MULTISENSORY PHONICS BASED-TEACHING TO FACILITATE STUDENTS' SEGMENTAL FEATURE OF PRONUNCIATION SKILL

THESIS

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

By:

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WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2020

THESIS STATEMENT

I am, the students with the following identify:

Name : Nur Zaidah

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I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writer's opinion of findings included in the final project is quoted in accordance with ethical standards.

Semarang, 23 June 2020

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RATIFICATION

Thesis with the following identification:

Title : **Multisensory Phonic Based Teaching to Facilitate Students' Segmental Feature of Pronunciation Skill**

Name of Student : Nur Zaidah

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had been ratified by the team of final project examiner of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of any requirements for gaining the Bachelor's Degree in English Education Department.

Semarang, 2 July 2020

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ADVISOR NOTE I

To
The Dean of
Walisongo State Islamic University

Assalamu'alaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Title   : **Multisensory Phonic Based Teaching to Facilitate Students' Segmental Feature of Pronunciation Skill**

Name of the Students   : Nur Zaidah
Students Number   : 1403046059
Department   : Education
Field of of Study   : English Language Teaching

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University, to be examined at the Munaqosyah session.

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ABSTRACT

Title   : Multisensory Phonic Based Teaching to Facilitate
             Students' Segmental Feature of Pronunciation Skill
Writer   : Nur Zaidah
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English pronunciation at the segmental level becomes an essential role in teaching-learning of pronunciation. This study aims to find out the effectiveness of multisensory phonics based teaching to facilitate students' segmental features of pronunciation. The method of this research was the quantitative approach and used the quasi-experimental design. The instruments used for this research are documentation and test. The test was reading aloud a short dialog. In this study, the researcher conducted step of research there were: pre-test, treatment and post-test. The students' population of the seventh-grade students in SMP N 2 Boja were 249 students, and the samples of both of the experimental and control classes were 30 students of each class. The research finding of this study was the average score of the experimental group was higher than the control group. The experimental group got 82.87, and the control group got 70.37. It meant that multisensory phonic based-teaching gave a positive contribution to students' achievement in segmental features of pronunciation skill.
The implication of this study is multisensory phonic based-teaching can be used by the teachers as the alternative technique in teaching pronunciation and it also makes the students more active in the class because the technique involves some various sensory.

*Keywords:*Multisensory phonic, Pronunciation, Segmental feature.

MOTTO

"The difference between a successful person and others is not a lack of strength, not a lack of knowledge, but rather lack of will"

- Vince Lombardi -

DEDICATION

The final project is dedicated to:

1. My beloved parents (Mr. Mansur and Mrs. Nur Khayatun) who always love me, pray me and support me in finishing my study, thank you for the effort and contribution in making my education run well and success.
2. My sister, Munfaridah who gives me protection, inspiration, and motivation.
3. My beloved niece (Wildan Hakim).
4. My beloved nephew (Dewi Juliana Izati).
5. My big families.
6. All my friends.

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Bismillahirrahmanirrahim,

All praise to be almighty Allah Who always gave His blessing upon the researcher in her life and enabled her to accomplish this thesis entitled "Multisensory Phonic Based Teaching to Facilitate Students' Segmental Feature of Pronunciation Skill". The prayer and *Salaam* are always offered to the prophet Muhammad, the noblest creature ever. In this opportunity, the researcher extents her gratitude to:

1. Dr. Hj. Lift Anis Ma'shumah, M.Ag. as the dean of Education and Teacher Training Faculty of Walisongo State Islamic University Semarang.

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8. My beloved Sisters, Munfaridah who always support me.
9. My beloved niece and nephew (Wildan Hakim and Dewi Juliana Izati)
10. All my friends of English Education Department B 2014.
11. Last but not least, those who cannot be mentioned one by one, who have to support the writer to finish this thesis.

Finally, the researcher realizes that this thesis is far from being perfect. Therefore, the researcher will happily accept constructive criticism in order to make it better. The researcher expects that this thesis may be helpful for all.
Amiin.

<div style="text-align: center">

Semarang, April 2020
The Writer,

Nur Zaidah

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CHAPTER I

INTRODUCTION

This chapter explores the subchapter. It begins with the background of the research, the limitation of the research. The next part presents questions of the research, objectives of the research, and the significances of the research.

A. Background of the Study

A Segmental feature is the smallest parts of sound interpreted in phonetic terms. This feature containing vowels and consonants can be regarded as the segments of which speech is produced.[1]

Mispronounce of English is regarded as a common mistake and a common phenomenon. It is because some English words are pronounced differently from its spelling. Speech sounds of English are incredible to be the same as those of the mother tongue of the learners.[2]

The Segmental pronunciation errors are revealed primarily in the awareness of some 'problematic' consonants and vowels. This type of error has been the most researched so far, as they can be simply indicated perceptually as well as acoustically. Segmental errors represent the most distinct aspect of 'foreignness' in the

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[1]Mohammad Zohrabi, Nahal Behboudnia, *'The Effect of Explicit and Implicit Corrective Feedback on Segmental Word-Level Pronunciation Errors: Immediate and Delayed Effects,'* 2017, P. 239)

[2]Omale Baba Solomon, *'Assessment of the Teaching of English Pronunciation in Nigerian Schools,'* 2019, P. 1.

speech of a non-native speaker of English. Very often, segmental errors are connected to direct impact from L1.[3]

There has been previous research correlated with the distinctive analysis of English and Indonesian. The sounds /b, d, g, z, s, ʧ, ʤ/ do not exist in the end positions of the word in the Indonesian language, while /p, t, k / are nor ever aspirated in the Indonesian words wherever they discover. /r/ is never pronounced obviously in English, but in the Indonesian language, this /r/is always articulated clear when we say the sound /r/ wherever it occurs in words. Then, the spelling of English words, the letter "s" is occasionally pronounced as /z/ in English, and the letter "a" is also frequently pronounced as /æ, ə, e/. Nevertheless, the differentiation of the Indonesian language and English is not basic precise because the Indonesian language spoken by the learners is impacted by their local language and make them in distinct accent and pronunciation.[4]

In teaching segmental features, Joaquin states that drilling segmental features is a substantial element of communicative competence to prevent miscommunication, humiliation, which can influence confidence and motivation from the ES/EF learner. Giving the segmental drill can be done in such a pleasurable approach, for example, the use of segmental drilling of minimal pairs. Drilling

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[3]Raya Kalaldeh, *English Pronunciation Errors by Jordanian University Students, Arab World English Journal (AWEJ)Volume.7 Number.2*, Jordan, 2016. P. 395.
[4]Gunawan Suryoputro, *'The Comparison of the Phonological Features of Sikka Language and English'*, (2019), P. 66.

minimal pairs can be in form games, such as Chinese whispers, phonemic crossword, tongue twisters, multisensory phonic based-teaching.[5]

Implementing a multisensory teaching approach means assisting the students to learn through more than one of the senses. As a result, multisensory has received its name because all the information is demonstrated via sight, sound, tactile, and kinesthetic. According to Cameron, children have to make a connection from meaning to what they see (printed text), what they hear (the spoken language) and what they produce (written words).[6]

Furthermore, in 'Evidence check' memorandum phonics policy, the department for education in the UK established the necessary of phonics by involving that teaching phonics in the schools is achieved because it provides the suitable and most direct route to develop students' skill better than those taught by conventional method and it is an effective way of teaching to students of all abilities and educational backgrounds.[7]

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[5]Istiqomah Wulandari Iis Nur Rodliyah Fatimah, *Using Praat and Analysing Segmental Fea, 'Using PRAAT for Analysing Segmental Features of Speech Produced by the Students of English Study Program of Universitas Brawijaya English Study Program of Universitas Brawijaya*,' 2014. P. 23.

[6]FarokhbakhtLeila and Dariush Nejadansari, '*The Effect of Using Synthetic Multisensory Phonics in Teaching Literacy on EFL Young Learners ' Literacy Learning*,' 2015, P. 41-42.

[7]Thaen-Nga, Jidanan & Wutti Leenam, '*The Use of Phonics Instruction to Enhance Students' Reading Ability: A Case Study of Grade 3 Students at Nam Yuen School, Nam Yuen District, Ubon Ratchathani Province Thailand'*:2016). P. 2

Multisensory phonics reflected Orton-Gillingham approaches are systematic, sequential. They utilize both analytic (breaking down words into parts) and synthetic (building up words from letters) strategies to teach phonics. A key element of both approaches is their use of the visual, auditory, and tactile-kinesthetic pathways to teach phonology, phonological awareness, and sound-symbol correspondence. These skills involve the ability to identify letter-sound correspondences, to manipulate sounds in different ways consciously (e.g., segment, blend, and delete sounds), to rapidly decode and identify words, to recognize words' meanings in written texts, and to construct meaning from sentences, paragraphs, and longer texts.[8]

Based on the explanation above, the researcher is interested to find out significant teaching segmental features of pronunciation method by using multisensory phonic based-teaching. The researcher conducts research entitle ***"Multisensory phonic based-teaching to facilitate students' segmental feature of pronunciation skill."***

B. Questions of the Study

The problem of this study is focused on: How is the effectiveness of multisensory phonics based teaching to facilitate students' segmental features of pronunciation?

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[8]Giess SallyAnn, et.al., *"Effects of Multisensory Phonics-Based Training on the Word Recognition and Spelling Skills of Adolescents with Reading Disabilities,"* (2012) P. 60-61.

C. Objectives of the Study

The objective of this study finds out the effectiveness of multisensory phonics based teaching to facilitate students' segmental features of pronunciation.

D. Significances of the Study

The researcher formulates significances of the study as follows:

1. Theoretical significance

   This study will give some additional information to the reader, especially for English department students about multisensory phonics based teaching to facilitate student's segmental features of pronunciation.

2. Practical significance

   a. For English department students

      The result of this study will help them to enrich their knowledge about multisensory phonics based teaching to facilitate student spelling. Besides, it can improve their ability to teach segmental features of pronunciation.

   b. For teacher and lecturer

      The result of this study is expected to be a reference for teachers and lecturers in teaching segmental features of pronunciation use multisensory phonics based teaching.

   c. For the next researcher

      The result of this study hopefully will help the next researchers for their research, especially whose topic is similar to this study.

d. For school

The result of this research is hoped as a reference to develop the school's interactive teaching medium of SMP N 2 Boja.

3. Pedagogical significance

The result of the study can give information for the teacher about the teaching method of a segmental feature of pronunciation in the class. The use of an exciting method and involve various sensory such as include visual (sight), auditory (hearing), tactile (touch) and kinesthetic (movement) in the learning process can stimulate and encourage the students in learning information and material, especially for a segmental feature of pronunciation.

E. Scope of the research

The scope of the study, the writer limits this study as follows:

1. The topic is limited to the effectiveness of multisensory phonics based teaching to facilitate students' segmental features of pronunciation skill.

2. The study is an experimental study.

The population is limited to the seventh-grade students of SMP N 2 Boja in the academic year of 2019/2020.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter consists of some basic theories related to the study and comprises previous research related to this study. It provides some previous research which has almost the same topic with the present study and some theories which bring about the present study.

A. Literature Review

a. Pronunciation Skill

Yates states that pronunciation is the production of sounds that we apply to compose meaning. It involves attention to the precise sounds of a language (segments), elements of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is designed (voice quality) and, in its greatest definition, attention to motion as communication and expressions that are approximately revealed to the way we speak a language.[9]

The most difficult skill for the beginner learners of the English language is the pronunciation. Munro and Derwing have stated that the skill of pronunciation has accepted a lot of interest because it is an important feature of any language. Many research acted in the past indicate that accurate pronunciation is the main component in expressing yourself to others understandable.

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[9]Sattra Sahatsathatsana, *"Pronunciation Problems of Thai Students Learning English Phonetics : A Case Study at Kalasin University"*, (2017), P. 69.

Furthermore, it is supposed that it is needed to accomplish more research on learning and teaching good pronunciation skills. It is possible that any person with mispronouncing cannot express themselves absolutely and effectively. There is an augmented risk that they may not be caught on by others. Poor pronunciation results in bad communication power. So, it is essential to learn the appropriate pronunciation. Nevertheless, it is complex and difficult.[10]

As a type of linguistic skill, pronunciation implicates learning to pronounce and differentiate the individual sound elements, or phonemes build the system of consonants and vowels of a language, sometimes it is relevant as segmental phonology, and the features of linked up speech making up its prosody or prosodic system, sometimes referred to as suprasegmental phonology.[11]

b. **Segmental Feature of Pronunciation**

Segmental features can be described as an awareness of how articulators are as means of production of segmental features (consonants and vowels). According to Bryant, segmental was determined by rhyme detection, alliteration detection, and the

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[10]Nadire Cavus, '*Development of an Intellegent Mobile Application for Teaching English Pronunciation', Procedia - Procedia Computer Science,* (2016), P. 366.

[11]Martha C. Pennington and Pamela Rogerson-Revell, *'English Pronunciation Teaching and Research',* London, N1 9XW, United Kingdom, 2019. P.4.

segmental features include consonant and vowels. Segmental features explained as an awareness of how the articulators (the tongue, the lips, the vocal cords) are the way in the production of segmental features (vowels and consonants).[12]

Seferoglu said that segmental elements of the sound system contain individual vowels and consonants. The segmental feature is relevant to the sounds at the micro-level. They incorporate specific sounds within words (for example, *l* as in lamp, *r* as in ramp, *a* as in hat). The sound systems of consonants, vowels, or their combinations are called phonemes. Phonemes are sounds that, when we mispronounced the words, it can convert the meaning of the word. Consonant sounds can be voiced. It is a part of the mouth that is closed, and the air behind it is released suddenly, for example, *v* as in van, *b* as in bun. It can be unvoiced. It is if the air is pushed through a narrow part of the mouth, for example, *f* as in fan, /*θ*/ as in thin. Vowel sounds are articulated as single sounds. It can be short (for example, ae as in cat) or long (a as in cart). Diphthongs are two vowel sounds put together (for example, *ei* as in Kate or *oi* as in boy.[13]

a) **Kinds of segmental features**

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[12]Mona Naeimzadeh Khorasani, *'The Impact of Teaching Segmental and Suprasegmental Features on the Reading Comprehension of Iranian EFL Learners', International Journal of Educational* (2017), P. 56.

[13]Abbas Pourhosein Gilakjani, *'A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction', International Journal of Humanities and Social Science* Vol. 2 No. 3; February 2012, Iran, 2012. P. 122.

The English language consists of 44 phonemes (except the *glottal stop* [ʔ], which is essentially allophonic. All of these phonemes are produced using the *pulmonic airstream* that is air movement initiated by the lungs. There are two kinds of the segmental feature as follows:

1. **Consonants**

   There are three-term labels describing three main characteristics of consonant:

a) Voicing: Whether the consonant is produced with the vocal folds vibrating as in the production of a voiced consonant or whether the vocal folds are apart, in which case a voiceless consonant is produced. There are two kinds of voicing:

   1) Voiced consonants are produced with the vocal folds coming together and vibrating.

   2) Voiceless consonants are produced with the vocal folds apart.

   Voiced consonant happens when the vocal cords vibrate. For example, the "s" sound, for which the IPA symbol is purely [s], is voiceless, whereas the "z" sound (IPA [z]) is voiced. If you say "sa, za" while planting the palm of your hand strongly on the top of your head, you will feel the vibrations for [z] but not for [s]. The sounds [p t k] are voiceless, and the sounds [b d g] are commonly voiced.

b) Place of articulation: The place at which the obstruction of airflow is made that also gives the consonant its identity. The kinds of place articulation as follow:

1) *Bilabial*: Produced the two lips coming together. English has a voiceless bilabial stop [p], a voiced bilabial stop [b], and a (voiced) bilabial nasal [m].[14]

2) *Labiodental*: Produced with lower lip coming into contact with the upper front teeth. Examples: /f/ and /v/ as in words *five* and *vine.*

3) *Dental*: When the tongue tip or blade touches the upper front teeth. Examples: /θ/ and /ð/ as in words *thick* and *that.*

4) *Alveolar*: The tongue tip or blade touches the alveolar ridge. Examples: /t, d, s, z/ as in words *ten*, *den*, *sick,* and *zero.*

5) *Palato-alveolar*: The tongue blade touches the back of the alveolar ridge such that the point of contact between the tongue and the passive articulator is just behind the alveolar ridge, nearing the hard palate. Examples: /ʃ / and /dʒ/ as in words *shy* and *judge.*

6) *Palatal*: The front of the tongue articulates with the hard palate. Example: /j/ as in the word *yawn.*

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[14]Bruce Hayes, *'Introductory Phonology'*, Blackwell textbooks in linguistics, 2009, P. 6-7.

7) *Velar*: The back of the tongue touches the soft palate. Examples: /k/ and /g/ as in words *kick* and *gain.*

8) *Glottal*: A barrier or restriction of the articulators generate the back of the tongue to come into contact with the glottis. Example: /h/ as in the word *hat.*

c) Manner of articulation: The way in which air is released during the production of the consonant. The main manners of articulation in the production of English consonants are given below:

1) *Stop*: This refers to the complete closure of the articulators such that air cannot escape through the mouth. In English, there are two types of stops:

   i. Nasal stops (nasals): Where the velum is lowered and air cannot escape through the mouth and must through escape through the nose. Examples: /m, n, ŋ/ as in words *man (initial)*, *nun (initial),* and *king (final).*

   ii. Oral stops (plosives): There is a build-up of air and sudden release (rather like a mini-explosion, hence the name plosives). Examples: /p, t, k, b, d, g/ as in words *pick*, *take*, *cake*, *big*, *dig,* and *good.*[15]

2) *Fricatives*: Sounds are produced via close approximation of two articulators so that airstream is partially obstructed and turbulence results. The name is derived from the close

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[15]Ee-Ling Low, *'Pronunciation for English as an International Language'*, Oxon: Routledge, 2015. P. 25-26

approximation of articulators causing partial friction, hence the name fricatives. Examples: /f, v, s, z, ʃ,ʒ/ as in words *five*, *can*, *sick*, *zero*, *sheep,* and *genre.*

3) *Approximants*: One articulator is close to another but without the vocal tract being narrowed, so there is no resulting turbulence. Examples: /j, w, r/ as in words *yacht, wake,* and *rake.*

4) *Lateral approximant*: Incomplete closure between one or both sides of the tongue and roof of the mouth. Example: /l/ as in the word *lamp.*

2. Vowels

A full classification of vowels involves a five-term classification comprising mouth, tongue, lip position, length, and quality. It will be described in turn:

a) Mouth position: The shape of the mouth regulates finally the quality of the most of our speech sounds. It is mostly controlled varieties of shape are likely in the mouth than in any other mechanism part of the speech.[16]

In producing vowels, the mouth can either be in a closed position (with our lips coming together), in a neutral or mid-position (halfway between open and closed), or fully open (as we would naturally position for a dentist to examine our teeth). To demonstrate these positions, produce /iː/, a closed

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[16]Alan Cruttenden, *"Gimson's Pronunciation of English,* Eighth Edition, Routledge"*, Oxon, 2014.

vowel, and then produce /a:/, an open vowel, and the contrast between producing a vowel with one's mouth in a closed position versus an open position. Then produce the schwa /ə/ as an example of a neutral and mid position.

b) Tongue position: In producing a vowel, the tongue position can either be neutral (central), fronted (front), or retracted backward (back). To demonstrate these positions, first, produce the front vowel /I/ and then go on to produce the back vowel /ʊ/. Repeat these in alternating positions as follows /I, ʊ, I, ʊ, I, ʊ/ and it should be obvious that when producing /I/, the tongue is in a forward position and while in producing /ʊ/, the tongue is in a retracted position. Produce the schwa /ə/ to demonstrate the tongue in a central position.

c) Lip position: Vowels can either be produced with lips in a rounded position or in an unrounded position. In English, there are only four rounded vowels /u:, /ʊ/, /ɔ:/, /ɒ/. Produce each of these vowels in turn and standing in front of a mirror, it should be obvious that each of these vowels results in the lips being rounded as if producing the letter 'O'. All other vowels in the English language are unrounded.[17]

d) Length: Vowels can be further classified according to whether they are long or short. Phoneticians sometimes prefer to use the terms 'tense' for long vowels and 'lax' for short vowels. The terms 'tense'

[17]Ee-Ling Low, *'Pronunciation for English as an International Language',* Oxon: Routledge, 2015. P. 28-29

and 'lax' are derived from the muscle strength required for producing long vowels, which may require a greater release of energy compared to lax or short vowels. A quick way to tell whether vowels are long or short is in their transcription. Long vowels have a colon after them, for example,/i:/ sound compared to short vowels, which typically are not accompanied by a colon, for example, /I/. In English, the long/short vowel pairs are:

/i:/ and /I/

/u:/ and /ʊ/

/a:/ and /ʌ/

/ɔ:/ and /ɒ/

It will be useful to produce all the above vowel pairs, taking care to spend more time to produce the vowels with the colon (long vowels) than those without (short vowels). Note also that in the chapter on vowels, we discuss how not all varieties of English spoken around the world make this distinction between long and short vowels and the consequences this has on mutual intelligibility.

e) Monophthong/diphthong: Same or different quality? The final aspect of vowel classification has to do with whether the vowel maintains the same quality throughout or whether its quality changes while it is being produced. A vowel that maintains the same quality throughout is known as a monophthong. All the long and short vowels are typically comprising just one phonetic symbol in them or with an added colon fall under the category of

monophthongs. There are 12 monophthong such as /i:/, /i/, /e/, /æ/, /a:/, /ɒ/, / ɔ:/, /ʌ/, /ə/, / ʒ:/, /ʊ/, /u:/.[18]

f) Diphthongs: the English language has 8 diphthongs: /ei/, /ai/, /ɔi/, /iə/,/eə/, /uə/, /au/, /əu/ In English, diphthongs are spelt differently (e.g. /ɔi/ toy, coin and buoy; /ai/ dine, try, tie and night etc.) In pronouncing the English diphthongs, the first vowel has to be longer than the second, and this is also an obstacle to foreign language learners because they generally give similar length to both the components and build their speech odd. English, a diphthong, can take place as a nucleus in both open and closed syllables (as in *the twilight, late, out, and pay)*, all short, long, and diphthong vowels can conduct as the nucleus in English closed syllables.[19]
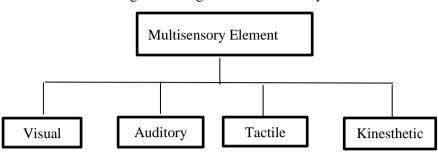
c. **Multisensory Phonic**

Learning experience could be increased when multiple senses (multisensory elements) are fully applied. According to Atkinson and Shiffrin, this enhancing would complete long term memory traces to assist developing students learning experiences. The term is used to refer to any learning activity that integrates two or more sensory strategies to absorb in or receive information.

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[18]Ee-Ling Low, *'Pronunciation for English as an International Language',* Oxon: Routledge, 2015. P. 29

[19]Zubairu Malah and Sabariah Rashid, *'Contrastive Analysis of the Segmental Phonemes of English and Hausa Languages'*, (2015), P. 108-111.

Figure 1: Diagram of Multisensory

There are four main multi-sensory fundamentals for learning English experiences. The first is visual. It utilizes the eyesight to look at information, reading, visualization, or recording mental images and memorizing. The second is auditory. It is a learning element technique that involves listening and talking through various ways such as rhyming and phonemic. The element is suitable to reinforce new word learning. The third is tactile. The component includes the sense of touch with hands and fingers, where it involves fine motor skills, and the last is kinesthetic. It is an element that applies movement and includes both fine and gross motor skills. For that reason, the tactile component usually takes place at the same time. In the situation, one is in full awareness of the position of each engage muscles and joints as well as the sense of the motion created. The instance of kinesthetic learning components is such as jumping, running, placing, and much more.[20]

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[20]Nurlelawati Binti Ab. Jalil, Zumahiran Binti Kamarudin, Habibah Binti Ab. Jalil. *'Multisensory Design Elements in Stimulating Learning Environment for Dyslexic Children'*, 2018. P. 40-41.

The multi-sensory approach has been presented to be efficient in teaching English. The multisensory technique usually expends for students with learning differences and make them apply all their sense to strengthen and assist them learn. They can extend from simple to complex, hanging down the necessity of the students and the task at hand. It requires to be directed for the teacher in improving the impact of utilizing this approach to enhance student performance, attitudes, and practices of teachers.[21]

The phonic approach has severally been defined. Along with instruction on alphabet names, students need properly designed and concentrate phonics instruction to learn predictable letter-sound correspondences. Rapid and precise decoding of common and uncommon words and spelling rest on the alphabetic guideline: how the written spellings of words regularly portray the phonemes in the spoken words. The effectiveness of the code-emphasis approach is espoused by decades of study. It is a necessity explicit, sequence, and systematic instruction for about 25% of students, without which the students are perhaps to fail.[22]

The concept of the phonic method as a strategy to teach beginners how to learn English has been found very useful in the process. Eshiet said that it was not a new method but was in availability even in the

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[21]P Rama Krishna, *"Effect of Multisensory Teaching Strategy in Learning Selected Mathematical Concepts among Students with Hearing Impairment"*, 2017, P. 107–108.

[22] Judith R. Brish and Suzanne Carreker, *'Multisensory Teaching of basic language skill'*, USA: 2018. P.63.

19th Century and that the method is appropriate and preferable in learning English development. Wikipedia Encyclopedia maintained that phonic method is a method that enhances learners' phonemic awareness.The ability to hear, recognize and manipulate phonemics-in order to teach the conformity between these sounds and the spelling patterns (graphemes) that represent them.[23]

Based on the explanation above, multisensory phonic is a method of improving students' phonemic awareness. It identifies the letter and sound that involved some sensories such as eyes, ears, movement, and tactil. Learning experiences that include all the senses are supporting in strengthen long term memory in pedagogy.

Using multisensory phonic approaches in teaching English, especially pronunciation, has to be not only useful but also develop stimulating for learners to be active in the class. Consequently, the teacher can encourage interactive, enjoyable, and fun.

d. Multisensory Phonic Based-Teaching of Segmental Feature Pronunciation

Multisensory is a method for enhancing learning something because sensory stimulation can increase memory, and consequently learning. The stimulation of different senses helps in memory of information and learning processes. The objective of multi-sensory

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[23]O Smart, 'Phonic Method : *A Strategy Towards Enhancing Learning Retention In Basic Literacy Programme Of Ondo State* , Nigeria', (2016), P. 145.

content is to make learners feel their presence, stimulating all their senses with different purposes. Thus, we have some senses, such as taste, audio, visual, and touch. These stimuli give different reactions to each person, and this is because several factors affect these same reactions.[24]

Allington said that phonics is an efficient way to teach students the alphabetic code, developing their skills in decoding unfamiliar words. By learning the alphabetic code early, the students can immediately free up mental energy they had utilized for word analysis and apply this mental attempt to meaning, starting to capable understanding earlier in elementary school. Phonics develops student's skills to recognize words. Consequently, it reveals that the beneficial phonics strategies involve teaching students the sounds of letters in isolation and words and teaching them to blend the sounds of letters to produce approximate pronunciations of words.[25]

Segmental feature of pronunciation as a linguistic skill is also conveyed through the auditory, the visual and the tactile kinesthetic sensory modality. Ear-training should be complemented by what is to be known, hereafter, as: a) eye-training (i.e., visual orientation of pronunciation through seeing and visualizing sound production and the accompanying active of body and facial gestures); b) neuro-muscular

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[24]Andreia Matos and others, *'Multi-Sensory Storytelling to Support Learning for People with Intellectual Disability : An Exploratory Didactic Study', Procedia - Procedia Computer Science,* (2015), P.13.

[25]Masello Hellen Phajane*, 'Introducing Beginning Reading Using Phonics Approach'*, (2014), P. 477

training (i.e., tactile and kinesthetically orientation feel sound production; and c) brain training (cognitive orientation and psychological intentionally observe, acknowledge, redeem and produce the sounds and their fundamental dynamics).[26]

From the explanation above it can be concluded that is a learning segmental feature of pronunciation that applies the functions of each sensory and sounds symbolized by letters are regarded as easy to learn by involving visual, auditory, kinesthetic, and tactile senses. Thus, when students learn a word, students see letters, hear the sound of letters, trace the word with hand movements or using finger spelling and then write them using visual, auditory, kinesthetic and tactile compactly.

1. **Procedures for Using Multisensory Phonic to Teach Segmental Feature of Pronunciation**

Multisensory phonics strategies implemented in the BRSS (The *Barton Reading and Spelling System)*is an OG-based reading instruction program. Indicating its OG roots, the BRSS is designed to utilize coinciding multisensory instruction by implementing to students' visual, auditory, tactile, and kinesthetic senses. It involves tapping out vowel sounds with associated keywords while saying the sound and keyword, tracing each letter tile and saying the suitable sound, finger-spelling words while saying convenient sounds, and visualizing the grapheme form of sight words.

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[26]Edward Y. Odisho, *"A Multisensory, Multicognitive Approach to Teaching Pronunciation"*, USA: 2007, P.6.

The BRSS strategies are followed: *Step 1-Teacher dictates word.* (The teacher pronounces the word to the students and the meaning). *Step 2-Student repeats the word.* (The students repeat what the teacher said with correct pronunciation). *Step 3-Touch and say* (In the beginning sessions, the teacher provides some colorful small flashcard for the students and demonstrates this process for the student, the student taps each flashcard, beginning with the index finger, and says the sound represented by the flashcard). *Step 4-Tapping a vowel sound* (A specific step is used to tap the vowel sound. Using a two-syllable keyword to represent the short vowel sound, the student starts by tapping the index finger on the table while saying the onset/vowel sound; then while saying the rime, the student taps the middle finger on the table . It is repeated two times and the student ends by tapping out the vowel sound with the index finger three times. *Step 5-Slowdown step.* (The teacher says and writes a word with her dominant/writing hand towards the student as the student repeats the dictated word. The teacher starts the swoop at the student's left shoulder, brings her arm down toward the table in an arc, and moves her arm upward towards the student's right should finish the swoop). *Step 6-Slowly blend the sounds.* (The student traces his index finger along with the table, below the tiles used to spell the word, it is slowly saying the word on the small colorful flashcard). *Step 7-Say it fast like a word* (After the student has slowly blended the word, they run the index finger in a line below the tiles and says the word using a normal speaking rate). *Step 8-Finger spelling* (The student beats on the table

while saying the word and based on the number of syllables. Then, starting with the thumb of the non-writing hand and moving from left to right, the student holds up one finger per sound to spell the word on his fingers).[27]

B. Previous Study

In this section, the researcher shows the results of some different studies reviewed. These following studies offer discussion related to the topic discussed in this thesis. They are:

a) The first previous study is that an article journal entitled *"The Effect of Using Synthetic Multisensory Phonics in Teaching Literacy on EFL Young Learners' Literacy Learning"* by Leila Farokhbakht & Dariush Nejadansari in the year of 2015. Firstly, the researcher explains the research focus. The study focuses on "Synthetic Multisensory Phonics" Secondly, the study decided "Teaching Literacy" as the research object. Thirdly, the study regarded EFL Young Learners as the research subject.The researcher describes the difference between the recent study and this previous study. There are two differences. Firstly, the recent study determines the segmental feature of phonology" as the research object. While the previous study investigated "Teaching Literacy" as the research object. Secondly, the recent study establishes the adolescent learners as a research subject, but the

[27]Giess SallyAnn, et al., *"Effects of Multisensory Phonics-Based Training on the Word Recognition and Spelling Skills of Adolescents with Reading Disabilities,"* (2012) P. 63-64.

previous research determines the young learner as subject research. Besides the difference, there is a similarity between the recent study and this previous study. The points are the use of multisensory phonics as a research focus.[28]

b) The second previous study is that an article journal entitled *"Multisensory Design Elements in Stimulating Learning Environment for Dyslexic Children"* by Nurlelawati Binti Ab. Jalil et al., the year of 2018. Firstly, the researcher explains the research focus. The study focuses on "multisensory design" Secondly, the study decided "Stimulating Learning Environment" as the research object. Thirdly, the study regarded Dyslexic Children as the research subject. The researcher describes two points of differences between the current study and this previous study. Firstly, the recent study determines the segmental feature of phonology as the research object. While the previous study establishes stimulating learning environment as the research object. Secondly, the recent research maintains the seventh-class student of SMP N 2 Boja while the previous study regarded dyslexic children as the research subject. Besides differences, there is a point of similarity between the recent study and this

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[28]Farokhbakht Leila and Dariush Nejadansari. *"The Effect of Using Synthetic Multisensory Phonics inTeaching Literacy on EFL Young Learners' Literacy Learning*," 2015.

previous study. The point is "multisensory design" as the research focus.[29]

c) The third previous study is that thesis entitled *"Pronunciation's Error of Segmental Features at the Eighth Grade Students of SMP N 18 Semarang in the Academic Year of 2017/2018"* by Neilidar Asmain the year of 2015.This previous study was aimed to analyze students' pronunciation error of segmental features. The subject of the research is eighth-grade students of SMP N 18 Semarang that consists of thirty - two students. The researcher took the sample randomly. In this research, the method used is a case study method and description qualitative, which took some steps. This previous study has similarities and differences with my previous study. There are two differences. This previous study is different from my current study in having the research approach to the research. The research approach of previous research is a case study, while my current research is experimental research. The subject research of the previous study is the eighth-grade students of SMP N 18 Semarang, while the recent study is the Seventh Grade Students of SMP N 2 Boja. Nevertheless, both my current study and previous study have a similarity. The similarity is segmental features as an object of the research.[30]

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[29]Nurlelawati Binti Ab. Jalil, et al., " *Multisensory Design Elements in Stimulating Learning Environment for Dyslexic Children*," (2018).

[30]Neilidar Asma, *"Pronunciation's Error of Segmental Features at the Eighth Grade Students of SMP Negeri 18 Semarang in the Academic Year of 2017/2018", English Department, Walisongo State Islamic University Semarang,* 2018..

d) The fourth previous study is that an article entitled *"Podcast-based pronunciation training: Enhancing FL learners' perception and production of fossilized segmental features"* by Jonás Fouz-González in the year of 2018. This research explores the potential of a podcast-based approach to help foreign language learners develop their pronunciation of segmental features that likely to be fossilized in their interlanguage. The training was held over three weeks in which podcasts were used for perceptual and productive practice as well as for peer assessment. The sample in this study consists of 47 native speakers of Spanish was randomly divided into two groups that acted as control and experimental at the same time. The researcher describes the two differences between the recent study and this previous study. The recent study determined "the segmental feature of phonology" as the research focus, while the previous study investigated "the podcast-based approach" as the research focus. Furthermore, the recent study decides the seventh grade of SMP N 2 Boja as the subject of the research. Whereas the previous study decisive 47 native speakers of Spanish. Then, there is a similarity between the recent study and this previous study. The point is segmental features as a research focus.[31].

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[31]Jonás Fouz González, *"Podcast-Based Pronunciation Training: Enhancing FL Learners' Perception and Production of Fossilized Segmental Features"* UCAM University, Spain, 2018.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method of the present study. It consists of a research design, focus of the research, data collecting technique, and data analysis technique.

A. Research Method

1. Research Design

In this research, the researcher used a quantitative approach and experimental design. Experimental research is a research method that used to discover the effect of a specific treatment in opposition to the other in controlled conditions.[32]

In this research, the method used is an experimental study. The researcher uses a pretest-posttest control group design. This design involves two subject groups, one is given experimental treatment (experimental group), and the other is given nothing (control group). From this design, the effect of a treatment on the dependent variable was tested by comparing the dependent variable in the experimental group after being given treatment, which is multisensory phonic based-teaching and the control group, where the learners conventionally did their learning throughout the whole term.

This study compares the score of the pre-test and post-test between the experimental class and the control class. Furthermore,

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[32](Sugiyono, 2012)p.72

the pretest and posttest data from the two classes were analyzed to see whether there was a difference or significant influence between the learning model in the experimental class and the control class.

Furthermore, after the results of the pretest of the two groups were known, the experimental class was given treatment (X), while the control class did not give treatment (X). After conducting the treatment or treatment in one sample group (experimental group)followed by posttest in both classes of samples used. The design of the experimental can be described as below:

E	O1	X	O2
C	O3		O4

Adapted from Arikunto[33] where:

E   = Experimental class

C   = Control class

O_1 = Pre-test for experimental class

O_2 = Post-test for experimental class

O3   = Pre-test for control class

O_4 = Post-test for control class

X   = Treatment

2. **The setting of the Research**

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[33]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*(Jakarta: PT Rineka Cipta, 2016 p. 86.

This research takes place at SMP N 2 Boja that located at Jl. Raya Tampingan, Pandansari Boja, Kendal. It was conducted in the second semester in the academic year of 2019/2020.

3. **Participants and place of the research**

This study was conducted at seventh-grade students in SMP N 2 Boja in the academic year 2019/2020. This study was conducted in the second semester.   The participants of this research are 60 students that are divided into two classes. They are an experimental class (30) and the control class (30).

4. **The procedure of the Research**

There were some procedures of the research in collecting data; those steps were:

a. Preliminary visit (meet administration officer)

The researcher visited the school to get information about the English teacher and students as participants. To obtain the information, the researcher asked the administration officer.

b. Contacting headmaster

The researcher asked the permission to the headmaster of SMP N 2 Boja and giving the permission letter.

c. Contacting English Teacher

After accepting the permission from the headmaster, the researcher met the English teacher and asked for the data of students and asked guidance for the researcher explained the test and material that was given to the students.

a. Conducted pre-test

In this section, the students read a short dialog about asking and giving information about people.

b. Conducted the treatment

In this section, the researcher gave new treatment from experimental class by using multisensory phonic based-teaching, but the control class used other technique, that was listen and repeat.

c. Conducted Post-test

In this section, the researcher gave the post-test to measure the improvement of students' segmental features of pronunciation skill. The students read a short dialog asking and giving about an object.

5. **Variable of the Research**

Kerlinger stated that variables are characteristic that is studied. In another part, Kerlinger also states that variables can be said as a feature taken from a different value. Thus, the variable is something various. And the next kidder argued that variables are a quality in which researcher studies and draws the inference.[34]

Based on the definition above, Sugiono concluded that the research variable is a virtue or trait, object, or activity that has a particular variety set by the researcher to be studied and then concluded.

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[34](Sugioyono, 2017)

This research used multisensory phonic based-teaching as a method in teaching the segmental feature of pronunciation that had two variables. Those variables were:

1. The independent variable (X)

This variable is often referred to as a stimulus variable. It referred to as an independent variable. Independent variables are variables that impact, or they are the cause of the change or the emersion of the dependent variable.[35]The independent variable of this research is to use multisensory phonic based-teaching as a medium in teaching segmental features of pronunciation. The experimental group was thought segmental feature of pronunciation used multisensory phonic based-teaching.

The indicators are as follows:

a) The researcher prepared media, such as a written of a letter in a big flashcard, a small colorful flashcard.

b) The researcher pronounces the letter one by one with the correct pronunciation.

c) The researcher made a sample and arranged written letter on the flashcard to make a word.

d) The researcher wrote down the word and phonemic symbol on the whiteboard.

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[35](Sugioyono, 2017)

e) The researcher taped the word, letter by letter with correct pronunciation, and the students repeated it.

f) The researcher gave the small colorful flashcards and asked the students to practice.

2. The dependent variable (Y)

This is often referred to as the result variable, criteria, conclusion. It is referred to as the dependent variable. The dependent variable is a variable that is impacted or which becomes an outcome because of the availability of independent variables.[36] The dependent of this research developed the student's segmental feature of pronunciation skills. It can be measured on the score of the test.

It is an influenced variable because of the availability of the independent variable.[37]The dependent variable in this research is the student's performance in learning segmental features of pronunciation.

6. Data Collection Technique

a. Source of Data

The data of this research were gathered from a reading test a short dialog with the correct pronunciation in the pretest and posttest by using multisensory phonic based-teaching to improve students' segmental features

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[36](Sugioyono, 2017)

[37]Muhammad Fauzi, *Metode Penelitian Kuantitatif* (Semarang: Waisongo press, 2009).

of pronunciation skill and the documentation student's previous summative test score.

b. Methods of Collecting Data

The test is a set of questions and exercises used to measure the achievement or goal of the individual or group.[38]To determine how students are thinking and using the target language (English). The researcher conducts the reading aloud to test a short dialog with the correct pronunciation.

The researcher analyzed the pronunciation of the test and gave a score. Harmer states that a test item is direct if it asks the candidate to perform the communicative skill which is being tested. The test was conducted two both control class and experimental class, which consist of 30 students of control class and 30 students of an experimental class in the form of reading aloud a short dialog with correct pronunciation to evaluate students' before and after the treatment.

c. Scoring Technique

The researcher gave a reading aloud test to the students to analyze their scores in pronunciation. The scoring rubric of speaking can be seen in the table below:

Table 3.1

The scoring rubric of pronunciation

[38](Longman, 2001)

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No.	Criteria	Level	Score
1.	Pronun ciation	All of the words are pronounced correctly	100
		81-99% of words are pronounced correctly	81 - 99
		61-80% of words are pronounced correctly	61 - 80
		41-60% of words are pronounced correctly	41 - 60
		21-40% of words are pronounced correctly	21 - 40
		1-20% of words are pronounced correctly	1 - 20

Score Criteria:

100 = Pronunciation is perfect

81-99 = Pronunciation is very good

61- 80 = Pronunciation is good

41- 60 = Pronunciation is enough

21- 40 = Pronunciation is less

1 – 20 = Pronunciation is bad

7. Research Instrument

In any scientific research, an instrument for collecting data is essential. The accuracy of the result of research regularly depends on

how accurate the instrument used. Before research is carried out, the instrument for the data collection should be prepared well.

In the research problem, the researcher used the reading aloud a short dialog with the correct pronunciation test as an instrument. The test was given to the sample, and the outcome is gathered as the data this research.

8. Methods of Analysing Data

Three kinds of test was held in experimental research. They are a pre-requisite test, try-out test, item analysis, and hypothesis test. So, there must be three processes of analyzing the data collected from the test.

a. Pre-requisite Test

Before the researcher decided the sample, the researcher had to conduct a homogeneity test by choosing two classes with random cluster sampling. Before testing the hypothesis that is to compare the difference of students' academic achievement using the t-test formula, there is a pre-requisite test to know the legality of the sample. This research, the normality and homogeneity test are applied.

This test conducted to establish whether the data are homogenous or not. After conducted the test, data analysis was carried out to discover the data normality and the homogeneity of the sample. It was meant to check if the research result met the necessity of good research or not. Data analysis discussed two main things;

a. Normality test

Before doing the research, the first step that had to be carried out was testing the data normality. It is used to determine the normality of data that is going to be analyzed whether both classes have normal distribution or not. The researcher used the chi-square formula to do the normality test.

The formula is:[39]

$$x^2 = \sum_{i=1k} \frac{(O_i - E_i)^2}{E_i}$$

Notice:

x^2 = Chi square

O_i = Frequency from observation

E_i = Expected frequency

Calculation result of x^2 is compared by 5% degree of significance. If x^2 count $>x^2$ table the data is not normal distribution and if x^2 count $<x^2$ table the data is normal distribution.

b. Homogeneity

It is used to know whether both classes that are experimental and control class come from a population that has relatively the same variant or not. There are some steps to find out. They are:

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[39](Moch. Idhoci Anwar, 2008, P.190)

1. Calculate variants both classes (experimental and control class), with the formula:

$$S_1^2 = \frac{\sum(x-\bar{x})2}{n_1} \text{ and } S_1^2 = \frac{\sum(x-\bar{x})2}{n_1-1}$$

c. Determine $F = \frac{Vb}{Vk}$

Where:

Vb: Bigger Variant

Vk: Smaller Variant

d. Determine DK $= (n_1 - 1) : (n_2 - 1)$

e. Determine F $_{table}$ with $\alpha = 5\%$

f. Determining the distribution homogeneity with test criteria: If F $_{count}$> F $_{table}$, the data is not homogeneous, and the other way, if the F $_{count}$< F $_{table}$, the data is homogeneous.[40]

2. **Hypothesis Test**

a. **Analysis of Pre-test**

A pre-test is done before the researcher gives the treatment for the sample. This analysis is aimed to define the initial of the sample if both classes are the same as initial or not.

i. Normality Test

It is used to know the normality of the data that was analyzed whether the experiment and the control class have normal distribution or not. The normality

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[40](Sudjana, 2002)

test with chi-square is done to find out the data distribution.

Step by step of the chi-square test is as follows:

a) Determine the range (R); the largest data reduced the smallest.

b) Determine the many class interval (K) with the formula:

K = 1+ (3,3) log n

c) Determine the length of the class, using the formula:

$$P = \frac{range\ R}{number\ of\ class}$$

d) Calculating the average Xi ($\bar{X}$), with the formula: $\bar{X} = \dfrac{\sum f_i}{\sum xi\, f_i}$

e) Calculating variants, with the formula:

$$S = \sqrt{\frac{\sum f_i\,(x_i - \bar{x})^2}{n - 1}}$$

f) Calculate the value of Z, with the formula:

$$Z = \frac{x - \bar{x}}{s}$$

g) Calculate the frequency expository (Ei), with the formula:

Ei =n x wide area with the n number of the sample

h) Calculate the chi-square (X^2), with the formula:

38

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{Ei}$$

i) Determine the degree of validity (DK), DK = k-1 where k is the number of class intervals and $\alpha = 5\%$

j) Determining the distribution normality with test criteria:

If $X^2{}_{count} > X^2{}_{table}$, so the data is not normal distribution and the other way if the If $X^2{}_{count} < X^2{}_{table}$, so the data is a normal distribution.[41]

ii. Homogeneity Test

It means to get the assumption that the sample of research comes from a sample condition or homogeneous. It is used to know whether the experimental class and control class that is taken from the population have the same variant or not.

The steps are as follows:

a) Calculate variants both classes (experimental and control class), with the formula:

$S_1^2 = \frac{\sum(x - \bar{x})2}{n_1}$ And $S_1^2 = \frac{\sum(x - \bar{x})2}{n_1 - 1}$

b) Determine $F = \frac{Vb}{Vk}$

Where:

Vb   : Bigger Variant

[41](Sudjana, 1996)p.273

Vk   : Smaller Variant

c) Determine DK = $(n_1 - 1) : (n_2 - 1)$

d) Determine F $_{table}$ with $\alpha = 5\%$

e) Determining the distribution homogeneity with test criteria:

If F $_{count}$> F $_{table}$, the data is not homogeneous, and the other way, if the F $_{count}$< F $_{table}$, the data is homogeneous.[42]

b. **Analysis of Post-test**

1) Normality Test

The normality test is used to know the normality of the data that was analyzed whether both groups have normal distribution or not after getting treatment. The steps of normality are the same as the normality test on the initial data.

2) Homogeneity Test

The homogeneity test was used to know whether experimental class and control class, that are taken from the sample have the same variant or not after getting treatment. The steps homogeneity is the same as the homogeneity test on the initial data.

c. **Hypothesis Test**

There are four steps of a hypothesis test:

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[42](Sudjana, 1996), *p. 250*

1) The test was done in both groups, experimental and control groups.

2) The result of the test was scored by using the analytic scale.

3) The means score of the two groups was determined.

4) The two means were compared by applying the t-test formula.

   T-test is used to differentiate if the result of students' speaking ability on past events by using a picture drawing and using a picture is significant or not.

If $\sigma_1^2 = \sigma_2^2$ (has the same variant), the formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with} \quad S = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

$\bar{x}_1$ = The mean score of the experimental group

$\bar{x}_2$ = The mean score of the control group

n_1 = The number of experimental groups

n_2 = The number of the control group

s_1^2 = The standard deviation of the experimental group

s_2^2 = The standard deviation of both groups

If = $\sigma_1^2 \neq \sigma_2^2$ (has no same variant) the formula is:

$$t^1 = \frac{\bar{x} - \bar{x}_2}{\sqrt{\dfrac{s_1^2}{n_1} + \dfrac{s_1^2}{n_2}}}$$

The hypothesis is:

Ho = $\mu_1 = \mu_2$

Ha = $\mu_1 \neq \mu_2$

μ_1= Average data of experimental class

μ_2= Average data of control class

If t $_{count}$> t $_{table}$ so Ho is rejected and there is no difference of average value from both groups. Moreover, the other way if t $_{count}$< t $_{table}$ so Ho isaccepted and there is a significant difference in average value fromgroups.[43]

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[43] Sudjana, *Metode Statistika*, p. 239

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the writer presents the data which is taken from SMP N 2 Boja in seventh grade in the academic year of 2019/2020. There are 60 students as the sample of this research that decided to be two classes, one class as an experimental class and a control class. The data are collected from the test (pretest and posttest) and documentation.

A. Description of Research Finding

The research had been conducted from 2th to 11th March 2020 in SMP N 2 Boja. The researcher took two classes as the subject of the research. The researcher got class VII C, which consists of 30 students as experimental group and class VII D, which consists of 30 students as a control group. The data was obtained by giving a test. The test consists of two tests as follows, pre-test and post-test. A pre-test was given before the treatment and post-test were given after treatment.

In the finding of the research, it was described that there were different results between the experimental group, which were taught by using multisensory phonic based-teaching, and the control group was not taught by using multisensory phonic based-teaching.

B. Data Analysis and Hypothesis

1. The Data Analysis of pretest

    The result of the pre-test was used to know whether the class is normal or not, and the classes are homogeneous or not. Those are

called by normality test and homogeneity test. The completed data as follows:

Table 4.1

The pre-test score of the experimental class and the control class

Experimental Class			Control Class		
No	Code	Score	No	Code	Score
1	E-1	50	1	C-1	47
2	E-2	62	2	C-2	48
3	E-3	48	3	C-3	56
4	E-4	75	4	C-4	30
5	E-5	68	5	C-5	51
6	E-6	30	6	C-6	30
7	E-7	55	7	C-7	45
8	E-8	57	8	C-8	70
9	E-9	45	9	C-9	45
10	E-10	45	10	C-10	42
11	E-11	35	11	C-11	52
12	E-12	48	12	C-12	43
13	E-13	70	13	C-13	46
14	E-14	70	14	C-14	42
15	E-15	75	15	C-15	58
16	E-16	49	16	C-16	43
17	E-17	55	17	C-17	56
18	E-18	68	18	C-18	54

19	E-19	35	19	C-19	58
20	E-20	68	20	C-20	58
21	E-21	45	21	C-21	55
22	E-22	40	22	C-22	56
23	E-23	45	23	C-23	44
24	E-24	35	24	C-24	60
25	E-25	60	25	C-25	60
26	E-26	55	26	C-26	44
27	E-27	55	27	C-27	48
28	E-28	48	28	C-28	50
29	E-29	50	29	C-29	61
30	E-30	45	30	C-30	67
SUM		1586			1519
AVERAGE		52.87			50.63
S^2		154.53			87.07
S		12.43			9.33

a. Normality Test

The normality test was used to find out whether data of control and experimental groups that had been collected from the research come from normal distribution normal or not. The result computation of Chi-Square (X^2_{count}) was then compared with the table of Chi-Square (X^2_{table}) by using (α = 5%) of significance.

With $\alpha = 5\%$ and df = k-1. If $X^2_{count}<X^2_{table}$ meant that the data spread of research result disdributed normally.

Table 4.2

The normality of Pre-test of Experimental Class and Control Class

Class	X^2_{count}	X^2_{table}	Criteria
Experimental	3.8219	7.8147	Normal
Control	1.0710	7.8147	Normal

Based on the table above, it can be concluded that X^2_{count} was lower than X^2_{table} ($X^2_{count}<X^2_{table}$), so H$_0$ was accepted. The distribution data of the experimental class and control class was normal.

b. Homogeneity test

Homogeneity was done to know whether to sample the research come from the population that had the same variance or not. In this research, the homogeneity of the test was measured by comparing the obtained score ($_{t\,count}$) with ($_{t\,table}$). Thus, if the obtained score ($_{t\,count}$) was lower than ($_{t\,table}$), it could be concluded that the H$_0$ was accepted, the variance was homogeneous.

Table 4.3

The Homogeneity Result of Pre-test of Experimental Class and Control Class

Based on the formula above, it is obtained that:

Class	Variance (S²)	N	Df	F$_{count}$	F$_{table}$	Criteria
Experimental	154.53	30	29	1.77	1.86	Homogeneous
Control	87.07	30	29			

$$F_{count} = \frac{vb}{vk}$$

$$F_{count} = \frac{154.53}{87.07}$$

$$F_{count} = 1.77$$

By using $\alpha = 5\%$ and DK numeration $= n_1 - 1 = $ 30-1=29, DK numeration $= n_2 - 1 = $ 30-1=29. It was found $F_{(0,05)} = 1.86$. Since the F_{count} (1.77) $<F_{table}$(1.86). So, Ho was accepted meaning that both classes had similar variance and homogeneous.

The similarity test of the average of the initial data between the experimental group and the control group.

The researcher used the t-test to test the similarity of average.

$H_0: ì_1 \leq ì_2$

$H_{\alpha}: ì_1 > ì_2$

Where:

$ì_1$: Average data of experimental class

$ì_2$: Average data of control class

Table 4.4

The Average Similarity Test of Pre-test Experimental Class and Control
Class

Variation Source	Experimental	Control	Criteria
Sum	1586	1519	H_0 Accepted
N	30	30	
Average	52.87	50.63	
Variance (S^2)	154.53	87.07	
Standard d.(S)	12.43	9.33	

Based on data above, it is obtained that:

$$S = \sqrt{\frac{(n_1-1)S_1^2+(n_2-1)S_2^2}{n_1+n_2-2}}$$

$$S = \sqrt{\frac{(30-1)\,154.53 + (30-1)\,87.07}{30+30-2}}$$

$S^2 = 120.80$

$S = 10.99$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}}$$

$$t_{count} = \frac{52,87 - 50.63}{10.99\sqrt{\frac{1}{30}+\frac{1}{30}}}$$

$t_{count} = 0.79$

$\propto= 5\%$ with df $= 30 + 30 - 2 = 58$ resulted $t_{1-(0,05)(58)} = 2.00$

So, it can be concluded that there was no difference of the pre-test average from both samples, because t_{count} was lower than t_{table} (0.79 < 2.00), so H_a was accepted.

2. Analysis of Post-test

The Experimental group (VII C) was given a post-test on March 11, 2020, and also the control group (VII D) was given a post-test on March 12, 2020. They were asked to describe the situation in the classroom. The data as follows:

Table 4.5

List of Score Post-test the Experimental Class and the Control Class

Experimental Class			Control Class		
No	Code	Score	No	Code	Score
1	E-1	70	1	C-1	77
2	E-2	82	2	C-2	80
3	E-3	87	3	C-3	60
4	E-4	94	4	C-4	60
5	E-5	95	5	C-5	65
6	E-6	80	6	C-6	80
7	E-7	70	7	C-7	70
8	E-8	74	8	C-8	68
9	E-9	82	9	C-9	77

10	E-10	74	10	C-10	80
11	E-11	74	11	C-11	75
12	E-12	75	12	C-12	80
13	E-13	94	13	C-13	68
14	E-14	75	14	C-14	75
15	E-15	96	15	C-15	65
16	E-16	78	16	C-16	60
17	E-17	80	17	C-17	78
18	E-18	78	18	C-18	75
19	E-19	85	19	C-19	80
20	E-20	87	20	C-20	66
21	E-21	82	21	C-21	67
22	E-22	82	22	C-22	80
23	E-23	78	23	C-23	68
24	E-24	94	24	C-24	63
25	E-25	86	25	C-25	62
26	E-26	90	26	C-26	66
27	E-27	78	27	C-27	66
28	E-28	86	28	C-28	60
29	E-29	90	29	C-29	80
30	E-30	90	30	C-30	60
SUM		2486			2111
AVERAGE		82.87			70.73
S^2		58.88			57.41

S	7.67		7.58

a. Normality Test

The normality test was the same as the normality test in the pre-test, then the result computation of Chi-Square (X^2_{count}) was compared with the table of Chi-Square (X^2_{table}) by using ($\alpha = 5\%$) of significance. If $X^2_{count} < X^2_{table}$ meant that the data spread of the research result distributed normally.

H_0 is accepted if $X^2_{count} < X^2_{table}$, and H_0 is rejected if $X^2_{count} > X^2_{table}$. With $\alpha = 5\%$ and df = k-1.

Table 4.6

Normality Test of Post-test of Experimental Class and

Class	X^2_{count}	X^2_{table}	Criteria
Experimental	4.4237	7.8147	Normal
Control	6.7836	7.8147	Normal

Based on the analysis above, it can be concluded that X^2_{count} was lower than X^2_{table} ($X^2_{count} < X^2_{table}$), so H_0 is accepted. The distribution data of the experimental class and the control class were normal.

b. Homogeneity Test

The homogeneity test is used to know whether the group sample was taken from the population is homogeneous or not.

Table 4.7

The Homogeneity Result of Pre-test of Experimental Class and Control Class

Class	Variance (S²)	N	Df	F_{count}	F_{table}	Criteria
Experimental	58.88	30	29	1.03	1.86	Homogeneous
Control	57.41	30	29			

Based on the formula above, it is obtained that:

$$F_{count} = \frac{vb}{vk}$$

$$F_{count} = \frac{58.88}{57.41}$$

$$F_{count} = 1.03$$

By using α = 5% and df numerator = 30 − 1 = 29, and df 30 − 1 = 29, it was found F_{table} = 2,01. Since F_{count} (1,03) < F_{table} (1.86), so H_0 was accepted meaning that the data of pre-test both classes; class VII C and class VII D had similar variances or homogeneous.

c. The different test of the average of initial data between the experimental group and the control group

　　After counting standard deviation and variance, it could be concluded that experimental and control groups have no differences in the average test between two variances in the pre-test.

　　The researcher analyzed the students' result of pronunciation in experimental and control groups after getting treatment. The t-test used

to test the hypothesis that had been mentioned in chapter two. To find the difference between the experimental and control groups, the researcher used the formula:

$H_0: \mu_1 \leq \mu_2$

$H_a: \mu_1 > \mu_2$

Where:

μ_1: Average data of experimental group

μ_2: Average data of the control group

With,

$$S^2 = \sqrt{\frac{(n_1-1)S_1^2+(n_2-1)S_2^2}{n_1+n_2-2}}$$

$$S^2 = \sqrt{\frac{(30-1)\ 58.88 + (30-1)\ 57.41}{30+30-2}}$$

$S^2 = 58.15$

$S = 7{,}63$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}}$$

$$t_{count} = \frac{82.87 - 70.37}{7{,}63\sqrt{\frac{1}{30}+\frac{1}{30}}}$$

$t_{count} = 6.35$

After getting a t-test result, it would be consulted to the critical score of t_{-table} to check whether the difference is significant or not. For on $\alpha = 5\%$ an df $= 30 + 30 - 2 = 58$, it was found $t_{-table} = (0.05)(58) = 2{,}00$. Because of $t_{-count} > t_{-table}$ so it could be concluded

that there was the significance of a difference between the experimental group and the control group. It showed that the experimental group was better than the control group after getting treatments.

Table 4.8

The Result of Computation t-test

Class	N	X	(S^2)	S	t_{-table}	t_{-count}	Criteria
Experimental	30	82.87	58.88	7.67			$H_á$
Control	30	70.37	57.41	7.58	2.00	6.35	Accepted

C. Discussion

The objective of this research is to explain the effectiveness of using multisensory phonic based-teaching to facilitate students' segmental features of pronunciation skill.

The researcher employed the treatment using multisensory phonic based-teaching for the experimental group. In the control class, students were taught using imitation of words from the teacher.

Based on the result of the pre-test, it can be known that both the experimental group and control group are normal distribution and homogeneous. The normality test of an experimental group with chi-square is $x^2_{count}(3.8219) < x^2_{table}$ (7.8147), while the control group is $x^2_{count}(1.0710) < x^2_{table}$ (7.8147). The homogeneity test in the pre-test shows that F_{count} is lower than F_{count} (1.77) $<F_{table}$(1.86).

After the students got the treatment, the average score of the experimental group was higher than the control group. The experimental group got 82.87, and the control group got 70.37. The normality of the experimental group with chi-square is $x_{count}^2(4.4237) < x_{table}^2(7.8147)$while the control group is $x_{count}^2(6.7836) < x_{table}^2$ (7.8147). The homogeneity test of the post-test shows that F_{count} is lower than F_{table} (1.03 < 1.86). It means that both the experimental and control group of Post-test is the normal distribution and homogeneous.

Based on the result of the t-test calculation shows that $t_{count}$is higher than t_{table} (6.35>2.00). It means that there are differences in the post-test average score between experimental, which has been taught by using a multisensory phonic based-teaching and control group, which has taught without using multisensory phonic based-teaching. So, it can be concluded that using multisensory phonic based-teaching to teach segmental features of pronunciation skill is effective.

D. Limitation of the research

The researcher realized that this research not optimally. There are obstacles faced during the process.Some limitations of this research are:

1. This research is located in SMP N 2 Boja, and the samples just used VII C and VII D. In the academic year 2019/2020. When the same researcher conducted in other schools. The study is still possible that a different result will be gained.

2. The limitation of the time makes the implementation process of teaching-learning could not do maximally, but it was enough to fulfill all the requirements of this research.
3. The researcher does not expert in the statistical area, there are a lot of formulas and need more time to calculate the result of data, but the researcher as maximal as possible to calculate the data of this research.

There all those limitations; there is a need to do more research about speaking on past events by using picture drawing so that more optimal results will be gained.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the writer concludes the result of the research. The writer gives recommendations for the school, teacher, students, the reader, and also for the next researcher

A. Conclusion

       Based on the study of multisensory phonic based teaching to facilitate students' segmental feature of pronunciation skill, the researcher concludes: The students' segmental feature of pronunciation skill before being taught by using multisensory phonic based teaching was shown by the average result of pretest score of the control class which was 50.63 and of the experimental class which was 52.87. The students' segmental feature of pronunciation skill in experimental class after being taught by using multisensory phonic based teaching was higher than the average result of the control class. It was shown by the posttest score of control class, which was 70.37 and the experimental class, which was 82.87. So, the method reveals that it is effective for improving students' achievement in segmental features of pronunciation.

B. Suggestion

After drawing all the discussions, then the researcher has several great points and will be presented as follow:

1. For English teachers, this thesis showed that games could influence students to be more attractive in learning, so as the

English teachers, using games in teaching and learning is not a bad thing. Therefore, it improved students' interest that could be seen by their better achievement in every cycle.

2. For the students, in teaching and learning English, it is not only students who have to develop and improve their competence, but they have the bravery to be more active in teaching and learning activity. Beside it, they have to practice speaking English and never be afraid of taking a risk or do something wrong.

3. For the next researcher, I recommend you to do some related research in other object and deeper, further, and better techniques.

4. For the readers and others, by reading this final project, the reader could get larger knowledge and information about English teaching-learning through games. It could be used as one of the references to conduct other research in the same field.

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LIST OF STUDENT'S NAME IN THE EXPERIMENTAL CLASS

No	Name	Code
1.	Abhirama S W	EC-1
2.	Adam Deyan Pratama	EC-2
3.	Adien Bellawati	EC-3
4.	Adwitiya Arsha Calya	EC-4
5.	Anggun Berliana Putri	EC-5
6.	Anggun Pratiwi	EC-6
7.	Arifqy Eisya R	EC-7
8.	Arlangga Putra W	EC-8
9.	Arysya Juha Asmara	EC-9
10.	Aulia Eka Pertiwi	EC-10
11.	Azfa Prastyo	EC-11
12.	Bayu Ardhani	EC-12
13.	Chelasea Aulia	EC-13
14.	Dery Satria Wibawa	EC-14
15.	Diandra Bagus Nugroho	EC-15
16.	Diego Virgiantino	EC-16
17.	Fajra Aulia R	EC-17
18.	Farel Afnan Abdillah	EC-18
19.	Hastin Desfiana Putri	EC-19
20.	Hidayatus Irzananda C M	EC-20
21.	Maulana Ferdian A S	EC-21
22.	Naura Regita Afriani	EC-22
23.	Oscar Ivano Jenean	EC-23
24.	Rakka Wira P	EC-24
25.	Roikhanun Janah	EC-25
26.	Salsabila Citra Dewi	EC-26
27.	Septian Damai Utama	EC-27
28.	Shabi Restu K	EC-28
29.	Shella Zahrotussita	EC-29
30.	Ulung Galih Lesmana	EC-30

LIST OF STUDENT'S NAME IN THE CONTROL CLASS

No	Name	Code
1.	Almayra Nuzz Jasmin	CC-1
2.	Aninda Shafirna Putri	CC-2
3.	Ardiyanto Aska Farandi	CC-3
4.	Elsa Elfiana	CC-4
5.	Ernanda Fira Pramesti	CC-5
6.	Fita Citra Karisma	CC-6
7.	Kharizma Azzahra Melani H	CC-7
8.	Kirana Cinta Mentari	CC-8
9.	Lilis Masayu Safitri	CC-9
10.	Liska Cahya Alfina Putri	CC-10
11.	Mellisa Tricahya Liviati	CC-11
12.	Muchamat Nasir Udin	CC-12
13.	Muchammad Rahul Roy	CC-13
14.	Muhammad Raya Al Ghifari	CC-14
15.	Muhammad Zahlul Muttaqin	CC-15
16.	Nandang Kurniawan	CC-16
17.	Nonik Dewi Safitri	CC-17
18.	Octa Rizky Ardana	CC-18
19.	Rais Kaisha Kamal	CC-19
20.	Raya Junian	CC-20
21.	Rasya Panji Aditya	CC-21
22.	Ratu Aprilia Puspitasari	CC-22
23.	Rayhan Raditya Nugroho	CC-23
24.	Rico Abdi Mahesa Putra	CC-24
25.	Rico Prammudia	CC-25
26.	Salsabila Hasna Maharani	CC-26
27.	Satrio Wahyu Utomo	CC-27
28.	Sheva Kurnia Hernawan	CC-28
29.	Viola Cesar Rahmawati	CC-29
30.	Wahyu Eka Wardani	CC-30

LIST OF STUDENT'S SCORE IN THE EXPERIMENTAL CLASS

No	Name	Pre-test	Post-test	Code
1.	Abhirama S W	49	80	EC-1
2.	Adam Deyan Pratama	45	78	EC-2
3.	Adien Bellawati	62	87	EC-3
4.	Adwitiya Arsha Calya	75	94	EC-4
5.	Anggun Berliana Putri	68	95	EC-5
6.	Anggun Pratiwi	57	90	EC-6
7.	Arifqy Eisya R	55	82	EC-7
8.	Arlangga Putra W	48	74	EC-8
9.	Arysya Juha Asmara	50	82	EC-9
10.	Aulia Eka Pertiwi	50	87	EC-10
11.	Azfa Prastyo	45	86	EC-11
12.	Bayu Ardhani	48	75	EC-12
13.	Chelasea Aulia	70	94	EC-13
14.	Dery Satria Wibawa	35	75	EC-14
15.	Diandra Bagus Nugroho	45	78	EC-15
16.	Diego Virgiantino	48	78	EC-16
17.	Fajra Aulia R	55	82	EC-17
18.	Farel Afnan Abdillah	35	70	EC-18
19.	Hastin Desfiana Putri	60	85	EC-19
20.	Hidayatus Irzananda C	40	74	EC-20
21.	Maulana Ferdian A S	45	80	EC-21
22.	Naura Regita Afriani	55	82	EC-22
23.	Oscar Ivano Jenean	55	86	EC-23
24.	Rakka Wira P	30	70	EC-24
25.	Roikhanun Janah	70	94	EC-25
26.	Salsabila Citra Dewi	68	90	EC-26
27.	Septian Damai Utama	45	78	EC-27
28.	Shabi Restu K	35	74	EC-28
29.	Shella Zahrotussita	68	90	EC-29
30.	Ulung Galih Lesmana	75	96	EC-30

Appendix 4

LIST OF STUDENT'S SCORE IN THE CONTROL CLASS

No	Name	Pre-test	Post-test	Code
1.	Almayra Nuzz Jasmin	58	77	CC-1
2.	Aninda Shafirna Putri	55	80	CC-2
3.	Ardiyanto Aska Farandi	56	60	CC-3
4.	Elsa Elfiana	30	60	CC-4
5.	Ernanda Fira Pramesti	60	80	CC-5
6.	Fita Citra Karisma	58	80	CC-6
7.	Kharizma Azzahra M	70	80	CC-7
8.	Kirana Cinta Mentari	56	75	CC-8
9.	Lilis Masayu Safitri	60	77	CC-9
10.	Liska Cahya Alfina Putri	54	80	CC-10
11.	Mellisa Tricahya Liviati	52	75	CC-11
12.	Muchamat Nasir Udin	43	70	CC-12
13.	Muchammad Rahul Roy	46	68	CC-13
14.	Muhammad Raya A G	42	75	CC-14
15.	Muhammad Zahlul M	58	65	CC-15
16.	Nandang Kurniawan	43	60	CC-16
17.	Nonik Dewi Safitri	56	78	CC-17
18.	Octa Rizky Ardana	42	68	CC-18
19.	Rais Kaisha Kamal	47	66	CC-19
20.	Raya Junian	30	60	CC-20
21.	Rasya Panji Aditya	48	67	CC-21
22.	Ratu Aprilia Puspitasari	61	80	CC-22
23.	Rayhan Raditya Nugroho	44	68	CC-23
24.	Rico Abdi Mahesa Putra	51	63	CC-24
25.	Rico Prammudia	45	62	CC-25
26.	Salsabila Hasna Maharani	44	66	CC-26
27.	Satrio Wahyu Utomo	48	66	CC-27
28.	Sheva Kurnia Hernawan	50	65	CC-28
29.	Viola Cesar Rahmawati	67	80	CC-29
30.	Wahyu Eka Wardani	45	60	CC-30

Appendix 5

The highest score of pretest in the experimental class is EC-30 with the score 75

Dialog	Utterance
Kenny: Do you know Mr. William?	Kenny : /Du ju noʊ 'mis.təʳ 'wil.jam/
Andrew : Yes, of course.	Andrew : /Jes, ɒv kɔ:rs/
Kenny : What does he look like?	Kenny : /Wʌt dʌz he lʊk laik/
Andrew : Mr. William is a very smart and funny person. He is a handsome man. He has short black hair and round eyes.	Andrew : /'Mis.təʳ 'wil.jam iz ə 've.ri sma:rt ænd 'fan.i pɜ:ʳsɒn. Hi iz ə hæn.sɒm mæn. Hi hæz sɔ:rt blæk heir ænd rɒn eiz/
Kenny : What else?	Kenny : /Wʌt əls?/
Andrew : He is tall. He has dark brown skin.	Andrew : /Hi iz tel. Hi hæz da:rk brɒn skin/

The lowest score of pre-test in the experimental class is EC-24 with the score 30

Dialog	Utterance
Kenny : Do you know Mr. William?	Kenny : /Du ju ka:y 'mis.təʳ 'wil.jəm/
Andrew : Yes, of course.	Andrew : /Jes, ɒv cɔ:rsəs/
Kenny : What does he look like?	Kenny : /Wet dɒz he lʊk lik/
Andrew : Mr. William is a very smart and funny person. He is a handsome man. He has short black hair and round eyes.	Andrew : /'Mas.təʳ 'wil.jəm iz a 've.ri sma:rt ænd 'fʊn pɜ:ʳsɒn. He iz a hæn.sɒm ma:n. He ha:z srɒ:t blæk hair ænd rʊʊd eyiz/
Kenny : What else?	Kenny : /Wʌt eli:s?/
Andrew : He is tall. He has dark brown skin.	Andrew : /He iz ta:l. He hæz dra:k brɒn skin/

The highest score of post-test in the experimental class is EC-9 with the score 96

Dialog	Utterance
James : Wow! This library is large and the floor is clean.	**James** :/waʊ! ðis 'lai brər.i iz la:rdʒ ænd ðə flɔ:r iz kli:n/
William : Yes, of course. It is very comfortable.	**William** :/yes ɒv kɔ:rs. It iz 've:ri 'kʌm.fəʳ.tə.bl/
James : There are many books here.	**James** :/ðer a:r 'men.i bʊks hiər/
William : The bookshelf is big and colorful. There are many pictures on the wall.	**William** :/ðə 'bʊk.self iz big ænd 'kʌ.ləʳ.fʊl. ðer a:r 'men.i 'pik.tʃəʳ on ðə wɔ:l/
James : Everything is good. It's a very neat library.	**James** :/'ev.ri.tiŋ iz gʊd. it's ə 've:ri ni:t 'lai brər.i/
William : I love this library so much.	**William** :/ai lɒv ðis 'lai brər.i soʊ mʊtʃ/

The lowest score of post-test in the experimental class is EC-18 with the score 70

Dialog	Utterance
James : Wow! This library is large and the floor is clean.	**James** :/waʊ! is 'li bər.i iz lægænd ðə flɔ:r is cla:n/
William : Yes, of course. It is very comfortable.	**William** :/yes ɒv cɔ:rs. It iz 've:ri 'kɒms.bl/
James : There are many books here.	**James** :/ θer a:r 'men.i bɔ:ks hər/
William : The bookshelf is big and colorful. There are many pictures on the wall.	**William** :/ðə 'bɔ:k.self iz big ænd 'cɒ.lɒʳs. θers a:r 'mʌn 'pis on ðə wa:l/
James : Everything is good. It's a very neat library.	**James** :/'evərs.tiŋ iz gʊd. it's a: 'vər ni:t 'li bərs/
William : I love this library so much.	**William** :/ai lov ðis 'li bərs soʊ mʊtʃ/

The highest score of pre-test in the control class is CC-7 with the score 70

Dialog	Utterance
Kenny : Do you know Mr. William?	**Kenny** : /Du ju noʊ 'mis.təʳ 'wil.jəm/
Andrew : Yes, of course.	**Andrew** : /Jes, ɒv kɔ:rs/
Kenny : What does he look like?	**Kenny** : /Wʌt dʌz hi lʊk laik/
Andrew : Mr. William is a very smart and funny person. He is a handsome man. He has short black hair and round eyes.	**Andrew** : /'Mis.təʳ 'wil.jam iz ə 've.ri sma:rt ænd 'fan.i pɜ:ʳsən. Hi iz ə hæn.səm mæn. Hi hæz ʃɔ:rt blæk heir ænd rɒʊn eiz/
Kenny : What else?	**Kenny** : /Wɔ:t els?/
Andrew : He is tall. He has dark brown skin.	**Andrew** : /Hi iz tɔ:l. Hi hæz da:rk brɒn skin/

The lowest score of pre-test in the control class is CC-30 with the score 40

Dialog	Utterance
Kenny : Do you know Mr. William?	**Kenny** : /Du ju kənoʊ 'mis.təʳ 'wil.jəm/
Andrew : Yes, of course.	**Andrew** : /Jes, ɒv cɔ:urse/
Kenny : What does he look like?	**Kenny** : /Wet dɒ hi lʊk lek/
Andrew : Mr. William is a very smart and funny person. He is a handsome man. He has short black hair and round eyes.	**Andrew** : /'Mis.təʳ 'wil.jəm iz a: 've.ri sma:rt ænd 'fʊn.i pɜ:ʳsən. He iz ə hæn.dəs mʌn. He hæz sɔ:rt blæk heir ænd rɒʊn eyəz/
Kenny : What else?	**Kenny** : /Wʌt eles?/
Andrew : He is tall. He has dark brown skin.	**Andrew** : /He iz tel. He hæz dra:k brɒn skin/

The highest score of post-test in the control class is CC-5 with the score 85

Dialog	Utterance
James : Wow! This library is large and the floor is clean.	**James** :/waʊ! ðis ʻlai brər.i iz la:rdʒ ænd ðə flɔ:r iz kli:n/
William : Yes, of course. It is very comfortable.	**William** :/yes ɒv kɔ:rs. It iz ʻve:ri ʻkʌm.fəʳ.tə.bl/
James : There are many books here.	**James** :/ðer a:r ʻmen.i bʊks hiər/
William : The bookshelf is big and colorful. There are many pictures on the wall.	**William** :/ðə ʻbʊk.self iz big ænd ʻkʌ.ləʳ.fʊl. ðer a:r ʻmen.i ʻpi.tʃəʳs on ðə wɔ:l/
James : Everything is good. It's a very neat library.	**James** :/ʻev.ri.tiŋ iz gʊt. it's ə ʻve:ri ni:t ʻlai brər.i/
William : I love this library so much.	**William** :/ai lʌv ðis ʻlai brər.i soʊ mʌtʃ/

The lowest score of post-test in the control class is CC-16 with the score 60

Dialog	Utterance
James : Wow! This library is large and the floor is clean.	**James** :/waʊ! is ʻlæ bər iz la:rgəænd teh fɔ:r iz kalən/
William : Yes, of course. It is very comfortable.	**William** :/yes ɒv. It iz ʻve:ri ʻkɒm.fɒʳ.bl/
James : There are many books here.	**James** :/teh a:rə ʻmen.i bɒks hir/
William : The bookshelf is big and colorful. There are many pictures on the wall.	**William** :/ðə ʻbɒks iz big ant ʻkʌ.ləʳ.fəl. its a:r ʻmi ʻpik.tʃəʳ on tə wɔ:l/
James : Everything is good. It's a very neat library.	**James** :/ʻev.ri.tiŋ iz gʊd. it's ə ʻve:ri i:t ʻlibər.i/
William : I love this library so much.	**William** :/ai lov tanks ʻlibər.i soʊ mʊtʃ/

Documentation of the research

Appendix 7

(Instructional materials)

A. Phonetic Symbol
Consonant**:** /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /s/, /z/, /m/, /n/, /h/, /l/, /r/, /w/, /θ/, /ð/, /ʃ/ ,/dʒ/, /tʃ/, /ʒ/, /j/, /ŋ/.
monophthong such as /i:/, /i/, /e/, /æ/, /a:/, /ɒ/, / ɔ:/, /ʌ/, /ə/, / ʒ:/, /ʊ/, /u:/
diphthongs: /ei/, /ai/, /ɔi/, /iə/,/eə/, /uə/, /au/, /əu/

Meeting 1: Material for qualities about the people
At the school
Andy   : Do you know a new student at this school?
Gina   : Of course, she is Amanda.
Andy   : What does she look like?
Gina   : She is beautiful. She has a round eyes, pointed nose, and thin
         face.
Andy   : Tell me more about her.
Gina   : She is tall enough and she has a slim body. Her hair is straight
         and long.
Andy   : What else?
Gina   : She is smart and talkative.
Some adjective for describing people
General characteristic: beautiful, handsome, ugly, tall, short, straight,
curly, wavy, pointed nose, flat nose, thin face, chubby, fat, slim, dark
skin, round eyes, slanted, clever, smart, diligent, talkative, good-looking,
old, young, elegant, kind etc.
1. According to the students, the people has some characteristic
    a) She is beautiful
    b) She has a round eyes, pointed nose, and thin face
    c) She is tall enough
    d) She has a slim body
    e) Her hair is straight and long
    f) She is smart and talkative

Meeting 2: Material for qualities about the animal
At the zoo

Siti : Look at the giraffes. They are very tall.
Lina : Yes, they do. They have a long neck.
Beni : And look at the zebras. They have black and white stripes on their bodies.
Udin : Guys, do you know that each zebra has different pattern?
Edo : They do? That's very interesting!
Dayu : Look at the elephants. They are huge!
Udin : Yes, they are. And look at the tigers. They have sharp teeth.
Siti : They have powerful legs.

Some adjective for describing animal

General Characteristic: cute, small, big, tall, long, huge, powerful, sharp, hard, dangerous, brave, smart, slow, fast, large, etc.

1. According to the students, some animals at the zoo has some characteristic.
   a) The giraffes have curly eyelashes
   b) Their (giraffe) eyelashes are adorable
   c) Thezebras have black and white stripes on their bodies
   d) Each zebra has different pattern
   e) The elephants are huge
   f) The tigers have sharp teeth
   g) They (tigers) have powerful legs

Meeting 3: Material for qualities about the thing

In the school
Bima : Does your father buy a new shoes for you?
Leo : Sure, I like my new shoes.
Bima : What does it look like?
Leo : The color is black. There are two gray stripes on the outer side of shoes.
Bima : Wow! that is the nice shoes.
Leo : The insole is made of foam rubber and the color is red. It is very soft and comfortable.

Some adjective for describing thing

General Characteristic: big, small, hard, soft, round, rectangle, nice, new, old, long,
Color: black, grey, red, pink, white, yellow, blue, green, orange, purple, etc.

1. According to the students, the shoes has some good qualities.
   a) The color of shoes is black
   b) There are two gray stripes on the outer side of shoes
   c) It's nice shoes
   d) The color of the insole is red
   e) It is very soft and comfortable

Appendix 8

PRE-TEST

A. Read the dialog below with the correct pronunciation!
   Kenny   : Do you know Mr. William?
   Andrew : Yes, of course.
   Kenny   : What does he look like?
   Andrew : Mr. William is a very smart and funny person. He is a handsome man. He has short black hair and roundeyes.
   Kenny   : What else?
   Andrew : He is tall. He has dark brown skin.

POST-TEST

A. Read the dialog below with the correct pronunciation!
   James   : Wow! This library is large and the floor is clean.
   William   : Yes, of course. It is very comfortable.
   James   : There are many books here.
   William   : The bookshelf is big and colorful. There are many pictures on the wall.
   James   : Everything is good. It's a very neat library.
   William   : I love this library so much.

LESSON PLAN EXPERIMENTAL CLASS

School   : SMP N 2 Boja
Subject/Skill   : English/ Speaking
Class/Semester   : VII/II
Time Allocation : 2 x 45 Minutes
Material   : Ask for and give information related to the qualities of
                    people, animals, and objects.

A. Core Competences
CC3. Understanding knowledge (factual, conceptual and procedural) based on curiosity about science, technology, arts, culture and events related to the phenomenon of the visible

CC4. Trying, process, and present in the realm of concrete (use, disassemble, assemble, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance.

B. Basic Competencies and Indicators of Competence achievement

Basic Competences	Indicators of Competences
3.5 Identify social function, text structure, and text-linguistic elements of oral and written of transactional interactions which involving the act of giving and asking for information related to the nature of people, animals, object within the context of its use. (Note the linguistic elements be, adjective).	3.5.1 Students are able to clarify social function, generic structure, and language features of giving and asking for information related to the nature of people, animals, and objects.
4.5 Composing text interaction transactional oral and written very short and simple involves the act of giving and request information regarding the nature	4.5.1 The students can compose a short dialog about asking and giving for information related to

people, animal, and objects, with attention to social functions, text structure and elements the correct and appropriate language context.	the nature of people, animals, and objects. 4.5.1 The students are able to pronounce the sentence correctly.

C. Learning Aims

In the end of the teaching and learning process:

1. Students are able to identify the social function, generic structure, and language feature well after observing the example of asking questions and responding information related to the qualities of people, animals, and objects.
2. Students are able to ask questions and respond to information related to the qualities of people, animals, and object to identify, to criticize, or to praise them.

D. Learning Material
1. Material for Regular Learning

a. Topic

The characteristics and conditions of people, animals, and objects found in house, school, and environment around the students that cultivate their attitude based on the core competence.

b. Language Features

The language features usually found in the text of asking and giving information related to the qualities of people, animal, and object are:

1) Statement and question related to the characteristic of people, animals, and objects.
2) Adjective (such as red, big, dark, nice, beautiful, cute), mental (clever, smart, diligent, etc.), psychological (happy, sad, disappointed, angry, wild), character (kind, good, polite).
3) Pronunciation, and handwriting.

c. The generic structures of asking and giving information related to the qualities of people animal, and object are:

1) Starting a statement and question about the characteristic of people, animals, and objects.

2) Responding (expected or unexpected) about the characteristic of people, animals, and objects to identify, to criticize or to praise them.

2. Material for Remedial Learning
   a. Definition and Social Function of asking and giving information related to the qualities of people, animal, and object.
   b. The Language Features of asking and giving information related to the qualities of people, animal, and object.
   c. The Structure of asking and giving information related to the qualities of people, animal, and object.

3. Material for Enrichment Learning
   a. The use of 'be' (specifically, 'is' and 'are') for the quality and characteristics.
   b. Articles 'the' and 'a' to refer the objects.
   c. The pronouns 'your', 'my', 'our', etc to mention the objects that are related to the speaker.
   d. Add '-s' on plural objects.

E. Learning Method
   Approach   : Scientific Approach.
   Method   : Multisensory Phonic Based-Teaching

F. Learning Media
   Tools   : Whiteboard, Board marker, and Laptop.
   Media   : Big and small Flashcard
   Sources   : Bahasa Inggris when English rings a bell

G. Learning Activities
   1. The first meeting for experimental class

No.	Activity	LearningActivities	Time
1.	**Opening (pre-activity)**	• Greeting and pray	5 Minutes
		• The teacher gives motivation to the students.	
2.	**(Main Activities) Observing**	• The teacher provides papers that contain a short dialog.	15 Minutes
		• The students observe the dialog about social function,	

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		generic structure, and language features of asking and giving information related to the qualities of people.	
	Questioning	• The teacher guides the students how to read the dialog with correct pronunciation using *Multisensory phonic*.It focuses on segmental feature of pronunciation.	5 Minutes
		• With guidance and direction from the teacher, students can ask how to play *Multisensory phonic* and the rules of if something is unclear.	
	Experimenting	• Students start playing *Multisensory phonic:* 1-Teacher dictates word (The teacher dictates the letter one by one with the correct sound. Then, say the word to the students and the meaning) 2-Student repeats the word (The students repeat what the teacher said with correct pronunciation) 3-Touch and say (The teacher provides tiles for the students and demonstrates this process for the student, the student taps each tile, beginning with the index finger, and says the sound represented by the tile) 4-Tapping a vowel sound (The student starts by tapping the index finger on the table while saying the onset/vowel sound; then the student taps the middle	30 Minutes

		finger on the table while saying the rime)	
		5-Slowdown step (The teacher starts the swoop at the student's left shoulder, brings her arm down toward the table in an arc, and moves her arm upward towards the student's right should finish the swoop)	
		6-Slowly blend the sounds (The student traces his index finger along with the table, below the tiles used to spell the word, in a half-circle, u-shape while slowly saying the word on the tiles)	
		7-Say it fast like a word (The students run the index finger in a line below the tiles and says the word using a normal speaking rate)	
		8-Finger spelling (The student beats on the table while saying the word and based on the number of syllables. Then, starting with the thumb of the non-writing hand and moving from left to right, the student holds up one finger per sound to spell the word on his fingers)	
		•The students learn about phonetic symbol	
	Associating	• The students make some groups. It consists of 4-5 students.	20 Minutes
		• The students make a short dialog about 'Family' it can be mother, father, sister or brother	

		and asks the students to choose one of them.	
	Communicating	• Representation of each groupread their dialog in front of class with correct pronunciation.	10 Minutes
		Each students, write down a word with phonetic symbol based on their dialog.	
3.	**Closing**	• The teacher and students summarize of the lesson.	10 Minutes
		•The teacher closes the meeting.	

2. Second meeting for experimental class

No.	Activity	LearningActivities	Time
1.	**Opening (pre-activity)**	• Greeting and pray	5 Minutes
		• The teacher gives motivation to the students.	
2.	**(Main Activities) Observing**	• The teacher provides papers that contain a short dialog.	15 Minutes
		• The students observe the dialog about social function, generic structure, and language features of asking and giving information related to the qualities of animal.	
	Questioning	• The teacher guides the students how to read the dialog with correct pronunciation using *Multisensory phonic.*It focuses on segmental feature of pronunciation.	5 Minutes
		• With guidance and direction from the teacher, students can ask how to play *Multisensory*	

		phonic and the rules of if something is unclear.	
	Experimenting	• Students start playing *Multisensory phonic:* 1-Teacher dictates word (The teacher dictates the letter one by one with the correct sound. Then, say the word to the students and the meaning) 2-Student repeats the word (The students repeat what the teacher said with correct pronunciation) 3-Touch and say (The teacher provides tiles for the students and demonstrates this process for the student, the student taps each tile, beginning with the index finger, and says the sound represented by the tile) 4-Tapping a vowel sound (The student starts by tapping the index finger on the table while saying the onset/vowel sound; then the student taps the middle finger on the table while saying the rime) 5-Slowdown step (The teacher starts the swoop at the student's left shoulder, brings her arm down toward the table in an arc, and moves her arm upward towards the student's right should finish the swoop) 6-Slowly blend the sounds (The student traces his index finger along with the table, below the tiles used to spell the word, in a	30 Minutes

No.	Activity	Learning Activities	Time
		half-circle, u-shape while slowly saying the word on the tiles) 7-Say it fast like a word (The students run the index finger in a line below the tiles and says the word using a normal speaking rate) 8-Finger spelling (The student beats on the table while saying the word and based on the number of syllables. Then, starting with the thumb of the non-writing hand and moving from left to right, the student holds up one finger per sound to spell the word on his fingers)	
		•The students learn about phonetic symbol	
	Associating	• The students make some groups. It consists of 4-5 students.	20 Minutes
		• The students make a short dialog about pet.	
	Communicating	• Representation of each group read their dialog in front of class with correct pronunciation.	10 Minutes
		Each students, write down a word with phonetic symbol based on their dialog.	
3.	**Closing**	• The teacher and students summarize of the lesson.	10 Minutes
		•The teacher closes the meeting.	

3. The third meeting for experimental class

No.	Activity	LearningActivities	Time

1.	**Opening (pre-activity)**	• Greeting and pray	5 Minutes
		• The teacher gives motivation to the students.	
2.	**(Main Activities) Observing**	• The teacher provides papers that contain a short dialog.	15 Minutes
		• The students observe the dialog about social function, generic structure, and language features of asking and giving information related to the qualities of oject.	
	Questioning	• The teacher guides the students how to read the dialog with correct pronunciation using *Multisensory phonic*.It focuses on segmental feature of pronunciation.	5 Minutes
		• With guidance and direction from the teacher, students can ask how to play *Multisensory phonic* and the rules of if something is unclear.	
	Experimenting	• Students start playing *Multisensory phonic:* 1-Teacher dictates word (The teacher dictates the letter one by one with the correct sound. Then, say the word to the students and the meaning) 2-Student repeats the word (The students repeat what the teacher said with correct pronunciation) 3-Touch and say (The teacher provides tiles for the students and demonstrates this process for the student, the student taps each tile, beginning with the	30 Minutes

		index finger, and says the sound represented by the tile)	
		4-Tapping a vowel sound (The student starts by tapping the index finger on the table while saying the onset/vowel sound; then the student taps the middle finger on the table while saying the rime)	
		5-Slowdown step (The teacher starts the swoop at the student's left shoulder, brings her arm down toward the table in an arc, and moves her arm upward towards the student's right should finish the swoop)	
		6-Slowly blend the sounds (The student traces his index finger along with the table, below the tiles used to spell the word, in a half-circle, u-shape while slowly saying the word on the tiles)	
		7-Say it fast like a word (The students run the index finger in a line below the tiles and says the word using a normal speaking rate)	
		8-Finger spelling (The student beats on the table while saying the word and based on the number of syllables. Then, starting with the thumb of the non-writing hand and moving from left to right, the student holds up one finger per sound to spell the word on his fingers)	
		•The students learn about phonetic symbol.	

	Associating	• The students make some groups. It consists of 4-5 students.	20 Minutes
		• The students make a short dialog about an object around the class.	
	Communicating	• Representation of each group, read their dialog in front of class with correct pronunciation.	10 Minutes
		Each students, write down a word with phonetic symbol based on their dialog.	
3.	**Closing**	• The teacher and students summarize of the lesson.	10 Minutes
		•The teacher closes the meeting.	

H. Learning Assessment
1. **Attitude**
   a) Instrument: Observing Responsibility Attitudes
      Scoring Rubric:

Observing Responsibility Attitudes

Guidelines:

This sheet is filled out by the teacher to assess students' social attitudes in their responsibilities answer. Put a check mark (v) in the score column according to the attitude of responsibility displayed by students, with the following criteria:

4 = always, if always do according to the statement
3 = often, if often do according to the statement and sometimes it doesn't do
2 = sometimes, if sometimes do and often do not do
1 = never, if never done.

Name   : _____

Class   : _____

Date of observation   : _____

Material : _____

No	Aspect of Observation	Score			
		1	2	3	4
1.	Carry out individual tasks well				
2.	Accept the risk of actions taken				
3.	Do not accuse others without accurate evidence				
4.	Returns borrowed stuff				
5.	Apologize for the mistake made				
	Total				

Guideline for scoring:
Final scores use a scale of 1 to 4
Final score calculation using formula:
(Score obtained) / (maximum score) x 4 = final score
Example:
The score is 14, the maximum score is 20, then the final score

$$\frac{14}{20} x \, 4 = 2,8$$

Conversion of Scoring

Conversion of Final Score		Predicate (Knowledge & Skill)	Classification of Attitude and Extracurricular
Scale 0-100	Scale 1-4		
86-100	4	A	VG
81-85	3.66	A-	
76-80	3.33	B+	G

71-75	3.00	B	
66-70	2.66	B-	
61-65	2.33	C+	
56-60	2.00	C	E
51-55	1,66	C-	
46-50	1,33	D+	
0-45	1	D	L

Note: VG: Very Good, G: Good, E: Enough, L: Less.

2. **Knowledge**
    a. Instrument: Writing Phonetic Symbol of Words
       Scoring rubric: Score acquired x 20 = final score
    1) Write down the phonetic symbol of these words below correctly!
       1. Strong   11. Clever
       2. Round   12. Smart
       3. Slow   13. Diligent
       4. Long   14. Beautiful
       5. Sharp   15. Ugly
       6. Fast   16. Hard
       7. Small   17. Soft
       8. Fat   18. Purple
       9. Friendly   19. Yellow
       10. Thick   20. Old

3. **Skill**
    a. Instrument:

No.	Criteria	Level	Score
1.	Pronunciation	All of words are pronounced correctly	100
		81-99% of words are pronounced correctly	81-99
		61-80% of words are pronounced correctly	61-80
		41-60% of words are pronounced correctly	41-60

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| | | 21-40% of words are pronounced correctly | 21-40 |
| | | 1-20% of words are pronounced correctly | 1-20 |

Score Criteria:
100 = Pronunciation is perfect
81-99 = Pronunciation is very good
61- 80 = Pronunciation is good
41- 60 = Pronunciation is enough
21- 40 = Pronunciation is less
1-20 = Pronunciation is bad

Exercise for Regular Learning

1. Please, make a short dialog about people, animals or objects.
2. Please, choose 10 words in the your dialog. Then, read and write it in front of class.

Exercise for Remedial
Write down the phonetic symbol of the words below correctly!
1. Fat
2. oval
3. white
4. cute
5. Chubby

Exercise for Enrichment
Please make a short dialog asking and giving information about your best friend and read the dialog in front of class with the correct pronunciation!

LESSON PLAN CONTROL CLASS

School   : SMP N 2 Boja
Subject/Skill   : English/ Speaking
Class/Semester : VII/II
Time Allocation : 2 x 45 Minutes
Material   : Ask for and give information related to the qualities of people, animals, and objects.

A. Core Competences

CC3. Understanding knowledge (factual, conceptual and procedural) based on curiosity about science, technology, arts, culture and events related to the phenomenon of the visible

CC4. Trying, process, and present in the realm of concrete (use, disassemble, assemble, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance.

B. Basic Competences and Indicators of Competence achievement

Basic Competences	Indicators of Competences
3.5 Identify social function, text structure, and text linguistic elements of oral and written of transactional interactions which involving the act of giving and asking for information related to the nature of people, animals, and objects within the context of its use. (Note the linguistic elements be, adjective).	3.5.1 Students are able to clarify social function, generic structure, and language features of giving and asking for information related to the nature of people, animals, and object.
4.5 Composing text interaction transactional oral and written very short and simple involves the act of giving and request information regarding the nature people, animal, and objects, with	4.5.1 The students can compose a short dialog about asking and giving for information related to the nature of people, animals, and objects.

attention to social functions, text structure and elements the correct and appropriate language context.	4.5.1 The students are able to pronounce the sentence correctly.

C. Learning Aims

In the end of the teaching and learning process:

2. Students are able to identify the social function, generic structure, and language feature well after observing the example of asking question and responding information related to the qualities of people, animals, and objects.

3. Students are able to ask question and respond information related to the qualities of people, animals, and objects to identify, to criticize or to praise them.

D. Learning Material

1. Material for Regular Learning

a. Topic

The characteristic and condition of people, animals, and objects found in house, school, and environment around the students that cultivate their attitude based on the core competence.

b. Language Features

The language features usually found in the text of asking and giving information related to the qualities of people, animal, and object are:

a) Statement and question related to the characteristic of people, animal, and object.

b) Adjective (such as red, big, dark, nice, beautiful, cute), mental (clever, smart, diligent, etc.), psychological (happy, sad, disappointed, angry, wild), character (kind, good, polite).

c) Pronunciation, and handwriting.

c. The generic structures of asking and giving information related to the qualities of people animal, and object are:

a) Starting a statement and question about the characteristic of people, animal, and object.

b) Responding (expected or unexpected) about the characteristic of people, animals, and objects to identify, to criticize or to praise them.

1. **Material for Remedial Learning**
a) Definition and Social Function of asking and giving information related to the qualities of people, animals, and objects.
b) The Language Features of asking and giving information related to the qualities of people, animal, and object.
c) The Structure of asking and giving information related to the qualities of people, animal, and object.
2. **Material for Enrichment Learning**
a) The use of 'be' (specifically, 'is' and 'are') for the quality and characteristics.
b) Articles 'the' and 'a' to refer the objects.
c) The pronouns 'your', 'my', 'our', etc to mention the objects that are related to the speaker.
d) Add '-s' on plural objects.

E. **Learning Method**
   Approach   : Scientific Approach.
   Method   : Listen and Repeat

F. **Learning Media**
   Tools   : Whiteboard, Board marker.
   Media   : Phonetic Symbol
   Sources   : Bahasa Inggris when English rings a bell

G. **Learning Activities**
   1. The first meeting for control class

No.	Activity	LearningActivities	Time
1.	**Opening (pre-activity)**	• Greeting and pray	5 Minutes
		• The teacher gives motivation to the students.	
2.	**(Main Activities) Observing**	• The teacher provides papers that contain a short dialog about asking and giving information related to the qualities of people.	15 Minutes

No.	Activity	Learning Activities	Time
		• The students observe the dialog about social function, generic structure, and language features of asking and giving information related to the qualities of people.	
	Questioning	• The students can ask some questions related to the dialog.	5 Minutes
	Experimenting	• The teacher guides the students how to pronounce the dialog correctly.	30 Minutes
		• The students imitate what the teacher said.	
		•The students learn about phonetic symbol	
		• The students practice the dialog in pairs.	
	Associating	• The students are divided the students some groups. It consists of 4-5 students.	20 Minutes
		• The students are asked to compose a short dialog based on the pictures which have provided by the teacher.	
	Communicating	• Representation of each group, write and read the phonetic symbol in front of class.	10 Minutes
3.	**Closing**	• The teacher and students summarize of the lesson.	10 Minutes
		• The teacher closes the meeting.	

2. The second meeting for control class

No.	Activity	LearningActivities	Time

1.	**Opening (pre-activity)**	• Greeting and pray	5 Minutes
		• The teacher gives motivation to the students.	
2.	**(Main Activities) Observing**	• The teacher provides papers that contain a short dialog about asking and giving information related to the qualities of animals.	15 Minutes
		• The students observe the dialog about social function, generic structure, and language features of asking and giving information related to the qualities of animals.	
	Questioning	• The students can ask some questions related to the dialog.	5 Minutes
	Experimenting	• The teacher guides the students how to pronounce the dialog correctly.	
		• The students imitate what the teacher said.	30 Minutes
		•The students learn about phonetic symbol	
		• The students practice the dialog in pairs.	
	Associating	• The students are divided the students some groups. It consists of 4-5 students.	20 Minutes
		• The students are asked to write down the phonetic symbol of words.	
	Communicating	• Representation of each group, write and read the phonetic symbol in front of class	10 Minutes

No.	Activity	LearningActivities	Time
3.	**Closing**	• The teacher and students summarize of the lesson.	10 Minutes
		• The teacher closes the meeting.	

3. The third meeting for control class

No.	Activity	LearningActivities	Time
1.	**Opening (pre-activity)**	• Greeting and pray	5 Minutes
		• The teacher gives motivation to the students.	
2.	**(Main Activities) Observing**	• The teacher provides papers that contain a short dialog about asking and giving information related to the qualities of objects.	15 Minutes
		• The students observe the dialog about social function, generic structure, and language features of asking and giving information related to the qualities of objects.	
	Questioning	• The students can ask some questions related to the dialog.	5 Minutes
	Experimenting	• The teacher guides the students how to pronounce the dialog correctly.	30 Minutes
		• The students imitate what the teacher said.	
		•The students learn about phonetic symbol	
		• The students practice the dialog in pairs.	

	Associating	• The students are divided the students some groups. It consists of 4-5 students.	20 Minutes
		• The students are asked to write down the phonetic symbol of words.	
	Communicating	• Representation of each group, write and read the phonetic symbol in front of class.	10 Minutes
3.	**Closing**	• The teacher and students summarize of the lesson.	10 Minutes
		• The teacher closes the meeting.	

H. Learning Assessment
1. Attitude
a. Instrument: Observing Responsibility Attitudes
Scoring Rubric:

Observing Responsibility Attitudes
Guidelines:

This sheet is filled out by the teacher to assess students' social attitudes in their responsibilities answer. Put a check mark (v) in the score column according to the attitude of responsibility displayed by students, with the following criteria:

4 = always, if always do according to the statement

3 = often, if often do according to the statement and sometimes it doesn't do

2 = sometimes, if sometimes do and often do not do

1 = never, if never done.

Name   : _____

Class   : _____

Date of observation : _____

Material   : _____

No		Score

	Aspect of Observation	1	2	3	4
1.	Carry out individual tasks well				
2.	Accept the risk of actions taken				
3.	Do not accuse others without accurate evidence				
4.	Returns borrowed stuff				
5.	Apologize for the mistake made				
	Total				

Guideline for scoring:

Final scores use a scale of 1 to 4

Final score calculation using formula:

(Score obtained) / (maximum score) x 4 = final score

Example:

The score is 14, the maximum score is 20, then the final score

$$\frac{14}{20} x\ 4 = 2,8$$

Conversion of Scoring

Conversion of Final Score		Predicate (Knowledge & Skill)	Classification of Attitude and Extracurricular
Scale 0-100	Scale 1-4		
86-100	4	A	VG
81-85	3.66	A-	VG
76-80	3.33	B+	G
71-75	3.00	B	G
66-70	2.66	B-	G
61-65	2.33	C+	E
56-60	2.00	C	E

51-55	1,66	C-	
46-50	1,33	D+	L
0-45	1	D	

Note: VG: Very Good, G: Good, E: Enough, L: Less.

2. Knowledge

a. Instrument: Writing Phonetic Symbol of Words

Scoring rubric: Score acquired x 20 = final score

1) Write down the phonetic symbol of these words below correctly!

1. Strong	11. Clever
2. Round	12. Smart
3. Slow	13. Diligent
4. Long	14. Beautiful
5. Sharp	15. Ugly
6. Fast	16. Hard
7. Small	17. Soft
8. Fat	18. Purple
9. Friendly	19. Yellow
10. Thick	20. Old

3. Skill

a. Instrument:

No.	Criteria	Level	Score
1.	Pronunciation	All of words are pronounced correctly	100
		81-99% of words are pronounced correctly	81-99
		61-80% of words are pronounced correctly	61-80
		41-60% of words are pronounced correctly	41-60
		21-40% of words are pronounced correctly	21-40
		1-20% of words are pronounced correctly	1-20

Score Criteria:
100 = Pronunciation is perfect
81-99 = Pronunciation is very good
61- 80 = Pronunciation is good
41- 60 = Pronunciation is enough
21- 40 = Pronunciation is less
1-20 = Pronunciation is bad

Exercise for Regular Learning
Write down the phonetic symbol of the words below. Then, read it in front of the class!

1. Famous
2. Great
3. Favorite
4. Oval
5. Light
6. Dark
7. Flat
8. Marvelous
9. Active
10. Grey

Exercise for Remedial
Write down the phonetic symbol of the words below correctly!
1. Fat
2. oval
3. white
4. cute
5. Chubby

Exercise for Enrichment
Please make a short dialog asking and giving information about your best friend and read the dialog in front of class with the correct pronunciation!

AKADEMI STATISTIKA (AIS)
MUHAMMADIYAH SEMARANG

PENELITI   : NUR ZAIDAH

NIM   : 1403046059

JURUSAN   : PENDIDIKAN BAHASA INGGRIS

JUDUL   : MULTISENSORY PHONIC BASED-TEACHING TO FACILITATE STUDENTS' SEGMENTAL FEATURE OF PRONUNCIATION SKILL.

HIPOTESIS:

a. **Hipotesis Uji Homogenitas Data Tahap Awal**

$H_0: \sigma_1^2 = \sigma_2^2$

$H_1: \sigma_1^2 \neq \sigma_2^2$

b. **Hipotesis Uji Homogenitas Data Tahap Akhir**

$H_0: \sigma_1^2 = \sigma_2^2$

$H_1: \sigma_1^2 \neq \sigma_2^2$

c. **Hipotesis Perbedaan Rata-Rata Data Tahap Awal**

$H_0: \mu_1 = \mu_2$

$H_1: \mu_1 \neq \mu_2$

d. **Hipotesis Perbedaan Rata-Rata Data Tahap Akhir**

$H_0: \mu_1 = \mu_2$

$H_1: \mu_1 \neq \mu_2$

HASIL DAN ANALISIS DATA

Pretest Experiment		Posttest Experiment		Pretest Control		Posttest Control	
Mean	52,86667	Mean	50,63333	Mean	82,86667	Mean	70,36667
Standard Error	2,269606	Standard Error	1,703602	Standard Error	1,40093	Standard Error	1,383385
Median	50	Median	50,5	Median	82	Median	68
Mode	45	Mode	56	Mode	82	Mode	80
Standard Deviation	12,43114	Standard Deviation	9,331014	Standard Deviation	7,673211	Standard Deviation	7,577113
Sample Variance	154,5333	Sample Variance	87,06782	Sample Variance	58,87816	Sample Variance	57,41264
Sum	1586	Sum	1519	Sum	2486	Sum	2111
Count	30	Count	30	Count	30	Count	30

Uji Homogenitas Data Tahap Awal

F-Test Two-Sample for Variances

	Experiment	Control
Mean	52,86667	50,63333
Variance	154,5333	87,06782
Observations	30	30
df	29	29
F	1,774862	
P(F<=f) one-tail	0,06409	
F Critical one-tail	1,860811	

Keterangan:

Sig. = 0.064 $\geq$ 0.05, maka H$_0$ diterima artinya kedua kelas tersebut **memiliki varians yang**

sama (Homogen).

Uji Homogenitas Data Tahap Akhir

F-Test Two-Sample for Variances

	Experiment	Control
Mean	82,86667	70,36667
Variance	58,87816	57,41264
Observations	30	30
df	29	29
F	1,025526	
P(F<=f) one-tail	0,473177	
F Critical one-tail	1,860811	

Keterangan:

Sig. = 0.473 $\geq$ 0.05, maka H$_0$ diterima artinya kedua kelas tersebut **memiliki varians yang**

sama (Homogen)

Uji Perbedaan Rata-rata Data Tahap Awal

t-Test: Two-Sample Assuming Equal Variances

	Experiment	Control
Mean	52,86667	50,63333
Variance	154,5333	87,06782
Observations	30	30
Pooled Variance	120,8006	
Hypothesized Mean Difference	0	
df	58	
t Stat	0,786982	
P(T<=t) one-tail	0,217248	
t Critical one-tail	1,671553	
P(T<=t) two-tail	0,434497	
t Critical two-tail	2,001717	

AKADEMI STATISTIKA (AIS)
MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
Jl. Prof. DR. Hamka Km.01 Ngalian Tambak Aji Semarang, 50815 Telp. 024-7608786 Fax. 024-7619177 email : ba.skaism@yahoo.com

Keterangan:

Sig. = 0.434 > 0.05, maka H_0 diterima artinya bahwa tidak ada perbedaan rata-rata antara nilai siswa kelas Experiment dan nilai siswa kelas Control

Uji Perbedaan Rata-rata Data Tahap Akhir

t-Test: Two-Sample Assuming Equal Variances

	Experiment	Control
Mean	82,86667	70,36667
Variance	58,87816	57,41264
Observations	30	30
Pooled Variance	58,1454	
Hypothesized Mean Difference	0	
df	58	
t Stat	6,348892	
P(T<=t) one-tail	1,8E-08	
t Critical one-tail	1,671553	
P(T<=t) two-tail	3,6E-08	
t Critical two-tail	2,001717	

Keterangan:

Sig. = 3,6E-08 < 0.05, maka H_0 ditolak artinya bahwa ada perbedaan rata-rata antara nilai siswa kelas Experiment dan nilai siswa kelas Control

Semarang, 15 April 2020

Kepala Laboratorium

Deden Istiawan, S.Si.,M.Kom

CURRICULUM VITAE

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2. SMP N 3 Cepiring, graduated in 2011
3. MAN Kendal, graduated in 2014
4. English Language Education Department of Education and Teacher Training Faculty State Islamic University (UIN) Walisongo Semarang

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