses about previous researches, theoretical framework, and research hypothesis.

#### A. Previous Researches

Before conducting the research, some researches related to this research had been looked for. The first research is a seven years longitudinal study done by Rhona Johnston from Department of Psychology, University of Hull, and Joyce Watson, from School of Psychology, University of St. Andrews.<sup>1</sup> This research compares between the result of teaching reading using analytic phonics and the result of teaching reading using synthetic phonics. This research was conducted due to the debate during the years about how a child should be taught on reading.<sup>2</sup> The implementation of this phonics approach is the sounds of the letters of the alphabet are taught, and children learn the correspondences between letters and groups of letters and their pronunciations. The object of this research is around 300 children that were divided into three groups. One group learnt by the synthetic phonics method, one by the standard analytic phonics method, and one by an analytic phonics program that included systematic phonemic awareness teaching without reference to printed letters. At the end of

---

<sup>1</sup> Johnston, Rhona & Joyce Watson, *The Effect of Synthetic Phonics Teaching on Reading and Spelling Attainment*, E-book (Edinburgh: Scottish Executive Education Department, 2005), p.1.

<sup>2</sup> Johnston ..., p.10.

the program, the synthetic phonics taught group were reading and spelling 7 months ahead of chronological age. They read words around 7 months ahead of the other two groups, and were 8 to 9 months ahead in spelling. The result of this research is synthetic phonics was successful in teaching children to read, in particular boys and disadvantaged pupils.<sup>3</sup>

The strength of this study is that Rhona and John followed the progress of all of these children for 7 years, examining their performance in word reading, spelling and reading comprehension. So the result gotten was valid enough. The similarity of this research and the researcher's study is about the implementation of phonics approach to teach oral English. This study stressed on reading and spelling attainment, while the researcher's study will focus on pronunciation. It means that the researcher's focus will be more specific than this seven years longitudinal study.

The second research found entitled "Improving Students' Pronunciation of Affricate Sounds through Minimal Pair Drill (A Classroom Action Research at 5th Grade of SDN Sendangmulyo in the Academic Year 2009/2010)" written by Siti Khoirun Mustainatun Nisa. This research was conducted to help the students in pronouncing affricate sounds using minimal pair drill. The object of this research was 5th graders of SDN Sendangmulyo in the academic year of 2009/2010. This research was done in two cycles. Before it, she gave

---

<sup>3</sup> Johnston, Rhona & Joyce Watson, *The Effect of Synthetic Phonics Teaching on Reading and Spelling Attainment*, E-book (Edinburgh: Scottish Executive Education Department, 2005), p.8.

a pre test to the students. The average score gotten by the students was 56. During the research, she also gave a test for each cycle. The first cycle showed the average score of 62.5 and the second cycle showed the average score of 72.8. It is shown that the average score was increasing, although it was not too significant.<sup>4</sup>

The similarity of this research and the researcher's study is in the pronunciation teaching. The method used by previous researcher is minimal pair drill, and it is also can be included into Graphonics methods. Minimal pair drill methods is combination of graphics (printed letters) and phonics (sounds of the letters) too. The difference is the previous research used for teaching affricative sound, and the researcher will use the graphonics methods to teach long and short vowels. The other similarity is that the problem faced by the students is the same. They felt difficult in pronouncing a sound that is not occurs in their native language, which is Indonesian, as we know that both affricative sound and long/short vowels are not happened in Indonesian.

The third study is a research under a title "The Use of Children Song to Improve Pronunciation Ability (A Classroom Action Research at the 4th Grade of SD 05 Kayen – Pati in the Academic Year of 2011/2012)" conducted by QurrotulA'yuni. The aims of this research are to describe the implementation of songs as media to

---

<sup>4</sup> Nisa, Siti Khoirun Mustainatun, "Improving Students' Pronunciation of Affricate Sounds through Minimal Pair Drill (A Classroom Action Research at 5<sup>th</sup> Grade of SDN Sendangmulyo in the Academic Year 2009/2010)", *Thesis* (Semarang: IAIN Walisongo Semarang, 2010),p.45.

improve students' pronunciation and to find out the improvement of students' pronunciation after being taught using songs. This research was conducted for 3 cycles. The previous researcher used different song in each cycle. The first cycle was alphabet song. She gave a pre test and post test for each cycle. In the first cycle, she got the average score in pre test was 63, and after the students were taught by song, the average score was increasing become 80. The second cycle was about parts of body. She used "Head & Shoulders" song. In the second cycle, she got the average score in pre test was 20, and after the students were taught by song, the average score was increasing become 76. The third cycle was about names of days. She used "7 days in the week" song. In the third cycle, she got the average score in pre test was 50, and after the students were taught by song, the average score was increasing become 78.<sup>5</sup>

The similarity of this research and the researcher's study is about teaching pronunciation. The method was quite different, the first song alphabets, also reveals graphonics methods in simpler level.

---

<sup>5</sup> A'yuni, Qurrotul, "The Use of Children Song to Improve Pronunciation Ability (A Classroom Action Research at the 4<sup>th</sup> Grade of SD 05 Kayen – Pati in the Academic Year of 2011/2012)", *Thesis* (Semarang: IAIN Walisongo Semarang, 2011), p.51

## **B. Theoretical Framework**

### **1. Pronunciation**

Pronunciation is the way of how a word or a language is spoken, or the manner in which someone utters a word. If one is said to have "correct pronunciation", then it refers to both within a particular dialect. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the duration of the cultural exposure of their childhood, the location of their current residence, speech or voice disorders, their ethnic group, their social class, or their education. A language may have more than one variation, including pronunciation. It depends on the dialect, too. English, in general also divided into 2, that are British English and American English. There are some differences in pronunciation, for example in pronouncing the word /can/. The people that use British English will pronounce it as /kən/. In the other hand, the people that use American English often pronounce it as /kæn/. But, both of them are standardized English, so the people still can recognize them as a meaningful word. The other case, pronunciation of an English speaking person is also influenced by the nation. As we know that English nowadays is not only belongs to English and American people, but also is spoken by many people that come from various country in

this world. English that is pronounced by Indonesian people will be different from English that is pronounced by Japanese people, although they talk about the same thing or read the same sentences. In Indonesian case, they tend to substitute their own sound /c/ such as found in the word /cari/ for English affricative sound /tʃ/.<sup>6</sup> In the other hand, the Japanese people tend to be difficult in pronouncing /r/. They often pronounce it as /l/.

The pronunciation of short speech, sounds or single words, it is necessary at first to be sure that the basic sounds of the language are being properly pronounced and the best way of doing that is to practice it at the level of single words and very short phrases. But in the fact, we can't speak only using single words or very short phrases. The sounds and words are connected together with others to make longer utterances, and these longer utterances have difficulties of their own. First, they must be pronounced smoothly, without hesitation and without stumbling over the combination of the sounds. Secondly, in a longer English utterance some of the words are treated as being more important to the meaning than others. In this case, we should know which words are more important to support the meaning of the utterances,

---

<sup>6</sup> Ramelan, *English Phonetics*, (Semarang: UPT Unnes Press, 2003), p.148

and we should know how will we treated them, and we also need to understand which part of the utterances should be stressed. Thirdly, the rhythm of English should be mastered. That is, the different length which the syllables of English are given and the reason why this different length is occurred. Fourthly, and it is the last one, the tunes of the voices. The melody of speech is different in different languages and it is necessary to learn something from English way to using tune.<sup>7</sup>

Despite the fact that pronunciation is important, pronunciation was included in language teaching. In 1886, some phoneticians such as Henry Sweet, Wilhelm Victor, and Paul Passy formed International Phonetic Association. This association developed International Phonetic Alphabet (IPA). It was a part of Reform Movement, when the linguistics or analytic contribution to the teaching of pronunciation emerged. Until now, IPA is used as a guide to describe the sounds of a language. This alphabet was resulted from the establishment of phonetics as a science. Phonetics itself was dedicated to describe and analyze the sound systems of languages. This alphabet made it possible to correspond between a written symbol and the sound it represent. This kind of

---

<sup>7</sup> O' Connor, J. D., Better English Pronunciation, (Cambridge: Cambridge University Press, 1998), p.11-12

alphabet would be a very useful tool to support teaching pronunciation. If the learners learned this phonetic system, they might be easier to establish good speech habits.<sup>8</sup>

From the explanation above, it can be concluded that pronunciation is very important to master a language well, in this case, English language. Without a good pronunciation, our message can't be delivered effectively to the listener, and can make a misunderstanding. The listener also will be confused with our speech.

## 2. Vowels

A vowel is any sound that doesn't belong to a consonant. A vowel may be defined as 'a voice sound during the production of which the air passes out freely and continuously throughout the middle of the mouth without such narrowing as would cause any audible friction'. There are 5 vowel letters: a, i, u, e, and o. In English spelling, each vowel letter can be pronounced with different sounds.<sup>9</sup>

The common way to pronounce vowel sounds can be divided into 2: alphabet vowel sounds and relative vowel

---

<sup>8</sup> Celce-Murcia, *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*, (Cambridge: Cambridge University Press, 1996), p.3

<sup>9</sup> Ramelan, *English Phonetics*, (Semarang: UPT Unnes Press, 2003), p.50



sounds. Alphabet vowel sound occurred when vowel letters are pronounced like their letter names. The alphabet vowel sounds are pronounced with a small change in the sound at the end. This change is called the off-glide sound. Relative vowel sound is produced when a vowel is not pronounced with their alphabet vowel sound. This sound is related to the alphabet vowel sound, but it has a different sound and there is no off-glide.<sup>10</sup>

There are three basic characteristic of vowels, those are oral, voiced, and central. A vowel sound is oral because in the production of it the air goes out through the mouth, and not going through the nose. Contrasting with consonant sounds, the air flows through the nose when producing the consonant sounds. A vowel sound is voiced, which means that its production is always accompanied by the vibrations of the vocal cords. The vibrations of vocal cords make a noise heard. This noise is what we call by “sound”. Meanwhile, consonants are not all voiced. A vowel sound is said to be central because during the production of a vowel sound the air passes out along the middle part of the tongue, and not around the sides of the tongue. When we produce

---

<sup>10</sup> Gilbert, Judy B., *Clear Speech: Pronunciation and Listening Comprehension in North American English*, (Cambridge: Cambridge University Press, 2005), p.10.

consonant sounds, the air goes along the sides of the tongue.

11

There are four variables to classify the vowels: which part of the tongue is raised, how high in the mouth some part of the tongue is raised, the tenseness of muscles in vocal track, and the position of the two lips. Firstly, vowels are divided into three, based on which part of the tongue is raised. They are front vowels, central vowels, and back vowels. Front vowels are when the front of the tongue is raised to modify the sound already produced in the larynx. The vowels included in front vowels are /i:/ , /I/ , /e/ , and /æ/. Central vowels are when the central part of the tongue is raised to modify the sound already produced in the larynx. The example of central vowels is /ə/. Back vowels are when the back part of the tongue is raised to modify the sound already produced in the larynx. English has the following back vowels: /u/ , /U/ , /ɔ :/ and /ɔ / . Secondly, vowels are divided into four (open vowels, half open vowels, half close vowels, and close vowels) based on how high in the mouth some part of the tongue is raised. Open vowels are when the tongue remains low on the bottom of the mouth in producing some vowel sounds. The vowels included in open vowels are /æ/ , /a:/ , /ɔ / . Half open vowels are when the tongue slightly

---

<sup>11</sup>Ramelan, *English Phonetics*, (Semarang: UPT Unnes Press, 2003), p.50

remains low on the bottom of the mouth in producing some vowel sounds. The vowels included in half open vowels are /ɛ / , /ə/ , /ʌ/ , /ɔ :/. Half close vowels are when the tongue slightly remains up on the top of the mouth in producing some vowel sounds. The vowels included in half close vowels are /ə:/ , /I/ , /U/. Close vowels are when the tongue raises up on the top of the mouth in producing vowel sounds. The vowels included in close vowels are /i:/ ,and /u:/. Thirdly, they are divided into two based on the tenseness of muscles in vocal track: tense vowels and lax vowels. Tense vowels are when the muscle in vocal track tense up in producing the vowel sounds. The vowels included in tense vowels are /i/, and /e/. Lax vowels are when the muscles in vocal track relax in producing the vowel sounds. The vowels included in lax vowels are /I/, /ɛ /, /æ/. The last, vowels are divided based on the position of the two lips when pronounce them. They are divided into rounded vowels and unrounded vowels. Rounded vowels are when the position of upper lip and lower lip are in rounded position. The vowels included in rounded vowels are /ɔ / , /ɔ :/ , /U/ , /u:/. Unrounded vowels are when the position of upper lip and lower lip are in spread position. The vowels included in unrounded vowels are /i:/ , /I/ , /ɛ / , /æ/ , /a:/ , /ʌ/ , /ə:/ , /ə/.<sup>12</sup>

---

<sup>12</sup> Justice, Paul W., *Relevant Linguistics: an Introduction to the*

In English words, vowels are divided into long vowels and short vowels. Long vowels contain 5 members: /ɑ:/, /ɔ:/, /i:/, /ɔ:/, /u:/. /ɑ:/ is an unrounded open back vowels. This vowel sound is regularly spelled by the letter “a” followed by “rk”, such as “bark”, “ mark”, and “shark”. /ɔ:/ is an unrounded half-close to half-open central vowel. This vowel sound is regularly spelled by the letter “e” or “ea” followed by “r”, such as “her” and “earth”. /i:/ is an unrounded close front vowel. This vowel sound is regularly spelled by the letters “ee” or “ea”, such as “feel” and “beat”. /ɔ:/ is a rounded half-open back vowel. This vowel sound is regularly spelled by the letters “a” followed by double l “ll” and “o” followed by “r”, such as “ball” and “corn”. /u:/ is rounded close back vowel. This vowel sound is regularly spelled by the letters “ue” or by the pattern C-u-C-e, such as “glue” and “rude”. Meanwhile, short vowels contain /æ/, /ɛ/, /ə/, /ɪ/, /ɔ/, /ʌ/, /ʊ/. /æ/ is an unrounded open to half open front vowel. This vowel sound is regularly spelled by the letter “a” which occurs between two consonants, such as “mad” and “sad”. /ɛ/ is an unrounded half-close to half-open front vowel. This vowel sound is regularly spelled by the letters “ea” or “e”, such as “head” and “set”. /ə/ is an unrounded half-open to half-close central vowel. This vowel

sound regularly spelled by the letters “er” or “ure” which occurs in the end of a word, such as “singer” and “nature”. /ɪ/ is an unrounded half-close to close front vowel. This vowel sound is regularly spelled by the letter “i”, such as “sit” and “ship”. /ɔ / is a rounded open back vowel. This vowel sound is regularly spelled by the letter “o” which occurs between two consonants, such as “hot” and “cod”. /ʌ / is an unrounded half-open centro-back vowel. This vowel sound is regularly spelled by the letter “u” which occurs between two contonants, such as “cup” and “must”. /ʊ/ is a rounded half close to close back vowel. This vowel sound is regularly spelled by the letter s “ull” such as “full” and “pull”.<sup>13</sup>

### **3. Teaching Vowel**

As a language, English has so many phonemes. Phonemes are sounds that differentiate meaning. There are 44 phonemes in English language, consist of vowels and consonants. Vowels themselves can be divided into 3: pure vowels, diphthongs, and semi vowels. There are seven methods compiled from 5 sources and seven media to teach pronunciation, especially vowels to the students. Here are the explanations of them:

---

<sup>13</sup> Ramelan, *English Phonetics*, (Semarang: UPT Unnes Press, 2003), p. 61

a. Methods of Teaching Vowels

Firstly, some methods to teach vowels would be explained here. The first method is Graphonics methods. The term “Graphonics” stands for grapheme, phoneme, and phonics. Grapheme is the symbol (letter) that used in orthography system of a language to represent the sound. Phoneme is the minimal sound of a language that distinct the meaning of a language. Phonics is the sound of phonemes. Graphonics method is a method that combines between printed graphemes (letters) and phonics (sounds). Graphonics method is a developed method of graphics-phonics methods. Graphics is a method which symbols of sounds are used to teach language. The symbols of sounds here are represented by printed letters. Phonics method is one of the oldest and most well-known methods for teaching children to read and write English. In phonics instruction, students are taught the sound of the letters. The important thing is that the students come to associate the shape of the letter with the sound it makes. Once individual letter-sounds are mastered, students are taught how to blend the together to read words. So, students can learn how to spell correctly by sounding out the word.<sup>14</sup>

---

<sup>14</sup>Baratashvili, Ina, “Integrated Application of Phonics-Graphonics Methods at a Starter Level of Teaching English to Young Learners” in

Graphonics method introduces the students about the phonics (sounds) and graphics (the letters) and students are taught about simple words where the variant of graphics and phonics is coincided. Firstly, they are introduced to basic vowels and basic consonants. Then, they are taught to arrange these basic sounds become a simple word. Next, they are introduced to English digraph such as /ch/, /sh/, /th/, and so on. During the initial stage, pupils get familiar with transcription symbols as well, the majority of which coincide with graphic expression already familiar to them. This assists in the formation of a stable foundation for developing proper pronunciation, reading and writing skill.<sup>15</sup> So, the students will recognize and can understand the pattern of graphics (in the written form) and phonics (in the oral form) easily.<sup>16</sup>

Graphonics method was chosen to be used in this research because this method is simple. This method could be implemented easily to the students, especially young learners. By this method, the students were taught to recognize the pattern of letters and how they sound.

---

*International Journal of Arts and Sciences.* (Ed.10 Vol. 4), (Cumberland: International Journal of Arts and Sciences LCC, 2011), p.163.

<sup>15</sup>Baratashvili, Ina, “Integrated Application of Phonics-Graphonics Methods at a Starter Level of Teaching English to Young Learners” in *International Journal of Arts and Sciences.* (Ed.10 Vol. 4), (Cumberland: International Journal of Arts and Sciences LCC, 2011),p.166.

<sup>16</sup> Baratashvili, .... p.163

The advantages of graphonics method have been proved by Ministry of Education and Science of Georgia. They approved three sets of textbook based on Graphonics Methods that were arranged by a group of authors. They introduced the textbooks to Georgian school (both state and private). The results of the survey carried out on the efficiency of this method of instruction revealed that the use of Graphonics based textbooks paired as complementary with Phonics, increased pupils' motivation, enthusiasm, learning pace and volume of acquired material. These results were relevantly reflected in an enhanced academic performance.<sup>17</sup>

The application of graphonics methods also received positive response from many English teachers in Georgia. Just like Indonesian, Georgian alphabetic system is also quite different from English alphabetic system. This method can help the students to acquire English alphabetic system, and it was proven that this method is effective. That's why the writer interested in conducting a research about it.

The second method called Ongoing Evaluation with Feedback. This method allows feedback giving during the learning time. The students are asked to pronounce words

---

<sup>17</sup> Baratashvili Ina, "Integrated Application of Phonics-Graphonics Methods at a Starter Level of Teaching English to Young Learners" in *International Journal of Arts and Sciences*. (Ed.10 Vol. 4), (Cumberland: International Journal of Arts and Sciences LCC, 2011), p.164.



and sounds given by the teacher. Then, the teacher will give feedback or correction to students' performance. Feedback here is not only teacher centered, but also self-correction, and peer feedback. For self-correction, the students write the utterances, and pronounce and record them using a tape. Then, the students listen to the recordings and underline the mispronounced features. Meanwhile, peer feedback, the students may work in pair or groups. For example, in an exercise of long and short vowels. One person reads aloud while the other marks if there is a mistake.

The purpose of such feedback in the classroom is two fold. First, teacher can monitor students' progress in pronunciation, and the second, teacher can revise the instruction and curriculum of teaching pronunciation, if necessary. This technique allows the students to discover their own errors and to correct themselves. The format of the material can be adapted to the students. Formats requiring knowledge of phonetic symbols can be used only with students who have learned a phonetic alphabet. So, it could be concluded that this technique is suitable to teach both children and adults.<sup>18</sup>

---

<sup>18</sup> Godwin, Janet "Pronunciation Assessment in the ESL/EFL Curriculum" in *Pronunciation Pedagogy and Theory*, (Virginia: TESOL, Inc, 1994), p.8.

Next method is vowel prediction rules. This method introduces students the spelling patterns of vowels. The teacher can introduce the vowels pattern inductively or deductively. If the teacher wants to introduce the pattern deductively, he/she may give the pattern in the beginning of the lesson, and then give the examples of words contain the vowels. If the teacher wants to introduce the pattern inductively, he/she should give the examples first, and then show the patterns. Some parts of a vowel prediction rule look familiar. The word /plate/ for example, have long vowel /a:/. How do the students know this? They will be easier to pronounce this word if they know the pattern. They may associate the word's rhyme with others spelled that way, such as /hate/, /mate/, /rate/, and /slate/. In this case, the pattern of VC+e is used. In this pattern, one vowel letter followed by one consonant letter and a word-final silent /e/. A spelling pattern like VC+e is a generalization that attempts to help students judge the sound of vowel. The other familiar pattern is VC# (the sign # means the end of a word). A vowel followed by a consonant in the end of the word will cause a short vowel. For example /hat/, /mat/, rat/, and /slat/. All of these words have a short vowel /a/.<sup>19</sup>

---

<sup>19</sup> Deckerson, Wayne B., "Empowering Students with Predictive Skills" in *Pronunciation Pedagogy and Theory*, (Virginia: TESOL, Inc, 1994), p.8.

The fourth method is Minimal Pair method. Many students of English, especially English as Foreign language, confused when they have to differentiate or pronounce similar sounds in English. Although this difference is important (since it influences the meaning), but the phonemic system and alphabetic system of English language has discourage the students to have a good pronunciation. This teaching methods (minimal pairs), is very suitable to help the students in pronouncing difficult pronunciation items. Beside that, it is also useful to help students in differing confusing pair, such as long and short vowels. The procedure of this method is simple enough. Firstly, the teacher writes two groups of minimal pairs on the board. In this case, short and long vowels will be taught. So, the teacher writes a group of words contain long vowel and the other group consist of words consist short vowels. To make the group of minimal pair, the teacher should list the words contain long vowels and short vowels. The examples of words contain long vowels are: seen, sheep, feel, keen, seat, reach, and leap. Meanwhile, the examples of words contain short vowels are sin, ship, fill, kin, sit, rich, and lip. From the examples above, it can be simplified by this group of words:

**Table 2.2**  
**Group of Words for Minimal Pair**

Long Vowels	Short Vowels
/i:/	/I/
Seen	sin
Sheep	ship
Feel	fill
Keen	kin

After writing the words groups, the teacher should demonstrate how to pronounce them. Then, ask the students to repeat after the teacher. It will make the students recognize the pattern of vowels. From this technique, the teacher also can make a game. The teacher may give the label A and B to each group. Then, the teacher say any word (it may be from A or B group), then the students should guess whether the word belong to A or B group.<sup>20</sup>

The next method is phonics method. Phonics method is one of the oldest and most well-known methods for teaching children to read and write English. In phonics instruction, students are taught how the visual language system of their language represents the sounds of the words.

---

<sup>20</sup> Bailey, Kethleen M. and Lance Savage (ed), *New Ways in Teaching Speaking*, (Virginia: TESOL, Inc, 1994), p. 205.

The important thing is that the students come to associate the shape of the letter with the sound it makes. Once individual letter-sounds are mastered, students are taught how to blend the together to read words. So, students can learn how to spell correctly by sounding out the word.<sup>21</sup>

The sixth method is Rhyming words activity. As we know, rhymes are effective to teach language, especially to teach young learners. In this case, we can use drill methods using rhymes to teach vowels. We can make rhymes of words that contain the same vowels. This activity can be used to introduce the students to English vocabularies, not only the common ones, but also uncommon words. The aim of this activity is to make students familiar with the sounds of vowels contained in the words. The examples of rhyming words can be simplified as below:

**Table 2.3**  
**Rhyming words**

Fat	Vat	Cat	Hat
Bat	Mat	Rat	Sat

---

<sup>21</sup> Goswami, Usha, Learning to Read Across Language: the Role of Phonics and Synthetic phonics, in *Understanding Phonics and the Teaching of Reading: Critical Perspective*, (Berkshire: Open University Press, 2007), p. 124

All of the words above contain short vowels /æ/. We can ask the students to say these words quickly, so they can be familiar with the sound of that vowel.<sup>22</sup>

The last method mentioned in this final project is sounds before visual clues. Most of English learners have dictionary to support their English learning. Many dictionaries are completed by IPA transcriptions. Ironically, the students of English were not taught how to pronounce IPA transcription, and how they are compiled into English words. Sounds before visual clues is a method to introduce International Phonetics Alphabets (IPA) transcription to the students. This method can be applied to young learners or adults, especially in beginning stage. In this method, the teacher provides a picture card to the students, and asks them to name the picture. If they can't name the card, the teacher will name it and ask the students to repeat until they can name the picture card correctly. Then, the teacher elicits the other picture card contains same sound (in this case, vowel sound) to the students and asks them to name it. Then, the teacher shows IPA transcription of vowel sound produced to the students. Teacher read aloud the IPA symbol. This step is to introduce IPA symbol of vowel sound produced, and to show the students how to pronounce it correctly. This

---

<sup>22</sup> Linse, Caroline T., and David Nunan, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hills Inc, 2006),p.38.

method is effective to teach vowels and IPA transcription at once. The teacher asks students to repeat the pronunciation of vowel sounds introduced until they master the vowels. In this method, spellings of the words are not introduced to the students. This method focused on the pronunciation first, and then how the sound represented by IPA symbols, and the last, how they represented by letters.<sup>23</sup>

From the explanation above, it can be concluded that there are three methods most suitable to be implemented to young learners of English, they are graphonics methods, minimal pair, and rhyming words activity. In this section, the reasons why these methods are suitable to teach young learners would be explained below.

Graphonics method is a developed method of Graphics-Phonics methods. Graphics method is a method that introduces letters as a symbol of sounds to the children. Phonics method is a method that introduces the phonics (minimal sounds that distinguish meaning in English language) to the children. Graphonics method is suitable to teach spelling and reading to children. This method combines the use of graphemes, phonemes, and phonics. So, the students will be familiar to phonemes and their spellings

---

<sup>23</sup> Bailey, Kethleen M. and Lance Savage (ed), *New Ways in Teaching Speaking*, (Virginia: TESOL, Inc, 1994), p. 249.

in the words. This method simplifies the rule of English sound system.

The simplicity of graphonics method is in line with The Great Prophet's hadith below:

عَنْ ابْنِ عَبَّاسٍ رَضِيَ اللَّهُ عَنْهُ قَالَ : قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ : عَلِّمُوا وَيَسِّرُوا, وَلَا تُعَسِّرُوا...  
(رواه احمد و البخارى)

From the son of Abbas (God blesses him) said: Rasulullah SAW said: teach and make it easy, and don't make it difficult...<sup>24</sup>

Graphonics methods simplify the rule of English words' pronunciation. By using graphonics methods, we can save the time, because the method is simple to be applied to the students, especially young learners. Once they master the pattern and rule of each vowel, they will find less trouble in pronouncing English words, although they are unfamiliar with the words before. This method is suitable to both native and non native of English speakers.

Minimal Pairs method is suitable to teach pronunciation, especially vowels to young learners. Young learners are still lack of previous knowledge about English

---

<sup>24</sup> Juwariyah, *Hadis Tarbawi*, (Yogyakarta: Teras, 2010), p.



pronunciation. By using minimal pair, it can be easier for young learner to distinct sounds in English. Drill of minimal pair also makes them familiar with English vowel sounds.

Minimal Pairs method is a simple method. The instructions used and sequences of activity in this method is clear and easy to be understood by young learners (only repeat to the teacher and read the words). By drilling with words contain minimal pairs, the students will recognize the differences of sounds produced. From the simplicity of minimal pairs methods, the students will achieve more knowledge and master the material better.

As explained above, children like singing and using rhythm while they do activities, include learning. Rhyming words will make them memorize the material better. Teacher also can get students' attention more easily. Rather than only read the words without rhythm, students will pay attention better to rhyming words. Rhyming words also can make young learner focus to the material, because rhyming words is not a boring thing. They will master the material better, because they remember the words better. Once they master the pronunciation of vowels contained in rhyming words, they will be able to pronounce other words by associating the new words with the words in rhyming words they learnt before.

b. Media of Teaching Vowels

To support teaching learning process, media are important aids. The teaching of pronunciation, especially vowels has been widely supported by the use of visual reinforcements. People learn better using visuals than just read the words. In this case, to teach vowels to the students, teacher can use a chart, table, and diagram of vowels. For example, when we want to teach long and short vowels, we can make a table, then classify the vowels in the table, which is belong to short vowels, and which is belong to long vowels. To make an activity to the students, we can involve the students in making the visuals.<sup>25</sup>

A teacher can use songs, rhymes, and chants for enjoyment, as a part of teaching plan, as a change in activity, to revise vocabulary, to connect with new or familiar topics, to practice up to date expressions, for drama and to practice pronunciation. Young learners love doing actions when they watch and listen to their teacher saying rhymes and chants. They soon begin to repeat the words as they do the actions. They are speaking with the teacher. By using songs, rhymes, and chants, they build confidence and a feeling of achievement. Young learners also like singing and

---

<sup>25</sup> Celce-Murcia, Marianne, et. Al, *Teaching Pronunciation: a Reference for Teachers of English to Speakers of Other Language*, (Cambridge: Cambridge University Press, 1996), p. 295.

performing. Not only at school, but they usually also perform it in front of their parents in the home.<sup>26</sup>

Young learners often sing a song or say a chant or rhyme all together. However, when they are very familiar with the rhymes, songs, and chants, they can perform them by singing or saying different parts in group. This group performance is very useful with big classes. It helps develop teamwork but it still allows everyone to take part.<sup>27</sup>

Just like songs and films, recordings also can be used to teach vowels. There are 2 formats of sounds recording: analog and digital. In digital format, we can use tape or computer to record sound, and save the file in mp3 or WAV format. The teacher may record his/her own voice using tape recorder, or take the recordings from many sources (internet, for example). This recording can be played by using sound player software, such as winamp or windows media player. By using recordings to teach vowels, we are not only able to train the students' pronunciation skill, but also the students' listening skill.<sup>28</sup>

Video is the most commonly used to teach. Video also can be effective tool to teach vowels. Besides, the use of

---

<sup>26</sup> Linse, Caroline T., and David Nunan, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hills Inc, 2006), p.59.

<sup>27</sup> Slattery, Mary and Jane Willis, *English for Primary Teachers*, (Oxford: Oxford University Press, 2003), p. 45.

<sup>28</sup> Smaldino, Sharon E., et.al, *Instructional Technology & Media for Learning*, (Jakarta: Kencana, 2011), p. 368.

video recorder is effective to record students' performance, such as debate, speech, discussion, or role play. It is important to evaluation section, both evaluations by the students themselves or by teacher. In teaching vowels, video can be used to show students the correct position of vocal apparatus in pronouncing vowels, or explain how vowels sounds are produced. After watching the videos, the students will be able to move their vocal apparatus correctly in pronouncing vowels sounds. After that, the teacher can ask the students to record their close face while they pronouncing English words.<sup>29</sup>

#### **4. Factors Influencing Student's Achievements in Studying Vowels**

Generally, there are two main factors that influence the result of study; they are internal factors and external factors. Specifically, internal factors can be divided into mental factors and physiological factors. Meanwhile, external factors consist of environmental factors and instrumental factors.<sup>30</sup>

---

<sup>29</sup> Celce-Murcia, Marianne, et. Al, *Teaching Pronunciation: a Reference for Teachers of English to Speakers of Other Language*, (Cambridge: Cambridge University Press, 1996), p. 314.

<sup>30</sup> Purwanto, Ngalim, *Psikologi Pendidikan*, (Bandung: Rosdakarya, 2013), p.103.

Internal factors are factors that influence students' learning process which come from an individual or the students themselves. They consist of physiological factors and mental factors. Physiological factors are factors that can be considered from the physiological condition of the students, such as the five senses, parts of the body, shape of the body, neural condition, and other physiological condition. These factors have an important role to a student in learning process. The better physiological condition of a student, the better learning output of the study. Students with less developed physiological condition or students with special needs require different treatment with students which have normal physiological condition. For example, blind students can't use visual aids in teaching learning process, although for other students, visual aids can be very helpful to understand the material. That is explanation of physiological factors. Now we are going to the mental factors. There are several mental factors that influence output of the learning. They are intelligence, attention, motivation, cognitive, affective, and psychomotor capability, and student's personality. Intelligence will determine students' capability. Not all of the students master mathematics or foreign language well, but some of them are good in art or musical lessons. In this case, intelligence also determines students' interest. Once a student has interest in one subject, automatically their intrinsic motivation in learning that

subject will increase. Repetition also can encourage motivation. The more students do something, the stronger their motivation to learn it.<sup>31</sup>

The next factors are external factors. External factors are factors that influence students' learning process and come from outside of students' individual personality. External factors consist of environmental factors and social factors. Environmental factors consist of natural and social condition. Natural condition is the condition of nature, comprise of weather, climate, temperature, and place and time of study. If the environment meets students' comfort, learning process can be more effective. Some countries that have four seasons in a year, such as Japan and Korea, have summer and winter holidays to the students. The temperature in the middle of summer is too high for the students to study. Vice versa, the temperature in the middle of winter is too cold for the students to study. This condition will make students pay less attention to the study. So, they will not master the material well. The next factors are social factors. Factors that belong to social factors are family environment, school environment, and society and culture environment. Family, as we know, is the first environment for a child. Rearing pattern of a family has a big role to students' success in learning. Home condition also affects students' learning process. Financial capability of a family also determines students' learning process. School environment will

---

<sup>31</sup> Irham, Muhammad and Novan Ardy Wiyani, *Psikologi Pendidikan: Teori dan Aplikasi dalam Proses Pembelajaran*, (Jogjakarta: Arruz Media, 2014), p.126.

support students' learning process. If the condition of school environment is good, students can enjoy their learning, so they will understand the material better. School environment comprises of the condition of school building, teachers, and friends. Society environment (such as organization that a student joined, social status, mass media, and social habit) can influence students' learning. For example, if a student joins social organization in his/her environment, he/she will be more active in learning.<sup>32</sup>

Internal factors and external factors, both of them are important to support students' learning achievements. They couldn't be separated. External factors, especially environments, have influence towards internal factors, especially personality, and vice versa. In one hand, two students who have the same intelligence, for example, will show different learning achievements if they are raised in different environment. On the other hand, two students who are raised in the same environment, but have different intelligence, also will get different achievement. The relation between internal and external factors could be said as the multiplication, not addition. Students' achievements in learning are the result of internal factors multiplied by external factors. The result will build a good students. In

---

<sup>32</sup> Ula, S. Soimatul, *Revolusi Belajar*, (Yogyakarta: Ar-ruz, 2013), p. 25.

conclusion, two of the factors are both needed and should be considered.<sup>33</sup>

From the explanation above, it could be concluded that both internal and external factors are important to determine students' achievements. Internal and external factors should be developed in balance, so students could achieve the best result in their study.

## **5. Teaching Young Learners**

In teaching vowels for young learners, the strategies and the approach used are different from teaching vowels for adults. It caused by children's characteristic of learning. Not like adults, children construct knowledge from actively interacting with the physical environment in developmental stages. They learn through their own individual actions and exploration. They can't just sit and hear, or concentrate to the same activity for a long time. The activity of learning must be various and not boring. Teaching learning process should be attractive for them, and involve not only auditory, but also visual and kinesthetic activity. They also still have a lack of previous knowledge. That's the reason why the teacher couldn't force the material to them. The material should be flexible and brought to the line of their prior knowledge. The condition of students should be considered too. The teacher should make sure whether the students are

---

<sup>33</sup> Baharuddin, *Psikologi Pendidikan Refleksi Teoretis terhadap Fenomena*, (Yogyakarta: Ar-ruz Media, 2010), p.72.



ready to learn or not. Innovative and interactive methods are required and would be suitable to teach them.<sup>34</sup>

Actually, the most important function of education to young learners is to make them become more qualified to solve the problems and help them to face the future. Young learner is in an important stage in their life. They would bring what they get in this stage to the future. Teacher's methods to educate them should cover the differences among the students. Teacher's way of teaching the students would have a big role to help young learners in mastering the materials.<sup>35</sup>

Young learner is defined as a student in the age of 7 – 12 years old. Children in these ages usually study in Elementary schools. This period is very important in children's development. In Elementary schools, children are learning about basic knowledge, and in this stage, children develop their ability and enrich their prior knowledge to help them study in the next level of education. Young learner is different from adults. However, young learner is more considerable and developed than very young learner (under 7). In teaching learning

---

<sup>34</sup> Shin, Joan Kang, *Teaching English to Young Learners*, (Baltimore County: University of Maryland, without year), p.3.

<sup>35</sup> Prawira, Purwa Atmaja, *Psikologi Pendidikan dalam Perspektif Baru*, (Yogyakarta: Ar-ruz Media, 2014), p. 208.

process, young learner is tend to be more concentrate and can do the task well-regularly.<sup>36</sup>

In the age 7 – 12, children enter concrete operational stage. In this stage, children's egocentric is decreasing. They are able to think objectively, and understand others' feeling. In this stage, children are able to think logically about complicated enough things which served concretely (can be reached by five senses). However, the capacity of young learner is different from adults.<sup>37</sup>

Sometimes young learners tend to be lazy and passive in the class. They are also looked not very enthusiastic in joining the class. This condition happens because they feel that the subject or the environments are strange for them. To solve this problem, teachers should make sure that the students are well engaged with the class. Teachers should build students' curiosity about the subjects. Teachers could give a short introduction about the subject to the students, and then ask the students elaborate the material more. By this way, the teacher would gain three important ways to make the students become active, they are: team building, using students'

---

<sup>36</sup> Shin, ....p. 4.

<sup>37</sup> Saminanto, *Ayo Praktek PTK*, (Semarang: Rasail, 2010), p. 19.

background knowledge, and involving students in the learning activities.<sup>38</sup>

Here is the table that distinguishing very young learners and young learners:<sup>39</sup>

**Table 2.4**  
**Characteristics of Young Learners**

Very young learners (under 7)	Young learners (7 – 12)
<ul style="list-style-type: none"> <li>a) Acquire through hearing and experiencing lots of English</li> <li>b) Unconsciously learning while they are playing</li> <li>c) Like to play with sounds, imitating, and making funny noises</li> </ul>	<ul style="list-style-type: none"> <li>a) Are learning to read and write</li> <li>b) Are growing as thinkers</li> <li>c) Can differ the real and the imaginary</li> <li>d) Can plan and organize how to do something</li> <li>e) Can work in team</li> </ul>

---

<sup>38</sup> Siberman, Mel, *Active Learning: 101 Strategi Pembelajaran Aktif*, (Yogyakarta: Pustaka Insan Madani, 2009), p. 40.

<sup>39</sup> Shin, ..., p. 4.

d) Can't organize their learning	f) Responsible to their duties
e) Can't read or write in L1	
f) Their grammar will develop gradually	

From the table above, it could be inferred that young learners tend to be active and love to do exploration. Their learning activity should accommodate their interest. Teacher should give many variation to prevent them from boredom. So, they would experience many thing to enrich their knowledge.

### **C. Action Hypothesis**

Hypothesis is an assumption that possibly true or false. Hypothesis is a provisional answer to the problem of the research, theoretically it is considered possibly or highest the level of its truth. It is provisional truth determined by researcher that should be tested and proved, because the hypothesis of the provisional answer. It must be proved through investigation or analysis of the data to receive the proof whether the hypothesis can be accepted or not rejected. In

Classroom Action Research design, hypothesis is analytical to check or prove the methods will be used in teaching learning process.<sup>40</sup>

From the problem faced and the methods used, the researcher formulated action hypothesis as below:

1. Students' average score is equal or more than 75 (minimum standard score) after being taught to pronounce long and short vowels using Graphonics methods.
2. 80% students get score equal to or higher than minimum standard score after being taught to pronounce long and short vowels using Graphonics methods.

---

<sup>40</sup>Rahman, Musthofa, dkk., *Pedoman Penulisan Skripsi FITK-2014*, (Semarang: Fakultas IlmuTarbiyah dan Keguruan IAIN Walisongo, 2014), p.14.

## CHAPTER III

### RESEARCH METHODS

This chapter consists of research method including design, setting, subjects and data of the research. This chapter also contains cycle of the research, data collection and analysis techniques.

#### **A. Research Design**

In this study, Classroom Action Research (CAR) design was used. Action research is a form of research which was becoming increasingly significant in language education.<sup>1</sup> This research has been defined in a number of different ways. There are three defining characteristics of action research:

1. it is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers,
2. that it is collaborative,
3. and it aims to change things (in this case, the way of teaching).

In this case, the researcher conducted this research as the teacher. Collaborative approach was used using Graphonics Methods, to change the way of teaching pronunciation in the school.

---

<sup>1</sup> Nunan, David, *Research Methods in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 17

## **B. Research Place and Time**

### **1. Research Place**

This research conducted in MI Al-Khoiriyyah 1 Semarang. It is located on Jl. Bulustalan IIIB, South Semarang Subdistrict, Semarang City. This school consists of 3 classes for 3<sup>rd</sup> until 6<sup>th</sup> grade (3A, 3B, 3C, 4A, 4B, 4C, 5A, 5B, 5C, 6A, 6B, and 6C), and 2 classes for 1<sup>st</sup> and 2<sup>nd</sup> grade (1A, 1B, 2A, and 2B).

The reason of choosing this school as the place of this research was because the characteristics of this school. MI Al-Khoiriyyah is a modern Islamic school. In this school, foreign language learning is well-encouraged by the management. Not only encouraged English learning, but this school also encouraged other foreign languages learning, such as Japanese and Arabic, in extracurricular agendas.

The reason for choosing 4<sup>th</sup> graders to be the object of this research is, because the students in this age are tend to have more spirit and more attention to learn, in this case is to learn English as foreign language. The research was conducted with class 4A, based on Mrs. Dewi, an English teacher of MI Al Khoiriyyah I Semarang's recommendation.

### **2. Research Time**

This research was conducted in 4 weeks, from the 2<sup>nd</sup> week of January 2015 until the 5<sup>th</sup> week of January 2015. During the research time, 3 meetings with the students were held.

The first week was used to observe students' ability in pronouncing English words, and to check students' comprehension in pronouncing long and short vowels. So, the data about students' pre ability in pronouncing English vowels, especially in long and short vowels was gotten.

The second and third week was used to teach long & short vowels using graphonics methods. English words contain long & short vowels were given to the students, and the patterns of vowel rules were introduced. Tests were given to the students about long & short vowels to check whether the students understood the rules or not.

The last week was used to analyze the data and make a research report.

### **C. Research Objects and Collaborators**

#### **1. Research Objects**

The objects of this research are students in the fourth grade (Class IV A) of MI Al-Khoiriyyah 1 Semarang in the academic year of 2014/2015. The reason of choosing them was because they came from various family background (financially and educationally), and they had various motivation and background knowledge of English. The other reason for the researcher choose 4th graders to be the object of this research is, because the students in this age are tend to have more spirit and more



attention to learn, in this case is to learn English as foreign language. So, the research was conducted with them.

## 2. Research Collaborators

The collaborator in this research was Mrs. Dewi Amalia, S.Pd., English teacher of MI Al-Khoiriyyah 1 Semarang, especially class IV A, and Mrs. Siti Muthiah, guardian teacher of class IV A. The school's stakeholder such as the principal, named Mr. Bukhori also became the research collaborator. The researcher asked their help to organize the students, analyze the data, and motivate the students. So, the result of this study was less subjective. Beside that, the permission of research collaborator to conduct the research was very important.

## D. Cycles of the Research

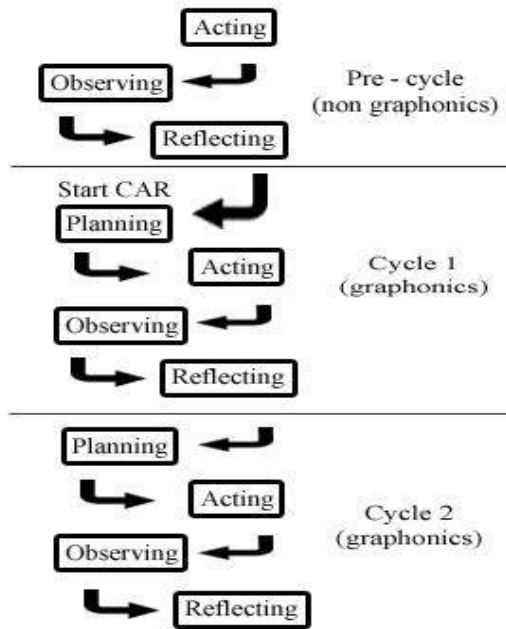
This research was conducted for two cycles and one pre-cycle. Pre-cycle was used to observe students' ability in pronouncing long and short vowels. The first and second cycle was used to teach the pattern of long & short vowels.

Kurt Lewin model was used in conducting the cycles. According to this model, there are 4 components of action research: planning, acting, observing, and reflecting.<sup>2</sup> Those components could be simplified by this diagram:

---

<sup>2</sup> Kusumah, Wijaya & Dedi Dwigatama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: Indeks Penerbit, 2010), p. 20.

**Chart 3.1**  
**Cycles of the Research**



The sequences of each cycle are:

1. Cycle plan

In planning stage, a lesson plan was made and teaching material was prepared.

2. Cycle action

In acting stage, teaching learning process was conducted. English words were given to the students, and they recognized the vowel patterns using graphonics methods.

### 3. Cycle observation

In observing stage, students' progress during the teaching learning process was monitored. During this observation, the data were collected.

### 4. Reflection

In reflection stage, the data gotten during the cycle were analyzed. Then, what would be done in the following step was determined.

## **E. Data Collection Technique**

During this research, the data were collected by using:

### 1. Observation

The researcher observed English teaching learning process in the class, the ability of the students and their motivation towards English. Open observation method was used in conducting the observation. According to this method, the observer uses a piece of paper to take note about process observed.<sup>3</sup> During the observation, important point such as teacher's question, task giving, teacher's performance, and students' feedback and their mistakes were noted. This observation was done in pre-cycle.

---

<sup>3</sup> Hopkins, David, *Panduan Guru Penelitian Tindakan Kelas*, (Jogjakarta: Pustaka Pelajar, 2011), p. 152.

## 2. Tests

There were two kinds of tests used: Preliminary-test and tests. Preliminary-test was given in the pre-cycle, before teaching the students using graphonics methods. Tests were given after giving the material to the students. Tests were given in each cycle, by giving 10 words contain short/long vowels (the words were different from the words given in pre test), and the students were asked to read them.

## F. Data Analyzing Technique

### 1. Collecting the data

In step of collecting the data, the data from the participants (in this case, the students) was collected. The data were taken from the test, both preliminary-test and tests.

### 2. Analyzing the data

The data collected from the students after doing the test was analyzed. For pronunciation, each number valued score 8.

Here is the table of scoring guidance used:

**Table 3.1**  
**Scoring of Students' Pronunciation**

Number of correct pronunciation	Score
1	8
2	16
3	24
4	32

5	40
6	48
7	56
8	64
9	72
10	80

Besides students' achievements of pronunciation, students' engagement in joining the class also measured. To measure students' engagement, this guidance was used:

**Table 3.2**  
**Scoring of Students' Engagement**

No.	Criteria	Score
1.	Very active	16-20
2.	Active	11-15
3.	Less active	6-10

**Total score: Engagement + oral test**

3. Data Interpretation

After getting the scores of the students, data interpretation was made based on the table below:

Total Score interval	Category	Meaning
88 – 100	A	Excellent
75 – 87	B	Good
< 75	C	Fail

The scoring and category of the score was adapted from school's regulation.

### **G. Indicators of Achievement**

This study said to be success if the research objectives' indicators were reached. In this research, indicators of achievements were stated as below:

1. Students' average achievement in English are equal to or higher than minimum score established by the school (75).
2. Students reach the minimum score (75) are equal to or higher than 80% of total students in the research.

## **CHAPTER IV**

### **DATA DESCRIPTION AND ANALYSIS**

This chapter discusses about profile of MI al-Khoiriyah, data description, data analysis per cycle, and final data analysis. This chapter also contains of discussion and limitation of the research.

#### **A. Profile of MI al-Khoiriyah 1 Semarang**

MI al-Khoiriyah 1 Semarang is an Islamic Private Elementary School located in Jl. Bulustalan IIIA/ 235 South Semarang Subdistrict, Semarang City. This school contains of 17 classes, 3 classes for each grade, except for grade 1 (2 classes). MI al-Khoiriyah 1 Semarang has 325 students and 32 teachers.

The vision of this school is “Having a good behavior and a good quality in science and technology”. The missions of this school are:

1. Growing knowledge, comprehension, and experience towards the Holy Koran and Hadith in order to be a good human.
2. Giving examples to the students in taking steps, talking, and worshipping God according to the Holy Koran and Hadith.
3. Conducting effective learning and counseling in order to help the students to grow optimally with their potential.
4. Growing superiority spirit intensively towards all of school’s components.
5. Encouraging and helping students to know their potential in order to growing optimally.

6. Applying participative management involving all of school's members.
7. Provisioning and getting the students ready in maintaining Islamic religion.
8. Provisioning and getting the students ready in involving in society.

MI al-Khoiriyyah 1 Semarang uses KTSP curriculum in teaching learning process. However, in its implementation there are some improvisations on it, such as in developing the material and assessment.

MI al-Khoiriyyah 1 Semarang is a modern Islamic school. In teaching learning process, the teachers not only give the knowledge to the students, but also teach respect and honor to other people, especially the older ones.

As a modern school, MI al-Khoiriyyah 1 Semarang enthusiastically encourages the students in English and Arabic learning. Many activities are conducted to support English and Arabic learning, from intra curricular activities until extra curricular activity. Sometimes, this school invites native speaker to the school, to assist teaching learning process.

There are 32 teachers in MI al-Khoiriyyah 1 Semarang. Two of them are English teachers. Here is the profile of English teachers in MI al-Khoiriyyah 1 Semarang:



No	Name	Age	Background of Education	Long of Teaching MI Khoiriyyah 1 SMG	Grade to Teach
1	Dewi Amalia, S.Pd.	31 years old	S1 English Department UNNES	5 years	1, 3, 4, 5 grades
2	Dodi, S.Pd	35 years old	S1 English Department UNNES	7 years	2, 6 grades

## B. Data Description

According to Oxford Learners' Pocket Dictionary, the word "data" means information or facts to be analyzed.<sup>1</sup> Data here was the recording of students' pronunciation of English words. After conducting the research, the data were gotten. The data were taken from the students during the research, since the preliminary observation, first cycle, and second cycle.

The data were gotten from students' preliminary test and tests in each cycle. Tests were conducted in each cycle. Meanwhile, in preliminary observation, the data were used as a pre test to measure

---

<sup>1</sup> *Oxford Learners' Pocket Dictionary*, (Oxford: Oxford University Press, 2008), p.113.

students' ability in pronouncing long and short vowels. The standard minimum score was 75.

There were 15 students participated in the research. Each student was labeled by a code as below:

**Table 4.1**  
**List of Students' Code**

No	Name	Students' Code
1	Ahmad Nadhif S. S.	A – 1
2	Ahmad Shalahuddin Hafidz	A – 2
3	Andika Saputra M.	A – 3
4	Arrashindy Hayyu Nafiar	A – 4
5	Azzam Sabili Hasa	A – 5
6	Danityas Rochmawati	A – 6
7	Faiza Faqih Ahmad Rydho	A – 7
8	Khumaira Qolbi Aurelia	A – 8
9	M. Ainun Najib Mubarak	A – 9
10	M. Syahrul Romadhon	A – 10
11	Mirza Husain Ashari	A – 11
12	Muhammad Faishol Hilmi	A – 12
13	Naila Salma Hanan	A – 13
14	Nasywa Syiham	A – 14
15	Pranoto Bagus Panuntun	A – 15

The data would be described in International Phonetics Alphabets (IPA) transcription. IPA transcription was chosen to make easy in describing the data in this report. Meanwhile, other data, such as photos would be enclosed in this report.

### **C. Data Analysis per Cycle**

The data gotten would be analyzed per cycle. It was done to make easy in describing the implementation of graphonics methods in teaching learning process and students' improvements in pronouncing long and short vowels after being taught using graphonics methods.

#### **1. Pre – cycle**

##### **a. Situation in English teaching learning process.**

Pre – cycle was conducted on Monday, January 12<sup>th</sup> 2015 at 13.00 – 14.00. In pre – cycle meeting, English teaching learning process was observed. In this meeting, graphonics method was not implemented yet. The teacher used conventional method, which is using students' workbook (LKS). The teacher asked students to read the questions in students' workbook and correct students' pronunciation if they did a mistake. Unfortunately, the students still made the similar mistakes.

Besides using students' workbook, the teacher also used songs to enrich students' vocabulary and gained their attention. The students paid attention better when the teacher

using songs in teaching learning process. That's why the teacher often used songs as ice breaker activity.

Besides the teaching learning process, the condition of the class was also being observed. The size of the class was big enough, about 7 x 7 meters. The class consisted of 15 students, so the condition of teaching learning process was comfortable both for the teacher and the students.

Facilities of the class were also complete enough. There was a desktop computer and speaker, and an LCD to support visual and auditory learning. The arrangement of students' seat was not boring, since the students change their position in every week.

b. Students' achievements in pre – cycle.

Since the condition of the class was conducive a good teaching learning process, but it was not maximal yet to enhance students' ability in mastering the lessons well, in this case, English. Some students were easy to be bored and some others were talkative.

In the last half hour in pre – cycle meeting, a test was given to the students. They were asked to read 20 English words contained long and short vowels. For each correct answer, the students would get score 5. The total score of the students was calculated using the formula below:

<p><b>Total Score : <math>\Sigma</math> correct answers x 5</b></p> <p><b>Percentage of correct answers : <u><math>\Sigma</math> correct answers</u> x 100%</b></p> <p><b>20</b></p>
--

In fact, the data gotten from pre – cycle showed that the students were not able to pronounce English vowels well. Below is a table to simplify the data gotten in pre – cycle:

**Table 4.2**  
**Students’ Achievement of Pre - Cycle**

No	Students’ code	Total Score	Percentage of correctness	Letter Score	Category
1	A – 1	30	30%	C	Fail
2	A – 2	40	40%	C	Fail
3	A – 3	25	25%	C	Fail
4	A – 4	30	30%	C	Fail
5	A – 5	40	40%	C	Fail
6	A – 6	35	35%	C	Fail
7	A – 7	35	35%	C	Fail
8	A – 8	35	35%	C	Fail
9	A – 9	10	10%	C	Fail
10	A – 10	55	55%	C	Fail
11	A – 11	40	40%	C	Fail
12	A – 12	30	30%	C	Fail
13	A – 13	35	35%	C	Fail

14	A – 14	40	40%	C	Fail
15	A – 15	25	25%	C	Fail

From the table above, we can see the students' ability in pronouncing English words. No one of them reached the standard minimum score (75). The average of students' achievements was 31 (31%). The lowest score was 10, and the highest score was 55. It can be concluded that the students had a problem in pronouncing English words, especially in pronouncing long and short vowels. That's why a research should be conducted to cope with this problem, since pronunciation is an important thing to help the students using English as a means of communication. In this case, graphonics method was chosen to be implemented in the research.

## 2. Cycle 1

The first cycle of this research was conducted on Monday, January 19<sup>th</sup> 2015. The implementation of Graphonics methods in this meeting was taught in long & short vowels. There were 4 steps in conducting the first cycle, they were planning, acting, observing, and reflecting.

### a. Planning

There were some things done in planning stage, they were:

- 1) Preparing lesson plan to be used in the meeting, including teaching learning design, choosing method and technique used, and teaching materials. In 1<sup>st</sup> cycle, graphonics methods and drill technique were chosen to empower teaching learning process.
- 2) Preparing tests to the students. Oral test were used in this cycle, by giving 10 words to be read by the students.
- 3) Preparing media to teach. The use of media was very important to gain students' attention and to support teaching learning process, and data collection. To teach, slides of material was chosen, and to make documentation, digital camera, sound and video recorder were chosen.

b. Acting

There were some things done in acting stage, they were:

- 1) Delivering the materials to the students. Students were taught how to recognize and read English vowels using graphonics method.
- 2) Giving the tests to the students. Test given after delivering the materials to the students.

- 3) Collecting the data. Students' pronunciations when did the tests were recorded. This data would be analyzed in reflecting stage.

c. Observing

There were 2 aspects monitored in this stage:

- 1) Students' attention and participation in learning.

While conducting teaching learning process, students' attention and participation were observed. Open observation method was used in conducting the observation. Observation was done by the researcher and the collaborators. After the teaching learning process, the results were being discussed.

In beginning, students were still confused with the methods, since the methods were new to them. But, after several examples, they were begun to understand. Some of them (60%) paid attention to the material, but some of them (40%) ignored the teacher and didn't pay attention to the material. They played by themselves, and day dreamed. They sometimes paid attention, and sometimes didn't pay attention.



2) Students' achievements.

After learning long & short vowels using Graphonics methods, test was given. Students were asked to read 10 words contained long & short vowels. Students were called one by one, than the pronunciation was recorded.

There was a significant increase of students' achievements from preliminary test, as simplified in the table below:

**Table 4.4**  
**Students' achievements in Cycle 1**

No	Students' code	Score of Pronunciation	Score of Engage-ment	Total Score	Letter Score	Category
1	A - 1	40	10	50	C	Failed
2	A - 2	40	20	60	C	Failed
3	A - 3	32	10	42	C	Failed
4	A - 4	40	15	55	C	Failed
5	A - 5	48	20	68	C	Failed
6	A - 6	40	15	55	C	Failed
7	A - 7	40	10	50	C	Failed
8	A - 8	40	15	55	C	Failed
9	A - 9	40	10	50	C	Failed
10	A - 10	24	10	34	C	Failed

11	A – 11	32	15	47	C	Failed
12	A – 12	40	20	60	C	Failed
13	A – 13	40	15	55	C	Failed
14	A – 14	40	20	60	C	Failed
15	A – 15	24	10	34	C	Failed

d. Reflecting

From the table above, it seemed that no one had passed the test yet. The average score was 51.6. The minimum score was 34, and the maximum score was 68. There was an increment from the pre-test average score that was 31 become 51.6. It could be concluded that graphonics methods was effective to teach long & short vowels in this cycle. However, the average score was still below minimum standard score. So, second cycle would be conducted.

3. Cycle 2

The second cycle of this research was conducted on Monday, January 26<sup>th</sup> 2015. The implementation of Graphonics methods in this meeting was continued in teaching long & short vowels. There were 4 steps in conducting the first cycle, they were planning, acting, observing, and reflecting.

a. Planning

There were some things done in planning stage, they were:

- 1) Preparing lesson plan to be used in the meeting, including teaching learning design, choosing method and technique used, and teaching materials. In 2<sup>nd</sup> cycle, graphonics methods and drill & chain drill technique were chosen to empower teaching learning process.
- 2) Preparing tests to the students. Test in cycle 2 use the same technique as test in cycle 1.
- 3) Preparing media to teach. Slides of material were chosen, and to make documentation, digital camera, sound and video recorder were chosen.

b. Acting

There were some things done in acting stage, they were:

- 1) Delivering the materials to the students. Students were taught how to recognize and read English vowels using graphonics method.
- 2) Giving the tests to the students. Test given after delivering the materials to the students.

- 3) Collecting the data. Students' pronunciations when did the tests were recorded. This data would be analyzed in reflecting stage.

c. Observing

There were 2 aspects monitored in this stage:

- 1) Students' attention and participation in learning.

The method of observation was the same as which had been done the first cycle. Observation was done by the researcher and the collaborators, English teacher (Mrs. Dewi), and guardian teacher (Mrs. Muthiah).

In second cycle, percentage of students who paid attention to the teacher increased became 80%. The students paid better attention to the teacher, and they were more actively involved in the class.

More about the result of this observation would be explained in discussion section.

- 2) Students' achievements in pronouncing the words.

After learning long & short vowels using Graphonics methods, test was given. Students were asked to read 10 words contained long & short vowels. Students were called one by one. Then, the pronunciation was recorded.

**Table 4.5**  
**Students' achievements in Cycle 2**

No	Students' code	Score of Pronunciation	Score of Engagement	Total Score	Letter Score	Category
1	A – 1	56	15	71	C	Failed
2	A – 2	80	20	100	A	Excellent
3	A – 3	72	15	87	B	Good
4	A – 4	72	15	87	B	Good
5	A – 5	80	20	100	A	Excellent
6	A – 6	80	15	95	A	Excellent
7	A – 7	72	15	87	B	Good
8	A – 8	80	15	95	A	Excellent
9	A – 9	56	10	66	C	Failed
10	A – 10	72	15	87	B	Good
11	A – 11	72	15	87	B	Good
12	A – 12	64	20	84	B	Good
13	A – 13	64	15	79	B	Good
14	A – 14	64	20	84	B	Good
15	A – 15	40	10	50	C	Failed

d. Reflecting

From the table above, it seemed that there were 3 students (20%) failed the tests. 4 students got A (90 – 100), and 8 students got B (90-100), and 3

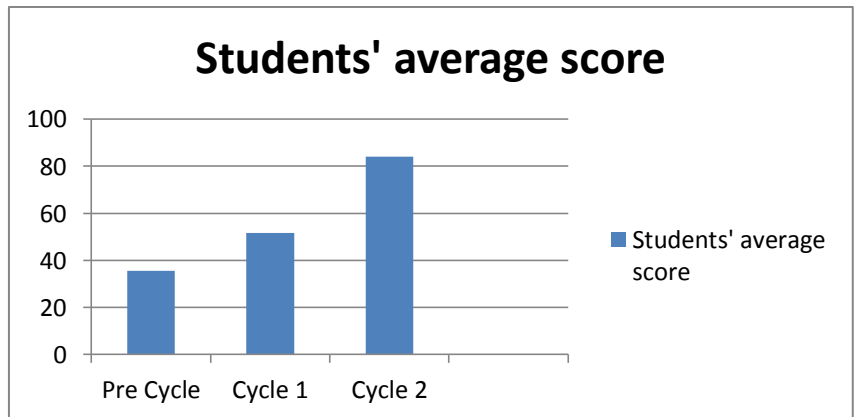
students failed in the test .The average score was 83.9. The minimum score was 50, and the maximum score was 100. There was an increment of the scores, from 51.6 become 83.9. It could be concluded that graphonics methods was effective to teach long & short vowels. And because of the score that was higher than minimum standard score, the problem of teaching short and long vowels was solved.

#### **D. Final Data Analysis**

In final data analysis would be shown the summary of students' improvements during the study.

Since pre test until test in the second cycle, increment of students' average score was shown as below:

**Chart 4.1**  
**Students' Average Score Increment**



Students' average score in pre cycle test was 35.6. In the first cycle, the average score increased 20.6 point became 51.6. This score hadn't met the minimum standard score yet (75). Therefore, second cycle was conducted. Students' average score increased 32.3 point became 83.9. So, the objectives were reached.

In this study, the score was not only gained from students' ability in pronouncing vowels, but also their engagement during teaching learning process. Their engagement was measured from their behavior during the class. Behavioral definition here should be objective and unambiguous.<sup>2</sup>

Objective here means in the sense that they refer to some observable aspects of the individual's behavior. For example, yelling and striking are observable aspects (indicators) of aggressive behavior. Day dreaming, talking with friends, yawning, or playing with stationery are the indicators of boredom.

Unambiguous, from a scientific perspective, will ensure that our measurements of the behavior are relatively consistent over time and across settings. Unambiguous here means that the indicators are clearly defined. For instance, yelling defined as a loud vocalization that continues for more than 5 seconds and can be heard outside a closed door. Striking might be defined as a rapid arm or leg movement that results in physical contact. Yawning is opening the mouth widely and breathing in deeply. Day dreaming could be defined as thinking

---

<sup>2</sup> Powell, Rusell A., *Introduction to Learning and Behavior*, (2005, USA: Cengage Learning), p.59

something (in this case not related to the lesson) deeply with empty eye sight without considering his/her environment.

For students' achievements in pronouncing, score 8 was given for each correct pronunciation. For students' achievements in engagement, score was given based indicators below:

**Table 4.6**  
**Engagement Guiding Indicators Table**

<b>No</b>	<b>Category</b>	<b>Score</b>	<b>Indicators</b>
1	Very Active	16 – 20	<ol style="list-style-type: none"> <li>1. Paying attention to the teacher</li> <li>2. Doing the task correctly, rapidly and enthusiastically</li> <li>3. Offering help to the teacher in preparing the lesson</li> <li>4. Being a pioneer in answering question from the teacher</li> </ol>
2	Active	11 – 15	<ol style="list-style-type: none"> <li>1. Paying attention to the teacher</li> <li>2. Doing the task correctly and rapidly</li> <li>3. Answering questions from the teacher when he/she is pointed</li> </ol>
3	Less Active	6 – 10	<ol style="list-style-type: none"> <li>1. Day dreaming or doing something else</li> <li>2. Talking with friends or disturbing other students</li> <li>3. Doing the task slowly</li> </ol>



## E. Discussion

In this section, students' engagements and achievements would be discussed. Students' progress in joining teaching learning process also would be explained.

The study of learning is concerned with how organisms come to behave in new ways.<sup>3</sup> Before graphonics method was implemented, the students try to guess the way of pronouncing an English word by treating it as the same with pronouncing Indonesian words, or using their prior knowledge. If the word was familiar to them, they could pronounce it, and vice versa. Sometimes the students asked the teacher how to pronounce some certain words, but they forgot it. The students also felt unconfident to pronounce English words. They were afraid of making mistakes and felt ashamed to the teacher and their friends.

After graphonics method was implemented, the students considered vowel rules, and they felt easier and more confident to pronounce English words, even if the words were unfamiliar with them. The change of this behavior delivered the students to an improvement of their study.

In general, students' improvements in their achievements can be simplified by this table:

---

<sup>3</sup> Catania, Charles, *Learning*, (USA: Prentice-Hall, 1979), p.

	Preliminary (non graphonics)	C1 (Graphonics)	C2 (Graphonics)
Pronunciation improvements	31	37.3	68.3
Engagements improvements	-	14.3	15.6
Total Score Average	31	51.6	83.9

Graphonics is a method that encourages learner centered education. Learner centered education emphasizes the importance of paying careful attention to the prior knowledge, existing skills, cultural differences, attitudes, and beliefs that learners bring to the educational environments.<sup>4</sup> Those aspects are very important in supporting students' learning motivation and their achievements, too. Students in the class came from various social backgrounds. They had various prior knowledge, too. It could be shown from the result of the test that was not homogenous.

In preliminary research, students' engagements were less. When the teacher explained the material, there were some students talking with other, or doing something else, such as playing with his/her stationery, day dreaming, or writing something in the book.

---

<sup>4</sup> Kaufeldt, Martha, *Begin with the Brain*, (California: Corwin, 2010), p.3

When teacher used song as an ice breaker, the students involved more, they sang the song with the teacher, but there were still some students keeping quiet.

When preliminary test was conducted, the teacher called the students one by one. Some students were enthusiastic and were not shy when they pronounced the words, but some students even refused to be recorded. They spoke slowly. And when one student came forward, the other students made a noisy in the class.

Before graphonics method was implemented in teaching learning process, students' prior knowledge about pronouncing English words were still lack. They might be correct when they pronounced familiar word such as "blue" or "pen", but when they pronounced strange word (for them) such as "luck", most of them made a mistake.

Moreover, some students thought that English is difficult. It would make the students become more difficult in learning English, because mindset and motivation can influence the learning output. Then, their achievements would not be maximal.

The environmental supports also determined students' cognitive competence. If the environmental supports responsible for establishing cognitive competence are removed, one should not be surprised that intelligence suffers.<sup>5</sup> In the following cycle, that was the first cycle, graphonics method was introduced to the students. They

---

<sup>5</sup> Bjorklund, David F., *Children's Thinking: Developmental Function and Individual Differences*, (California: Wadsworth, Inc., 1989), p. 246

were asked to pay attention to the vowel rules. When vowel rules were explained, they were looked a little confused, because they had only a little of prior knowledge about English Orthography. The introduction of English vowels symbol was connected with their prior knowledge. How to pronounce the vowel, for instance, were introduced in their native language (Indonesian language, Javanese language). For example, when introducing the vowel /ɛ /, the word “korek” in Indonesian were used as a prior example. Then, English words were given, and how the vowel /ɛ / appears in the words also explained.

By connected the material with their prior knowledge, the knowledge of the students about English vowels was increased. They also understood the material well. The students can pronounced English vowels better than before.

To enhance their understanding and ability in pronouncing vowels, drill technique were used. A set of words were given to the students, and they were asked to pronounce them. Some students pronounced the words loudly, but some students didn't. When a student pronounced the words, some students were making the class noisy. It was disturbing. Therefore, grouping them was a better solution to set the class.

When test was conducted, their confidence was increased. They were not shy, but some students didn't be careful in pronouncing the words given, they made several mistakes.

In the following cycle, students were easier in understanding vowel rules. By graphonics method, they can memorize the rules

better, but still, several students were not be careful in pronouncing the words given.

Through some exercise, they could pay attention better. Rewards and punishments were given to the students who pronounced English well and those who didn't pay attention to the way of pronunciation.

In second cycle, they self-awareness also increased. So did their enthusiasm. They even asked what would be learnt that day. They paid more attention when the materials were explained. They still made a noise, but it was still related to the material. For instance, before they asked to read the words in the slide, they tried to pronounce it as their own, rapidly and loudly. Fortunately, they were quiet when the teacher asked their attention. Their awareness of vowel rules was better than before. They could remind their friends who made mistakes, and they could correct their own mistakes. They spoke more loudly then in the first cycle. It meant that their confidents also increased. They also paid more attention then before. Therefore, there still a little number of students who were busy with their own business.

In test of second cycle, their achievements were increased. They looked more enthusiastic in pronouncing English words. Even when they made a mistake, they correct it by themselves rapidly.

The improvements of students' achievements were affected by some factors. The main factor was the method, which was graphonics method. The simplicity of this method eased the students to recognize the pattern of vowels that occurred in English words. So, they could

understand how to pronounce English words better than before they used graphonics methods.

Students' conditions also determine learning output. The use of visual aids and explanation of the teacher will be in vain if the students can't see or hear well. Their positive feelings and motivations also need to elevate their achievements of learning. It can be concluded that both physics and physiologist are important to gain knowledge. It is in line with God's words in the Holy Koran chapter an-Nahl verse 78 as below:<sup>6</sup>

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا

وَجَعَلَ لَكُمْ السَّمْعَ وَالْأَبْصَرَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ



It is He who brought you forth from the wombs of your mothers when ye knew nothing; and He gave you hearing and sight and intelligence and affections: that ye may give thanks.<sup>7</sup>

---

<sup>6</sup> Yayasan Penyelenggara Penterjemah al-Qur'an (transl), *Al-Qur'an dan Terjemahnya 30 Juz*, (Jakarta: Qomari, 2007), p. 375.

<sup>7</sup> Ali, Abdullah Yusuf, *The Holy Quran (Koran)*, (Riyadh: King Fahd Holy Quran Printing Complex, 1987),p.128.

The other factors were the competence of the teacher and the students. Teacher and the style of teaching, can't be apart of the existence of learning aids in the class. School that had enough learning aids, and added with the competency of the teacher in delivering the material and using the learning aids, would ease and fasten students' learning process.<sup>8</sup> The more teacher's competence owned, the more students' achievements gotten.

The teacher had not been familiar with the graphonics method before, and once graphonics method was implemented, the teacher and the students became familiar with this method, and they could apply this method better than before.

The next factor was the facility. As mentioned in observation report, there were many facilities in the class to support teaching learning process. Judicious use of audio visual materials is necessary to avoid repetition, boredom, and sameness in teaching.<sup>9</sup> In delivering materials using Graphonics methods, slides of material were used. So, students paid better attention to the teacher and the material.

The increment of students' achievements was better in cycle 2 (increase 32, 3 points than cycle 1) than in cycle 1 (increase 16 points than in preliminary). It was because of in cycle 2, students were familiar better with graphonics method than in cycle 1. Their prior

---

<sup>8</sup> Purwanto, Ngalim, *Psikologi Pendidikan*, (Bandung: Remaja Rosdakarya, 1984), p.105

<sup>9</sup> Ediger, Marlow and Digurmati Bhaskara Rao, *Effective Schooling*, (New Delhi: Discovery, 2010), p.25

knowledge and their motivation were also better than in cycle 1 and preliminary cycle.

From the description of teaching learning process during the research above, it could be concluded that graphonics methods were effective to be implemented in teaching pronunciation, especially long and short vowels.

## **F. Limitation of the Research**

The limitations of this research were:

### 1. Time of the research

This research was conducted to solve only the specific problem, which was to facilitate students' pronunciation in long and short vowels using Graphonics methods. The solution of general problem in students' pronunciation was not included in this research. So, the result of this study only solved that specific problem.

Furthermore, this research was conducted to make a final project, as a partial requirement for the degree of bachelor of education in English Education Department, so the time to conduct this research was limited for three weeks (for one preliminary cycle and two cycles).

### 2. Indicators of Achievements

Indicators of achievements in this research were students reach standard minimum score (75) and the amount



of students reach standard minimum score was equal to or more than 80% of total students.

This study only emphasized in the use of certain method (graphonics methods) in teaching learning process. To reach 100% of salvation the problem, other factors that influenced students' learning achievements such as teacher competence, facilities, media, and students' raw input should be considered too.

### 3. Score Analysis

This research was using descriptive statistics to analyze the data. The statistic analysis here was only to help the researcher in analyze the data simply quantitatively (using mean, min, and max), despite the data was not only quantitative, but also qualitative. Therefore, the result of data analysis here should be starting point only in conducting policy approach (done by school).

## **G. Indicators of Successfulness**

This research was said to be success based on these indicators:

1. Students' average achievement in English was higher than minimum score established by the school (75). In the last cycle (cycle 2) of this research, students' average score was 83.9. It was higher 8.9 point than the minimum score.

2. Students reach the minimum score (75) was 80% of total students in the research. From 15 students, 12 students passed the test, and only 3 students failed the test.

## **CHAPTER V**

### **CONCLUSION**

This chapter contains of conclusion of the study's results and some suggestions.

#### **A. Conclusions**

After this research completed, it could be concluded as below:

1. The implementation of Graphonics methods in teaching pronouncing English words, especially long and short vowels was simple and effective. Students were given the rules of vowel's emergence in English words, and then apply those rules to pronounce English words. Graphonics methods could be used as an enjoyable and easy method to teach pronunciation to the students.
2. Students' achievements in pronouncing English words contains short and long vowels were increasing significantly after being taught using Graphonics methods. It reveals on students' score that was increasing after learning English vowels using graphonics methods.
3. Students' engagements in joining English lesson using Graphonics methods were high. They were looked very enthusthiatic and their confidence in pronouncing English words increased.

## **B. Suggestions**

Based on the conclusions above, here are some suggestions to the teachers, students, and next researchers:

1. For the teachers
  - a. As a professional, the teachers might choose the proper methods in their teaching. Choosing the right methods might support the learning atmosphere and gain more attention from the students. It could also help the teachers in maintain teaching learning process, from the preparation until assessment stage.
  - b. Graphonics methods could be a reference as an excellent method to teach pronunciation to the students, especially to teach long and short vowels. This method is simple, effective, and easy to be implemented in English words.
  - c. The portion of oral language learning and written language learning should be equal. The teacher might use 50% oral language and 50% written language in the teaching learning process. It could increase students' ability not only in understanding English text, but also in using English as a means of communication.
  - d. In every meeting, the teachers might conduct a test, whether pre-test or post-test. These tests are very important to measure students' ability before and after the learning process, and to monitor students' progress during the semester.

- e. It would be better for the teachers giving homework to the students. Homework would ‘force’ students to study in their home, outside the class.
2. For the students
    - a. Keep spirit in studying English. English is very important nowadays, and the ability in mastering and using it to communicate is a must.
    - b. Enrich knowledge and don’t forget to make the pronunciation better. It would eliminate or minimize misunderstanding between English’ speaker.
  3. For the next researchers
    - a. This research was limited by one pre-cycle and two cycles. To conduct a better research and get the better findings, the research should not be limited by time and cycles. So, the problem in general will be solved more maximally.
    - b. The indicator of achievements of this research was based on standard minimum score of the subject taught. The indicator of achievements in the next research should be higher than standard minimum score, and all of the students should pass the test. Besides, in the next research, other factors than methods, such as teacher’s competence and facilities, should be considered.
    - c. This research used descriptive statistics to analyze the data. The next research should use inferential statistics (using Annova) to find out the variants of the mean of students’

achievements, which have more than 2 variables. Furthermore, it would be better to analyze data quantitatively and qualitatively.

## REFERENCES

- A'yuni, Qurrotul, "The Use of Children Song to Improve Pronunciation Ability (A Classroom Action Research at the 4<sup>th</sup> Grade of SD 05 Kayen – Pati in the Academic Year of 2011/2012)", *Thesis* (Semarang: IAIN Walisongo Semarang, 2011),p. 51
- Ali, Abdullah Yusuf, *The Holy Qur'an (Koran)*, Riyadh: King Fahd Holy Quran Printing Complex, 1987.
- Baharuddin, *Psikologi Pendidikan Refleksi Teoretis terhadap Fenomena*, Yogyakarta: Ar-ruz Media, 2010.
- Bailey, Kathleen M. and Lance Savage (Ed.), *New Ways in Teaching Speaking*, Virginia: TESOL,Inc., 1994.
- Baratashvili, Ina, "Integrated Application of Phonics-Graphonics Methods at a Starter Level of Teaching English to Young Learners" in *International Journal of Arts and Sciences*, Ed.10 Vol. 4. Cumberland: International Journal of Arts and Sciences LCC, 2011.
- Bjorklund, David F., *Children's Thinking: Developmental Function and Individual Differences*, California: Wadsworth, Inc., 1989.
- Boadas, Albert Bastardas I, World Language Policy in the Era of Globalization: Diversity and Intercommunication from the Perspective of

'Complexity', in  
<http://www.gencat.cat/llengua/noves> accessed on  
Tuesday, 18th Nov 2014 at 9.52

Bull, Victoria (ed.), *Oxford Learner's Pocket Dictionary (Fourth Edition)*, Oxford: Oxford University Press, 2011.

Catania, Charles, *Learning*, USA: Prentice-Hall, 1979.

Celce-Murcia, Marianne, et al, *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*, Cambridge: Cambridge University Press, 2004.

Connor, J. D. O', *Better English Pronunciation*, Cambridge: Cambridge University Press, 1998.

Differences between Written and Spoken Language, in  
<http://www.omniglot.com/writing/writingvspeech.htm>,  
accessed on Tuesday, 18<sup>th</sup> Nov 2014 at 10.00

Ediger, Marlow and Digumarti Bhaskara Rao, *Effective Schooling*, New Delhi: Discovery, 2010.

Gilbert, Judy B., *Clear Speech: Pronunciation and Listening Comprehension in North American English*, Cambridge: Cambridge University Press, 2005.

Hopkins, David, *Panduan Guru Penelitian Tindakan Kelas*, Jogjakarta: Pustaka Pelajar, 2011.



- Ismail S.M., *Strategi Pembelajaran Agama Islam Berbasis PAIKEM: Pembelajaran Aktif, Inovatif, Kreatif, Efektif, dan Menyenangkan*, Semarang: RaSAIL Media Group, 2011.
- Irham, Muhammad and Novan Ardy Wiyani, *Psikologi Pendidikan: Teori dan Aplikasi dalam Proses Pembelajaran*, Jogjakarta: Arruzz Media, 2014.
- Johnston, Rhona & Joyce Watson, *The Effect of Synthetic Phonics Teaching on Reading and Spelling Attainment*, Edinburgh: Scottish Executive Education Department, 2005.
- Justice, Paul W., *Relevant Linguistics: an Introduction to the Structure and Use of English for Teachers*, Stanford: CSLI Publication, 2004.
- Juwariyah, *Hadis Tarbawi*, Yogyakarta: Teras, 2010.
- Kaufeldt, Martha (ed.), *Begin with the Brain: Orchestrating the Learner-centered Classroom*, USA: Corwin, 2010.
- Khon, Abdul Majid, *Hadis Tarbawi: Hadis – Hadis Pendidikan*, Jakarta: Prenadamedia Group, 2012.
- Kusumah, Wijaya & Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, Jakarta: Indeks Penerbit, 2010.

- Linse, Caroline T., *Practical English Language Teaching: Young Learners*, New York: McGraw-Hill ESL/ELT, 2006.
- Morley, Joan (Ed.), *Pronunciation Pedagogy and Theory*, Alexandria: TESOL, Inc, 1994.
- Nisa, Siti Khoirun Mustainatun, “Improving Students’ Pronunciation of Affricate Sounds through Minimal Pair Drill (A Classroom Action Research at 5<sup>th</sup> Grade of SDN Sendangmulyo in the Academic Year 2009/2010)”, *Thesis*, (Semarang: IAIN Walisongo Semarang, 2010), p.45.
- Nunan, David, *Research Methods in Language Learning*, Cambridge: Cambridge University Press, 1992.
- Powell, Russell A., *Introduction to Learning and Behavior, Fourth Edition, International Edition*, Wadsworth: Cengage Learning, 2005.
- Prawira, Purwa Atmaja, *Psikologi Pendidikan dalam Perspektif Baru*, Yogyakarta: Ar-ruz Media, 2014.
- Purwanto, Ngalim, *Psikologi Pendidikan*, Bandung: Rosdakarya, 2013.

- Rahman, Musthofa, dkk., *Pedoman Penulisan Skripsi FITK-2014*, Semarang: Fakultas Ilmu Tarbiyah dan Keguruan IAIN Walisongo, 2014.
- Ramelan, *English Phonetics*, Semarang : UPT Unnes Press, 2003.
- Rogerson, Pamela and Judy B. Gilbert, *Speaking Clearly: Pronunciation and Listening Comprehension for Learners of English*, Cambridge: Cambridge University Press, 2004.
- Saminanto, *Ayo Praktik PTK*, Semarang: Rasail, 2010.
- Shin, Joan Kang, *Teaching English to Young Learners*, Baltimore County: University of Maryland, without year.
- Siberman, Mel, *Active Learning: 101 Strategi Pembelajaran Aktif*, Yogyakarta: Pustaka Insan Madani, 2009.
- Slattery, Mary and Jane Willis, *English for Primary Teachers*, Oxford: Oxford University Press, 2003.
- Smaldino, Sharon E., *Instructional Technology & Media for Learning: Teknologi Pembelajaran dan Media untuk Belajar*, Jakarta: Kencana, 2012.
- Suyadi, *Panduan Penelitian Tindakan Kelas: Buku Panduan Wajib bagi Para Pendidik*, Jogjakarta: Diva Press, 2012.

Ula, S. Soimatul, *Revolusi Belajar*, Yogyakarta: Ar-ruz, 2013.

Wikipedia.org/phonics.html accessed on Wed, 19th Nopember 2014 at 14.16

Wikipedia.org/pronunciation.html accessed on Wed, 19th Nopember 2014 at 14.20

Yayasan Penyelenggara Penterjemah al-Qur'an (transl), *Al-Qur'an dan Terjemahnya 30 Juz*, Jakarta: Qomari, 2007.

## **Lesson Plan**

School	: MI al-Khoiriyyah 1 Semarang
Class/Semester	: IV A/2
Subject	: English
Meeting	: 1 <sup>st</sup>
Skill focus	: Speaking (Pronunciation)
Material	: Long & Short Vowels 1
Time allocation	: 2 x 35 Minutes

### **A. Core Competence**

1. Setting a high value and comprehend fully on his/ her embranced religion
2. Setting a high value and comprehend honesty, discipline, responsibility, care (tolerance, mutual assistance), good manners, confidence in the interaction of social and natural environment within reach off the association and existance effectively.
3. Understanding and applying (factual, conceptual, and procedural) knowledge based on the curiosity of science, technology, art, culture related to phenomena and concrete event.

4. Using, serving, and reasoning concretely (using, describing, arranging, modifying, and making) and abstract domain (writing, reading, counting, and composing) based on what have been learnt at school and other resources with the same theories/ point of view).

Basic Competence	Indicators
1.1 Honoring and respecting the teacher during the learning process.	1.1.1 Listening to the teacher and actively involved to the process of studying.
2.1 Developing and showing honesty, careness, politeness and responsible attitude in doing transactional communication.	2.1.1 Understanding the pattern of long & short vowels. 2.1.2 Responding to the words using long & short vowels.
3.4 Understanding way and fact needed to express their daily activity.	3.4.1 Responding to the pattern of long & short vowels. 3.4.2 Recognizing the kinds of long & short vowels and their implementation. 3.4.3 Pronouncing long & short vowels.
4.1 Interrupting transactional conversation with	4.1.1 Pronouncing the expression which contain long & short vowels.

various expression to clarify, confirm, or change the topic of the conversation through writing and speaking activity.	4.1.2 Responding to the expression which contain long & short vowels.
--	---

## 5. Learning Aim

By the end of the lesson though graphonics drill and chain drill, students have been able to understand the kinds and pronunciation of long & short vowels, and pronouncing words contain long & short vowels correctly.

## 6. Teaching Material

### SHORT & LONG VOWELS I

No	Vowel	As in	Pattern	Spelling	Examples
1	/æ/	/cat/	CVC	C-/a/-C	Bag Bad Lag Had Back Tap
2	/ə/	Ago	CVC#	C-/a/e/-C	Singer Dancer Silver Simmer Barber

3	/ɔ /	Hot	CVC	C-/o/-C	Pot Stock Don Cod Pock
4	/ʌ/	Run	CVC	C-/u/-C	Luck Buck Hut Must Bug
5	/ʊ /	Push	CVC	C-/ush/	Bush Push Hush
6	/u:/	June	CVCV	C-/u/-C- /e/	Rule Rude Cute June Tune Flute
7	/ə:/	Her	CVC	C-/er/	Her Fern
8				C-/ur/	Curl Fur Turn Hurt Burn Burst Curb
9	/i:/	See	CVVC	C-/ee/-C	Feet Meet Sheet Street Sheep



					Feel
10	/ɔ :/	saw	CVC	C-/al/	Ball Tall Hall Walk Stalk

## 7. Method

- a. Scientific approach.
- b. Graphonics
- c. Drill & Chain Drill

## 8. Learning Activities

Description of Activity	Time	Interaction Pattern	Sample of Interaction
<b>Pre Activities</b>			
Teacher enters the class and greets students.	5 minute s	T-Ss	- Assalamualaikum Wr. Wb.
Teacher asks students to pray together.			- Good morning, students?
Teacher checks students' attendance			- How are you today?
Teacher informs			- Let's open our class today, by praying together.
			- Who is absent today?
			- Why is he/she absent?
			- Today, we are

the material to students			<i>going to study about long &amp; short vowels.</i>
<b>Main Activities</b>			
<b>Observing</b>			
Teacher shows examples of words contain long & short vowels and asks students to read them (pre-test). Teacher gives the material to the students.	20 minute s	T-Ss	- <i>Students, please look at these words and read it carefully.</i>  - <i>Now, please listen to me. I'll explain about long &amp; short vowels.</i>
<b>Questioning</b>			
Students ask some questions related to the material.	5 minute s	Ss-T	- <i>Is there any question?</i>
<b>Experimenting</b>			
Teacher gives words contains long & short vowels and asks students to read them.	10 minute s	T-Ss	- <i>Ok class, Now, we will do the excercise.</i> - <i>Please read these words correctly!</i>
<b>Associating</b>			
Teacher gives post test to the students.	20 minute s	T-S	- <i>Now, we will have post test about long &amp;</i>

			<p><i>short vowels.</i></p> <p>- <i>Please read these words correctly, remember the pattern!</i></p> <p>- <i>I won't warn you if you do a mistake during the post test, but we will discuss your mistakes after post test!</i></p>
<b>Communicatin g</b>			
Teacher leads the students to read the words	5 minute s	T-Ss	- <i>Now, let's discuss how to read these words!</i>
<b>Post Activities</b>			
Teacher reviews the material that has been taught.	5 minute s	T-Ss	- <i>How about the material today? So far, is there any question?</i>
Teacher closes the class			- <i>Ok, class. Today is the nicest meeting. Thanks for your nice attention. Let's close our class</i>

			<i>today by praying.</i> - <i>The last I say,</i> <i>have a nice day,</i> <i>and</i> <i>Wassalamu'alaik</i> <i>um wr. Wb.</i>
--	--	--	--

## 9. Media

- a. Slide of material
- b. Worksheet

## 10. Assessment

1. Form : Oral test
2. Technique : Students read 10 words contain long & short vowels.
3. Aspects :
  - Engagement
  - Oral test
    - Correctness in pronouncing words.
4. Scoring Guidance :

Engagement	: 20 %
Oral test	: 80 %

- Engagement

No.	Criteria	Score
1.	Very active	16-20
2.	Active	11-15
3.	Less active	6-10

- Oral test

Word number.	Example of word	Criteria	Score
1.	lack	Pronouncing word contains short vowel /æ/ with C-/a/-C pattern correctly.	8
2.	silver	Pronouncing word contains short vowel /ə/ with C-/er/ pattern correctly.	8
3.	stock	Pronouncing word contains short vowel /ɔ / with C-/o/-C pattern correctly.	8
4.	luck	Pronouncing word contains short vowel /ʌ/ with C-/u/-C pattern correctly.	8
5.	bush	Pronouncing word contains short vowel /ʊ / with C-/ush/	8

		pattern correctly.	
6.	rule	Pronouncing word contains long vowel /u:/ with C-/u/-C-/e/ pattern correctly.	8
7.	her	Pronouncing word contains long vowel /ə:/ with C-/er/ pattern correctly.	8
8.	curl	Pronouncing word contains long vowel /ɜ:/ with C-/ur/-C pattern correctly.	8
9.	feel	Pronouncing word contains long vowel /i:/ with C-/ee/-C pattern correctly.	8
10.	hall	Pronouncing word contains long vowel /ɔ :/ with C-/all/ pattern correctly.	8
		<b>Total Score</b>	<b>80</b>

**Total score: Engagement + oral test**

**Scoring guide : Total score**

5. Scoring category :      88 – 100      = A (excellent)  
   75 – 87      = B (good)  
   < 75      = C (failed)

6. Instruments : reading words given by teacher.

Semarang, 19 January 2015.

Known,  
Teacher

Researcher

Dewi, S.Pd.

Tiara Pertiwi

## **Lesson Plan**

School	: MI al-Khoiriyyah 1 Semarang
Class/Semester	: IV A/2
Subject	: English
Meeting	: 2 <sup>nd</sup>
Skill focus	: Speaking (Pronunciation)
Material	: Long & Short Vowels 2
Time allocation	: 2 x 35 Minutes

### **A. Core Competence**

1. Setting a high value and comprehend fully on his/ her embranced religion
2. Setting a high value and comprehend honesty, discipline, responsibility, care (tolerance, mutual assistance), good manners, confidence in the interaction of social and natural environment within reach off the association and existance effectively.
3. Understanding and applying (factual, conceptual, and procedural) knowledge based on the curiosity of science, technology, art, culture related to phenomena and concrete event.



4. Using, serving, and reasoning concretely (using, describing, arranging, modifying, and making) and abstract domain (writing, reading, counting, and composing) based on what have been learnt at school and other resources with the same theories/ point of view).

Basic Competence	Indicators
1.1 Honoring and respecting the teacher during the learning process.	1.1.1 Listening to the teacher and actively involved to the process of studying.
2.1 Developing and showing honesty, careness, politeness and responsible attitude in doing transactional communication.	2.1.1 Understanding the pattern of long & short vowels. 2.1.2 Responding to the words using long & short vowels.
3.4 Understanding way and fact needed to express their daily activity.	3.4.1 Responding to the pattern of long & short vowels. 3.4.2 Recognizing the kinds of long & short vowels and their implementation. 3.4.3 Pronouncing long & short vowels.
4.1 Interrupting transactional conversation with	4.1.1 Pronouncing the expression which contain long & short vowels.

various expression to clarify, confirm, or change the topic of the conversation through writing and speaking activity.	4.1.2 Responding to the expression which contain long & short vowels.
--	---

## 5. Learning Aim

By the end of the lesson though graphonics drill and chain drill, students have been able to understand the kinds and pronunciation of long & short vowels, and pronouncing words contain long & short vowels correctly.

## 6. Teaching Material

### SHORT & LONG VOWELS II

No	Vowel	As in	Pattern	Spelling	Examples
1	/ɛ /	/bed/	CVC	C-/e/-C	Ten Den Men Pen Hen
2				C-/ea/-C	Head Sweat

					Health Read Thread
3	/ə/	ago	CV#	C-/e/#	Simple Maple Apple Marble Jungle
4	/ɪ/	sit	CVC	C-/i/-C	Sin Sit Bid Kin Lip
5	/ʊ /	pull	CVC	C-/ull/	Bull Pull Null Dull
6	/a:/	Arm	CVC	C-/ar/	Car Harm Hard Lark Arm
7	/u:/	Glue	CVV	C-/ue/	Glue Blue Clue Sue Due
8	/i:/	See	CVV#	C-/ee/	See Bee Glee Tree Knee
9				C-/ea/-C	Beat

					Bean Neat Leaf Reach Leap
5	/ɔ :/	sort	CVC	C-/or/	Corn Sort Lord Stork Cord More

## 7. Method

- a. Scientific approach.
- b. Graphonics
- c. Drill & Chain Drill

## 8. Learning Activities

Description of Activity	Time	Interaction Pattern	Sample Interaction
<b>Pre Activities</b>			
Teacher enters the class and greets students.	5 minutes	T-Ss	- Assalamualaikum Wr. Wb. - Good morning, students? - How are you today?
Teacher asks students to pray together.			- Let's open our class today, by praying together.

Teacher checks students' attendance			<ul style="list-style-type: none"> <li>- <i>Who is absent today?</i></li> <li>- <i>Why is he/she absent?</i></li> </ul>
Teacher informs the material to students			<ul style="list-style-type: none"> <li>- <i>Today, we are going to study about long &amp; short vowels.</i></li> </ul>
<b>Main Activities</b>			
<b>Observing</b>			
Teacher shows examples of words contain long & short vowels and asks students to read them (pre-test). Teacher gives the material to the students.	20 minute s	T-Ss	<ul style="list-style-type: none"> <li>- <i>Students, please look at these words and read it carefully.</i></li> <li>- <i>Now, please listen to me. I'll explain about long &amp; short vowels.</i></li> </ul>
<b>Questioning</b>			
Students ask some questions related to the material.	5 minute s	Ss-T	<ul style="list-style-type: none"> <li>- <i>Is there any question?</i></li> </ul>
<b>Experimenting</b>			
Teacher gives words contains long & short vowels and asks students to read them.	10 minute s	T-Ss	<ul style="list-style-type: none"> <li>- <i>Ok class, Now, we will do the exercise.</i></li> <li>- <i>Please read these words</i></li> </ul>

			<i>correctly!</i>
<b>Associating</b>			
Teacher gives post test to the students.	20 minute s	T-S	<ul style="list-style-type: none"> <li>- <i>Now, we will have post test about long &amp; short vowels.</i></li> <li>- <i>Please read these words correctly, remember the pattern!</i></li> <li>- <i>I won't warn you if you do a mistake during the post test, but we will discuss your mistakes after post test!</i></li> </ul>
<b>Communicating</b>			
Teacher leads the students to read the words	5 minute s	T-Ss	- <i>Now, let's discuss how to read these words!</i>
<b>Post Activities</b>			
Teacher reviews the material that has been taught.	5 minute s	T-Ss	- <i>How about the material today? So far, is there any question?</i>
Teacher closes			- <i>Ok, class. Today</i>

the class			<i>is the nicest meeting. Thanks for your nice attention. Let's close our class today by praying.</i> <i>- The last I say, have a nice day, and Wassalamu'alaik um wr. Wb.</i>
-----------	--	--	---

## 9. Media

- a. Slide of material
- b. Worksheet

## 10. Assessment

1. Form : Oral test
2. Technique : Students read 10 words contain long & short vowels.
3. Aspects :
  - Engagement
  - Oral test
    - Correctness in pronouncing words.
4. Scoring Guidance :
  - Engagement : 20 %

Oral test : 80 %

- Engagement

No.	Criteria	Score
1.	Very active	16-20
2.	Active	11-15
3.	Less active	5-10

- Oral test

Word number.	Example of word	Criteria	Score
1.	pen	Pronouncing word contains short vowel /ɛ / with C-/e/-C pattern correctly.	8
2.	head	Pronouncing word contains short vowel /ɛ / with C-/ea/ - C pattern correctly.	8
3.	simple	Pronouncing word contains short vowel /ə/ with C-/e/ pattern correctly.	8
4.	ship	Pronouncing word contains short vowel /ɪ / with C-/i/-C pattern correctly.	8
5.	full	Pronouncing word contains short	8



		vowel /ʊ / with C-/ull/ pattern correctly.	
6.	arm	Pronouncing word contains long vowel /a:/ with C-/ar/- C pattern correctly.	8
7.	clue	Pronouncing word contains long vowel /u:/ with C-/ue/ pattern correctly.	8
8.	glee	Pronouncing word contains long vowel /i:/ with C-/ee/ pattern correctly.	8
9.	leaf	Pronouncing word contains long vowel /i:/ with C-/ea/-C pattern correctly.	8
10.	corn	Pronouncing word contains long vowel /ɔ :/ with C-/or/ pattern correctly.	8
		<b>Total Score</b>	<b>80</b>

**Total score: Engagement + oral test**

**Scoring guide : Total score**

5. Scoring category :
- |          |                 |
|----------|-----------------|
| 88 – 100 | = A (excellent) |
| 75 – 87  | = B (good)      |
| < 75     | = C (failed)    |

6. Instruments : reading words given by teacher.

Semarang, 26 January 2015.

Known,  
Teacher

Researcher

Dewi, S.Pd.

Tiara Pertiwi

## Words Used in Pre-Cycle Test

1. Gap /gæp/
2. Smell /smɛl/
3. Wheat /wi:t/
4. Summer /sʌmə/
5. Marble /ma:bəl/
6. Hit /hɪt/
7. Fog /fɒg/
8. Suck /sʌk/
9. Null /nʊl/
10. Push /pʊʃ/
11. Mark /mɑ:k/
12. Blue /blu:/
13. Mute /mjʊ:t/
14. Germ /dʒɜ:m/
15. Curb /kɜ:b/
16. Tree /tri:/
17. Seen /si:n/
18. Seat /si:t/
19. Hall /hɔ:l/
20. Sort /sɔ:t/

## Words Used in Cycle Tests

### The Cycle 1 Test

1. Lack /læk/
2. Silver /sɪlvə/
3. Stock /stɒk/
4. Luck /lʌk/
5. Bush /bʊʃ/
6. Rule /ru:l/
7. Her /hə:/
8. Curl /kɜ:l/
9. Feel /fi:l/
10. Hall /hɔ :l/

### The Cycle 2 Test

1. Pen /pɛn/
2. Head /hɛd/
3. Simple /sɪmpəl/
4. Ship /ʃɪp/
5. Full /fʊl/
6. Arm /ɑ:m/
7. Clue /klu:/
8. Glee /gli:/
9. Leaf /li:f/
10. Corn /kɜ :n/

## Students' pronunciation in Pre-cycle Test

No	Word	A – 1	A – 2	A – 3	A – 4	A – 5
1	Gap	/gɛ p/	/gæp/	/ga:p/	/gʌ p/	/gæp/
2	Smell	/smɛ l/	/smɪl/	/sme:l/	/smɛ l/	/smɪl/
3	Wheat	/wʌ t/	/wɪt/	/wɛ t/	/whɛ t/	/wɪt/
4	Summer	/sUmɛ r/	/sʌ mə/	/sUmər/	/sʌ mə/	/sʌ mə/
5	Marble	/mæblɛ /	/ma:bəl/	/mʌ rblɛ /	/mʌ rblɛ /	/ma:bəl/
6	Hit	/hɪt/	/hɪt/	/hɪt/	/hʌ It/	/hɪt/
7	Fog	/fɔ g/	/fɔ g/	/fɔ g/	/fɔ g/	/fɔ g/
8	Suck	/sUk/	/sʌ k/	/snUk/	/sUk/	/sʌ k/
9	Null	/nUl/	/nʌ l/	/nUl/	/nUl/	/nʌ l/
10	Push	pUʃ /	/pʌ s/	/pUʃ /	/pUʃ /	/pʌ s/
11	Mark	/mʌ rk/	/ma:k/	/mʌ k/	/ma:k/	/ma:k/
12	Blue	/blu: /	/blu: /	/blu: /	/blu: /	/blu: /
13	Mute	/mUt/	/mUt/	/mɔ Utɛ /	/mUt/	/mUt/
14	Germ	/gɛrm/	/gərm/	/grɛ m/	/grɛ m/	/gərm/
15	Curb	/dʒu:b/	/kʌ rb/	/tʃ rUb/	/kUr/	/kʌ rb/
16	Tree	/trɛ i/	/trɪ/	/trɛ /	/trɪ/	/trɪ/
17	Seen	/se:n/	/sɪn/	/sɛ n/	/sɛ n/	/sɪn/
18	Seat	/set/	/sɪt/	/sʌ t/	/sɛ at/	/sɪt/
19	Hall	/hʌ l/	/hɔ l/	/hʌ l/	/hʌ l/	/hɔ l/
20	Sort	/sort/	/sɔ rt/	/srɔ t/	/sɔrt/	/sɔ rt/

No	Word	A – 6	A – 7	A – 8	A – 9	A – 10
1	Gap	/gɛ p/	/gʌ p/	/gɛ p/	/gɛ p/	/gɛ p/
2	Smell	/smɪl/	/smɛ l/	/smɛ l/	/smɪl/	/smɛ l/
3	Wheat	/whɛ t/	/whɛ t/	/wɪt/	/whɛ t/	/wɪt/
4	Summer	/sʌ mə/	/sʌ mər/	/sʌ mə/	/sʊmər/	/sʌ mə/
5	Marble	/mɛ rbəl/	/mɛ ɪrbəl/	/mɛ rbəl/	/mɛ təl/	/mɛ bəl/
6	Hit	/hɪt/	/hɪt/	/hɪt/	/hɪt/	/hɪt/
7	Fog	/fɒ g/	/fɒ g/	/fɒ g/	/fɒ g/	/fɒ g/
8	Suck	/sʌ k/	/sɒ k/	/sɛ k/	/sʊk/	/sʌ k/
9	Null	/nʌl/	/nʊl/	/nəl/	/nʊ:/	/nʊl/
10	Push	/pʌs/	/pʊʃ /	/pəs/	/pu:s/	/pʌs/
11	Mark	/mʌk/	/ma:k/	/mʌk/	/mʌk/	/ma:k/
12	Blue	/blu:/	/blu:/	/blu:/	/blʊ/	/blu:/
13	Mute	/mʌt/	/mʊt/	/mɛtʃ/	/mʊt/	/mʌt/
14	Germ	/grəm/	/gɛ l/	/grɪm/	/gɛ n/	/grəm/
15	Curb	/krəb/	/cʌ b/	/kə:b/	/cʊb/	/kʌ b/
16	Tree	/tri:/	/trɪ/	/tri:/	/trɪ/	/tri:/
17	Seen	/sɛ n/	/sɛ n/	/ʃ ɪn/	/sɪn/	/si:n/
18	Seat	/sɛ t/	/sɛ t/	/sɪts/	/sɛ t/	/si:t/
19	Hall	/hɛ l/	/hʌ l/	/hɛ l/	/hɛ l/	/sʌ l/
20	Sort	/sɔ :t/	/sɒ t/	/sɒ t/	/sɒ t/	/sɒ t/

No	Word	A – 11	A – 12	A – 13	A – 14	A – 15
1	Gap	/gɛ p/	/gɛ p/	/gʌ p/	/gɛ p/	/gɛ p/
2	Smell	/smɛ l/	/smɛ l/	/smɪt/	/smɛ l/	/smɛ l/
3	Wheat	/whɛ t/	/whɛ t/	/wɪt/	/wɪt/	/hɛ t/
4	Summer	/sʌ mə/	/sʌ mə/	/sʌ mə/	/sʌ mə/	/sɪmə/
5	Marble	/ma:bəl/	/mʌ rbəl/	/mɛ bɛ l/	/mɛ bə/	/mɛ rɪə/
6	Hit	/hɪt/	/hɪt/	/hɪt/	/hɪt/	/hɪt/
7	Fog	/fɔ g/	/fɔ g/	/fɔ g/	/fɔ g/	/fɔ g/
8	Suck	/sʌ k/	/sʌ k/	/sʌ k/	/sʌ k/	/sɪk/
9	Null	/nʊl/	/nʊl/	/nʊl/	/nʊl/	/nʊl/
10	Push	/pʌ s/	/pʌ s/	/pʌ s/	/pʌ s/	/pʊʃ /
11	Mark	/mʌ k/	/mʌ rk/	/ma:k/	/ma:k/	/mʌ k/
12	Blue	/blu:/	/blu:/	/blu:/	/blu:/	/blʊk/
13	Mute	/mʌ t/	/mʌ t/	/mɔ t/	/mʌ t/	/mʌ tə
14	Germ	/grʊm/	/grʊm/	/gɛ m/	/grɛ m/	/grɛ b/
15	Curb	/skrʌ b/	/crʊb/	/krʊb/	/kʌ b/	/cʊb/
16	Tree	/tri/	/tri/	/tri/	/tri/	/tri/
17	Seen	/si:n/	/si:n/	/si:n/	/si:n/	/si:n/
18	Seat	/ʃ ɛ t/	/si:t/	/si:t/	/ʃ ɪt/	/si:t/
19	Hall	/hɛ l/	/hʌ l/	/hʌ l/	/hɔ l/	/hʌ t/
20	Sort	/srɔ t/	/sɔ rt/	/ʃ ɔ t/	/ʃ ɔ t/	/sʊt/

## Students' pronunciation in the Cycle 1 Test

No	lack	silver	stock	luck	bush
A – 1	/læk/	/sɪlvə/	/skɔ n/	/lʊk/	/bʊʃ /
A – 2	/lɛ k/	/sɪlvə/	/stɔ k/	/lʊk/	/bʊʃ /
A – 3	/lɛ k/	/sɪlvə/	/stɔ k/	/lʊk/	/bʊʃ /
A – 4	/læk/	/sɪlvə/	/stɔ k/	/lʊk/	/bʌ s/
A – 5	/lʌ k/	/sɪlvə/	/stɔ k/	/lʌ k/	/bʌʃ /
A – 6	/læk/	/sɪlvə/	/stɔ k/	/lɔ k/	/bʌʃ /
A – 7	/lɛ k/	/sɪlvə/	/stɔ k/	/lʊk/	/bʊʃ /
A – 8	/lʌ k/	/sɪlvə/	/stɔ k/	/lʌ k/	/bʌ s/
A – 9	/lʌ ks/	/sɪlvə/	/stɔ k/	/lʊks/	/bʊʃ /
A – 10	/lʌ k/	/sɪlvə/	/stɔ k/	/lʊk/	/bʌ s/
A – 11	/lʌ k/	/sɪlvə/	/stɔ k/	/lɔ k/	/bʊs/
A – 12	/lʌ k/	/sɪlvə/	/stɔ k/	/lʌ k/	/bʌ s/
A – 13	/læk/	/sɪlvə/	/stɔ k/	/lʌ k/	/bʌ s/
A – 14	/lʌ k/	/sɪlvə/	/stʌ k/	/lʌ k/	/bʌ s/
A – 15	/læk/	/ssilə/	/stɔ k/	/lʊk/	/bɛ s/



No	rule	her	curl	feel	hall
A – 1	/rɛ l/	/hɛ r/	/kʊr/	/fi:l/	/hɔ :l/
A – 2	/rʌ l/	/hɛ r/	/kʌ r/	/fi:l/	/hɔ :l/
A – 3	/rʊɪɛ /	/.../	/crʊl/	/fɛ l/	/hɔ :l/
A – 4	/rʊɪɛ /	/hɛ r/	/kərs/	/fi:l/	/hɔ :l/
A – 5	/ru:l/	/hɛ r/	/kʊr/	/fi:l/	/hʌ l/
A – 6	/rɔ l/	/hə:/	/kʌ r/	/fɛ l/	/hɛ l/
A – 7	/rəl/	/hɛ r/	/kə:r/	/fi:l/	/hɛ l/
A – 8	/ru:l/	/hɛ r/	/kər/	/fi:l/	/hɛ l/
A – 9	/ru:l/	/hɛ r/	/kʊr/	/fɛ l/	/hɔ :l/
A – 10	/rəl/	/hɛ r/	/kər/	/fi:l/	/hɛ l/
A – 11	/ru:l/	/hər/	/kʌ r/	/fi:l/	/həl/
A – 12	/rʌ l/	/hə:/	/kʌ r/	/fɛ l/	/hɔ :l/
A – 13	/rʌ l/	/hɛ r/	/ka:r/	/fi:l/	/hɛ l/
A – 14	/rə:l/	/hə:/	/kə:l/	/fi:l/	/həl/
A – 15	/rʊɪɛ /	/hə:/	/cʊr/	/fəl/	/hɛ l/

## Students' Pronunciation in The Cycle 2 Test

No	Pen	head	simple	Ship	full
A – 1	/pɛ n/	/hɛ d/	/sɪm...plə/	/sɛ ɪp/	/fʊl/
A – 2	/pɛ n/	/hɛ d/	/sɪmpəl/	/ʃ ɪp/	/fʊl/
A – 3	/pɛ n/	/hæd/	/sɪmpəl/	/ʃ ɪp/	/fʊl/
A – 4	/pɛ n/	/hɛ d/	/sɪmpəl/	/ʃ ɪp/	/fɔ ʊl/
A – 5	/pɛ n/	/hɛ d/	/sɪmpəl/	/ʃ ɪp/	/fʊl/
A – 6	/pɛ n/	/hɛ d/	/sɪmpəl/	/ʃ ɪp/	/fʊl/
A – 7	/pən/	/hɛ d/	/sɪmpəl/	/ʃ ɪp/	/fʊl/
A – 8	/pɛ n/	/hɛ d/	/sɪmpəl/	/ʃ ɪp/	/fʊl/
A – 9	/pɛ n/	/.../	/sɪmpɛ l/	/sɪp/	/fʊl/
A – 10	/pɛ n/	/hɛ d/	/sɪmpəl/	/ʃ ɪp/	/fɔ ʊl/
A – 11	/pɛ n/	/hɛ d/	/sɪmpəl/	/ʃ ɪp/	/fʌ l/
A – 12	/pɛ n/	/hɛ d/	/sɪmpəl/	/.../	/fʊl/
A – 13	/pɛ n/	/hɪd/	/sɪmpəl/	/ʃ ɪp/	/fʌ l/
A – 14	/pən/	/hɪd/	/sɪmpəl/	/ʃ ɪp/	/fʊl/
A – 15	/pɛ n/	/hɪl/	/sɪm...plɛ /	/ʃ ɪp/	/fʌ l/

No	Arm	Clue	Glee	Leaf	Corn
A – 1	/a:m/	/klu:/	/glɛ :/	/li:f/	/kɔ :n/
A – 2	/a:m/	/klu:/	/gli:/	/li:f/	/kɔ :n/
A – 3	/a:m/	/klu:/	/gli:/	/li:f/	/kɔ :n/
A – 4	/a:m/	/klu:/	/gli:/	/li:f/	/kɔ :n/
A – 5	/a:m/	/klu:/	/gli:/	/li:f/	/kɔ :n/
A – 6	/a:m/	/klu:/	/gli:/	/li:f/	/kɔ :n/
A – 7	/a:m/	/klu:/	/gli:/	/li:f/	/kɔ :n/
A – 8	/a:m/	/klu:/	/gli:/	/li:f/	/kɔ :n/
A – 9	/a:m/	/klu:/	/gli:/	/li:f/	/kɔ :n/
A – 10	/a:m/	/klu:/	/gli:/	/li:f/	/kɔ :n/
A – 11	/a:m/	/klu:/	/gli:/	/li:f/	/kɔ :n/
A – 12	/a:m/	/klu:/	/gli:/	/lɛ f/	/kɔ :n/
A – 13	/a:m/	/klu:/	/gli:/	/li:f/	/kɔ :n/
A – 14	/a:m/	/klu:/	/gli:/	/li:f/	/kɔ :n/
A – 15	/a:m/	/klu:/	/glɛ /	/ləf/	/kɔ :n/

## Student's Assessment Sheet

No : 4  
Name : Arrashindy Hayyu Hafiar

### Pre-Cycle

1. /gʌp/ x
2. /smɛl/ ✓
3. /whɛt/ x
4. /sʌmə/ ✓
5. /mʌrblɛ/ x
6. /hʌɪt/ x
7. /fɔg/ ✓
8. /sʊk/ x
9. /hʊl/ ✓
10. /pʊs/ ✓
11. /mɑ:k/ ✓
12. /blu:/ ✓
13. /mʊt/ x
14. /grɛm/ x
15. /kʊr/ x
16. /trɪ/ x
17. /sɛn/ x
18. /sɛat/ x
19. /hʌl/ x
20. /sɔrt/ x

Number of correct pronunciation: 7

Score : 35 (C)

## Student's Assessment Sheet

No : 7

Name : Faiza Faqih Ahmad Rydho

Pre-Cycle

1. /gʌp/ x
2. /smɛl/ ✓
3. /whɛt/ x
4. /sʌmər/ x
5. /mɛɪrbəl/ x
6. /hɪt/ ✓
7. /fɔg/ ✓
8. /sɔk/ x
9. /nʊl/ ✓
10. /pʊs/ ✓
11. /mɑ:k/ ✓
12. /blu:/ ✓
13. /mʊt/ x
14. /gɛl/ x
15. /æb/ x
16. /tɪ/ x
17. /sɛn/ x
18. /sɛt/ x
19. /hʌl/ x
20. /sɔt/ x

Number of correct pronunciation: 7

Score

: 35 (C)

## Student's Assessment Sheet

No : 11

Name : Mirza Husain Ashafi

### Pre-Cycle

1. /gɛp/ x
2. /smɛl/ ✓
3. /whɛt/ x
4. /sʌmə/ x
5. /mɑ:bəl/ ✓
6. /hɪt/ ✓
7. /fɔg/ ✓
8. /sʌk/ ✓
9. /nʊl/ ✓
10. /pʌs/ x
11. /mʌk/ x
12. /bluː/ ✓
13. /mʌt/ x
14. /grʊm/ x
15. /skrʌb/ x
16. /trɪ/ x
17. /sɪn/ x
18. /sɛt/ x
19. /hɛl/ x
20. /tɛs/ x

Number of correct pronunciation: 8

Score : 40 (c)

## Student's Assessment Sheet

No : 15

Name : Pranoto Bagus Panuntun

Pre-Cycle

1. /gɛp/ x
2. /smɛl/ v
3. /hɛt/ x
4. /sɪmə/ x
5. /mɛrlə/ x
6. /hɪt/ v
7. /fɔg/ v
8. /sɪk/ x
9. /nɒl/ v
10. /pʊs/ v
11. /mʌk/ x
12. /blʊk/ x
13. /mʌtə/ x
14. /grɛb/ x
15. /cʊb/ x
16. /brɪ/ x
17. /sɛt/ x
18. /sɪt/ x
19. /hʌt/ x
20. /sʊt/ x

Number of correct pronunciation: 5

Score : 25 (c)

## Student's Assessment Sheet

No : 1  
Name : Ahmad Madhif S.S.

### Cycle 1

1. /læk/ ✓
2. /sɪlvə/ ✓
3. /skɒn/ ✗
4. /lʊk/ ✗
5. /bʊs/ ✓
6. /rɛl/ ✗
7. /hɜr/ ✓
8. /kʊr/ ✗
9. /fi:l/ ✓
10. /hɔ:l/ ✓

### Engagement

- : - day dreaming
- keep silent when practice
- leave the seat & walk in the class (10)

Number of correct pronunciation: 5 (40)

Total Score : 50 (100)



## Student's Assessment Sheet

No : 6

Name : Danityas Rochmawati

Cycle 1

1. /læk/ -v
2. /sɪlvə/ v
3. /stɔk/ v
4. /læk/ v
5. /bʌs/ x
6. /rɔl/ x
7. /hə:/ v
8. /kʌr/ x
9. /fɛl/ x
10. /hɛl/ x

Engagement

: - did not want to speak aloud  
- paid attention well  
- did not disturb others  
(15)

Number of correct pronunciation: 5 (40)

Total Score : 55 (C)

## Student's Assessment Sheet

No : 8  
Name : Khumaira Qolbi Aurelia

### Cycle 1

1. /lʌk/ x
2. /sɪlvə/ ✓
3. /stɔk/ ✓
4. /lʌk/ ✓
5. /bʌs/ x
6. /ru:l/ ✓
7. /hɛr/ x
8. /kær/ x
9. /fi:l/ ✓
10. /hɛl/ x

### Engagement

- Paid attention well
  - Sometimes talk with friends
  - Speak loud enough
- (15)

Number of correct pronunciation: 5 (40)

Total Score : 55 (C)

## Student's Assessment Sheet

No : 13

Name : Naila Salma Hanan

### Cycle 1

1. / ɪæk / ✓
2. / sɪlvə / ✓
3. / stɔk / ✓
4. / ɪlk / ✓
5. / bɪs / ✗
6. / rɪl / ✗
7. / hɛr / ✗
8. / kə:r / ✗
9. / fi:l / ✓
10. / hɛl / ✗

### Engagement

- sometimes talk with friends
  - quiet when teacher explain
  - do the task well
- (15)

Number of correct pronunciation: 5 (40)

Total Score : 55 (C)

## Student's Assessment Sheet

No : 2  
Name : Ahmad Shalahuddin Hafidz

### Cycle 2

1. / pʌn / ✓
2. / hɛd / ✓
3. / sɪmpəl / ✓
4. / sɪp / ✓
5. / fʌl / ✓
6. / a:m / ✓
7. / klʌs / ✓
8. / glɪs / ✓
9. / li:f / ✓
10. / kɔ:n / ✓

### Engagement

- offer help to the teacher in preparing LCD
  - enthusiastic in listening the material
  - do the task well
- (20)

Number of correct pronunciation: 10 (80)

Total Score : 100 (A)

## Student's Assessment Sheet

No : 10

Name : M. Syahrul Romadhon

### Cycle 2

1. /pɛn/ ✓
2. /hɛd/ ✓
3. /sɪmpat/ ✓
4. /sɪp/ ✓
5. /fɔʊ/ ✗
6. /a:m/ ✓
7. /klu:/ ✓
8. /gli:/ ✓
9. /li:f/ ✓
10. /kɔ:n/ ✓

Engagement

- sometimes talk to friend
  - speak loud
  - do the task well
- (15)

Number of correct pronunciation: 9 (72)

Total Score : 87 (B)

## Student's Assessment Sheet

No : 12

Name : M. Faishol Hilmi

Cycle 2

1. / pɛn / ✓
2. / hɛd / ✓
3. / sɪmpəl / ✓
4. / - / ✗
5. / pʊl / ✓
6. / aɪm / ✓
7. / klʊː / ✓
8. / ɡliː / ✓
9. / ɪɛp / ✗
10. / kɔːn / ✓

Engagement

- offer help in preparing LCD
  - do the task well
  - pay attention to the teacher
- (70)

Number of correct pronunciation: 8 (64)

Total Score : 84 (83)

## Student's Assessment Sheet

No : 14  
Name : Masywa Syiham

Cycle 2

1. /pən/ x
2. /hɪd/ x
3. /sɪmpəl/ ✓
4. /sɪp/ ✓
5. /fʌl/ ✓
6. /a:m/ ✓
7. /klʌ:/ ✓
8. /glɪ:/ ✓
9. /li:f/ ✓
10. /kɔ:n/ ✓

Engagement

- pay attention
  - offer help to the teacher
  - speak aloud
- (20)

Number of correct pronunciation: 8 (64)

Total Score : 84 (B)

## Documentation



Students asked a question



Students practiced in group



Presenting the material



Doing the test





KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI WALISONGO  
SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Alamat: Jl. Prof. Dr. Hamka Telp/ Fax (024) 7601295, 7615387

Nomor : In.06.3/J4/PP.00.9/5359/2014

Semarang, 13 November 2014

Lamp :-

Hal : Penunjukan Pembimbing Skripsi

Kepada Yth

1. Dr. H. Raharjo, M.Ed.
2. Dra. Hj. Ma'rifatul Fadhillah, M.A.

di tempat

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Tadris Bahasa Inggris, maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama : Tiara Pertiwi Adiputri

NIM : 113411089

Judul : "The Use of Graphonics Methods to Facilitate Students' Ability in Pronouncing Long & Short Vowels (A Classroom Action Research with 4th Graders of MI Al-Khoiriyyah I Semarang in the Academic Year of 2014/2015)"

dan menunjuk Bapak Dr. H. Raharjo, M.Ed. dan Ibu Dra. Hj. Ma'rifatul Fadhillah, M.A sebagai pembimbing.

Demikian atas kerja sama yang diberikan, kami ucapkan terima kasih.

A.n. Dekan,

Ketua Jurusan Tadris Bahasa Inggris



Tembusan:

1. Dekan Fakultas Tarbiyah IAIN Walisongo (sebagai laporan)
2. Mahasiswa yang bersangkutan
3. Arsip



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 024-7601295 Fax. 7615387

No : In.06.3/D.I/TL.00/0023/2015

Semarang, 5 Januari 2015

Lamp : 1 bendel (proposal)

Hal : **Mohon Izin Riset**

A.n : Tiara Pertiwi Adiputri

NIM : 113411089

KepadaYth :  
Kepala MI al-Khoiriyyah 1 Semarang  
di Semarang

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami nadapkan mahasiswa :

Nama : Tiara Pertiwi Adiputri

NIM : 113411089

Alamat : Jl. Lemah Gempal HIB/604 Semarang

Judul : "The Use of Graphonics Methods to Facilitate Students' Ability in Pronouncing Long & Short Vowels ( A Classroom Action Research with 4<sup>th</sup> Graders of MI al-Khoiriyyah 1 Semarang in the Academic Year of 2014/2015)"

Pembimbing : 1. Dr. Raharjo, M.Ed.St.  
2. Dra. Ma'rifatul Fadhilah, MA.

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon diberi ijin riset selama 1 bulan terhitung pada 12 Januari 2015 s/d 8 Februari 2015.

Demikian atas perhatian dan kerjasama Bapak kami sampaikan terima kasih.  
Wassalamu'alaikum Wr. Wb.



Tembusan :  
Dekan Fakultas Ilmu Tarbiyah dan Keguruan IAIN Walisongo Semarang



**YAYASAN PENDIDIKAN ISLAM AL KHOIRIYAH SEMARANG**  
Badan Hukum : SK Menteri Hukum dan HAM RI No. AHU-143.01.04, Tahun 2011  
**MADRASAH IBTIDAIYAH AL KHOIRIYAH 1**  
**STATUS TERAKREDITASI A**

Jl. Bulu Stalan IIIA No. 253 Semarang 50246 Telp 024 - 3550238 Fax. 024-3581133  
website: www.alkhoiriyyah.sch.id, email: alkhoiriyyah36@gmail.com

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN**

Nomor: 23/SK/MI-1-d/1/2015

Yang bertanda tangan di bawah ini, Kepala Madrasah Ibtidaiyyah Al Khoiriyyah I Kecamatan Semarang Selatan Kota Semarang menerangkan bahwa :

Nama : Tiara Pertiwi Adiputri  
Tempat, tanggal lahir : Semarang, 14 Oktober 1992  
NIM : 113411089  
Perguruan Tinggi : UIN Walisongo Semarang  
Fakultas : Ilmu Tarbiyah Dan Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul Skripsi : " The Use of Graphonics Methods to Facilitate Students Ability in Pronouncing long & Short Vowels ( A Classroom Action Research with 4<sup>th</sup> Graders of MI Al Khoiriyyah 1 Semarang in the Academic Year of 2014/2015 ) "

Telah melaksanakan penelitian/riset di MI Al Khoiriyyah 1 Semarang dalam rangka pembuatan skripsi sejak tanggal 12 Januari s/d 26 Januari 2015.

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 27 Januari 2015

Kepala MI Al Khoiriyyah 1 Semarang ,



Tembusan :

1. Ketua YPI Al Khoiriyyah
2. Kabag. Pendidikan
3. Arsip



TRANSKRIP KO-KURIKULER

NAMA : Tiara Pertiwi Adiputri  
NIM : 113411089

No.	Nama Kegiatan	Jumlah Kegiatan	Nilai Kum.	Presentase
1	Aspek Keagamaan dan Kebangsaan	7	15	9.74 %
2	Aspek Penalaran dan Idealisme	25	82	53.25 %
3	Aspek Kepimpinan dan Loyalitas terhadap Almamater	15	35	22.73 %
4	Aspek Pemenuhan Bakat dan Minat Mahasiswa	6	12	7.79 %
5	Aspek Pengabdian Kepada Masyarakat	5	10	6.49 %
	<b>Jumlah</b>	58	154	100.00 %

Predikat : (Istimewa/Baik Sekali/Baik/Cukup)

Semarang, 25 Februari 2015  
A.n. Dekan,  
Wakil Dekan Bidang  
Kemahasiswaan dan Kerjasama

Dr. H. Fatah Syukur, M.Ag.  
NIP: 19681212 199403 1 003

2



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
**PUSAT PENGEMBANGAN BAHASA**  
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185  
email : pbb.walisongo@gmail.com

# Certificate

Nomor : In.06.0/46/PP.00.9/0182/2015

Certificate Number : 12015068

*This is to certify that*

**TIARA PERTIWI A.**

Student Register Number: 20150142068

the TOEFL Preparation Test

*conducted by*

*the Language Development Center State University for Islamic Studies (UIN) "Walisongo"  
Semarang*

*On March 18th, 2015*

*and achieved the following result:*

<i>Listening Comprehension</i>	<i>Structure and Written Expression</i>	<i>Vocabulary and Reading</i>	<i>Score</i>
62	61	54	590

*Given in Semarang,  
March 24th, 2015*



TOEFL is registered trademark by Educational Testing Service.  
This program or test is not approved or endorsed by ETS.



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI  
WALISONGO

Jl. Walisongo No. 3 - 5 Telp. (024) 7624334, 7604554 Fax. 7601293 Semarang 50185

# SERTIFIKAT

Nomor : In.06.0/R.3/PP.03.1/3177A/2011

Diberikan kepada :

Nama : **TIARA PERTIWI ADIPUTRI**

NIM : **113411089**

Fak./Jur./Prodi : **FITK / TAPBIS / TB1**

telah mengikuti Orientasi Pengenalan Akademik (OPAK) Tahun Akademik 2011/2012 dengan tema  
" MENEGUHKAN KOMITMEN MAHASISWA DALAM MENGEMBAN AMANAT RAKYAT "

yang diselenggarakan oleh

IAIN Walisongo Semarang pada tanggal 08 - 12 Agustus 2011 sebagai, "PESERTA" dan dinyatakan :

**LULUS**

Demikian sertifikat ini dibuat untuk dapat digunakan sebagaimana mestinya.

Semarang, 12 Agustus 2011

Rektor

Rektor III

Prof. Dr. H. Moh. Erran Soebahar, MA

NIP. 19560624 198703 1002



Ketua Panitia

PANITIA OPAK MAHASISWA BARU  
INSTITUT AGAMA ISLAM NEGERI  
WALISONGO SURABHAMPAD, M.A.G  
NIP. 19750215 198203 1002





KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI WALISONGO  
LEMBAGA PENELITIAN DAN PENGABDIAN  
KEPADA MASYARAKAT (LP2M)

Jl. Walisongo No. 3-5 Semarang 50185 telp/fax. (024) 7615923 email: lppm.walisongo@yahoo.com

## PIAGAM

Nomor : In.06.0/L.1/PP.06/1152/2014

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Institut Agama Islam Negeri (IAIN) Walisongo Semarang, menerangkan bahwa:

Nama : TIARA PERTIWI ADIPUTRI  
NIM : 113411089  
Fakultas : Ilmu Tarbiyah dan Keguruan

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-63 tahun 2014 di Kabupaten Batang dengan nilai :

.....82..... ( .....4,0 / A..... )

Semarang, 2 Desember 2014  
A.n. Rektor,  
Ketua,



*Sholihan*  
Dr. Sholihan, M. Ag.  
19600604 199403 1 004

## CURRICULUM VITAE

### A. Personal Identity

1. Complete Name : Tiara Pertiwi Adiputri
2. Place & time of birth : Semarang, October 14<sup>th</sup> 1992
3. Address : Puri Meteseh Asri Block C-14 Boja
- Phone Number : 085866298868
- Email : [tiara.adiputri@gmail.co.id](mailto:tiara.adiputri@gmail.co.id)

### B. Educational Background

1. Formal Education:
  - a. TK Siwipeni 06 Semarang in the academic year of 1997 – 1998.
  - b. SDN Barusari 02 Semarang in the academic year of 1998 – 2004.
  - c. SMPN 40 Semarang in the academic year of 2004 – 2007.
  - d. SMKN 2 Semarang in the academic year of 2007 – 2010.
  - e. UIN Walisongo Semarang in the academic year of 2011 – 2015.
2. Nonformal Education:
  - a. TPQ Al-Madani Semarang in the academic year of 2002 – 2004.

### C. Academic Achievement

- a. 1<sup>st</sup> winner of FUPK 6<sup>th</sup> Anniversary English Debating competition 2011.
- b. 1<sup>st</sup> winner of Debate competition in Walisongo English Competition 2012.
- c. Quarter finalist in Regional SKEPTIC debate competition in UIN Sunan Kalijaga Jogja.

Semarang,

  
Tiara Pertiwi Adiputri

NIM: 113411089