

**USING ‘JOLLY PHONICS LESSONS’ APPLICATION TO
ENHANCE YOUNG LEARNERS’ PRONUNCIATION
PROFICIENCY**

THESIS

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



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Wassalamu'alaikum Wr. Wb.

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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

" Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya. "

Q.S. Al-baqarah : 286¹

¹ Menara Kudus, Q.S Al-Baqarah: 286, *Al-Qur'an Al-Karim dan Terjemah Bahasa Indonesia*

ABSTRACT

Khasanah, Kurniasani Nafaul. 1703046042, 2022, *Using ‘Jolly Phonics Lessons’ Application to Enhance Young Learners’ Pronunciation Proficiency*, Thesis, English Education Department, Walisongo State Islamic University. Advisor: Dr. H. Muhammad Nafi Annury, M.Pd.

This research is aimed to explain the effect of ‘Jolly Phonics Lessons’ mobile application in order to overcome fifth grade students’ pronunciation problem of SDN Panggung Kidul Semarang. This study employed quantitative method. The research design is Quasi experimental research with 2 classes as the sample, 26 students of 5A perform as the experimental group, and the other 26 from 5B is the control group. The sample is chosen by purposive sampling technique. The research starts by conducting a try-out test to measure test item’s validity, followed by pre-test to measure students’ initial pronunciation ability, then giving treatment for both classes, and providing post-test to find out students’ pronunciation improvement. The data obtained are analyzed statistically by using SPSS application to find out the descriptive statistics, the score of normality test, paired samples test, homogeneity test, and independent sample test (hypothesis test). The hypothesis test (Independent Samples Test) shows that the Sig. (2-tailed) value obtained is 0,000 ($<0,05$), which indicates that H_a is accepted, and H_o is rejected. In other words, there is a significant difference in the average of pronunciation of students taught by using ‘Jolly Phonics Lessons’ Application and those taught by conventional method. Therefore, the researcher comes to a conclusion that ‘Jolly Phonics Lessons’ Application is more effective than conventional method to improve students’ pronunciation.

Keywords: *‘Jolly Phonics Lessons’ Application, pronunciation*

ABSTRAK

Khasanah, Kurniasani Nafaul. 1703046042, 2022, *The Effectiveness of Using 'Jolly Phonics Lessons' Application to Enhance Pronunciation Skill of Fifth Graders of SDN Panggung Kidul Semarang*, Skripsi, Pendidikan Bahasa Inggris, Universitas Islam Negeri Walisongo. Pembimbing: Dr. H. Muhammad Nafi Annury, M.Pd.

Penelitian ini bertujuan untuk melakukan penelitian yang bertujuan untuk mengidentifikasi pengaruh aplikasi *Jolly Phonics Lessons* untuk mengatasi masalah pengucapan siswa kelas 5 SDN Panggung Kidul Semarang. Penelitian ini merupakan penelitian eksperimen dengan sampel 2 kelas, 26 siswa kelas 5A sebagai kelompok eksperimen, dan 26 siswa kelas 5B lainnya sebagai kelompok kontrol. Penentuan sampel dilakukan dengan *purposive sampling technique*. Penelitian dimulai dengan melakukan tes *try-out* untuk mengukur validitas *item* tes, dilanjutkan dengan *pre-test* untuk mengukur kemampuan pengucapan awal siswa, kemudian memberikan perlakuan untuk kedua kelas, dan memberikan *post-test* untuk mengetahui peningkatan pengucapan siswa. Data yang diperoleh dianalisis secara statistik dengan menggunakan aplikasi SPSS untuk mengetahui statistik deskriptif, skor uji normalitas, uji sampel berpasangan, uji homogenitas, dan uji sampel independen (uji hipotesis). Uji hipotesis (*Independent Samples Test*) menunjukkan bahwa nilai Sig. (2-tailed) yang diperoleh adalah 0,000 ($<0,05$), yang menunjukkan bahwa H_a diterima dan H_o ditolak. Dengan kata lain, terdapat perbedaan yang signifikan rata-rata pengucapan siswa yang diajar menggunakan Aplikasi *Jolly Phonics Lessons* dengan siswa yang diajar dengan metode konvensional. Oleh karena itu, peneliti berkesimpulan bahwa Aplikasi *Jolly Phonics Lessons* lebih efektif daripada metode konvensional untuk meningkatkan pengucapan siswa.

Kata Kunci: *Aplikasi Jolly Phonics Lessons, pelafalan*

DEDICATION

I would like to dedicate this thesis to:

1. My beloved campus, UIN Walisongo Semarang especially Education and Teacher Training Faculty and English Education Department
2. My beloved parents, Nasijo and Sudarnisih
3. My beloved future husband, Taufik Ariya Setiaji who is never bored to give the researcher support and motivation.

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The researcher realizes that the thesis is not yet perfect, so constructive comments and criticism from all sides related to this thesis project are welcome. Finally, the researcher expects that this thesis will be of some benefit for future research.

Semarang, 30 November 2022

The Researcher,

Kurniasani Nafaul Khasanah

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CHAPTER I

INTRODUCTION

In this chapter, the researcher will explain several things to introduce current study, such as background of the study, limitations of the study, statement of the problems, objectives of the study, significances of the study, and organizations of the thesis.

A. Background of the Study

Many Indonesian students still consider that mastering English is challenging. The most serious problem they deal is the psychological barrier, for instance most EFL students still have limited encouragement, lack of self-confidence, fear of making mistakes, feeling uncertain while using English². To have securing pronunciation has become one of the main requirements for students' language proficiency³. It suggests students to master an ability to recognize sounds of a word which is mostly different from its spelling. Although it is not the only aspect to master, there is also a difficult aspect like grammar, for example, learners

² Handayani, Teaching English Pronunciation Using Film, Vol. 5 (2), *Journal of English Education*, 2017

³ Gilakjani, A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction, Vol. 2(3), *International Journal of Humanities and Social Science*, 2012, 119–128

with better pronunciation will be more confident and have more opportunity to communicate naturally with native speakers.

Pronunciation has been a challenging task as it requires students to not only own knowledge of particular relevant sounds in a given context, but also to study how to produce them by using a vocal device, under extensive practice as well as feedback⁴. Pronunciation refers to an act of producing a speech sound including intonation articulations, vowels, accent inflection and formation, related to the accuracy or acceptance of utterance⁵. Pronunciation is often claimed too complex as it allows students to deal with phonetic and phonological competence. Instead, learners can emphasize fluency as well as communication skills over phonetic accuracy as they experience less training on them.

Based on the conditions, it is realized that students need educational supporting media which facilitate them an individualized feedback. By having this kind of media, students will be no longer a reliant on teachers as the main facilitator. It is obviously believed that teachers' constant feedback or guide of remediation or advancement makes the most efficient language

⁴ McCrocklin, *Pronunciation Learner Autonomy: The Potential of Automatic Speech Recognition System*. Vol 57, 2016, 25–42, <https://doi.org/10.1016/j.system.2015.12.013>

⁵ Yaniafari, Olivia, & Suharyadi, The Potential of ASR for Improving English Pronunciation: A Review, *The International English Language Teachers and Lecturers (iNELTAL)*, *KnE Social Sciences*, 2022, 281–289, doi: 10.18502/kss.v7i7.10670

learning⁶. However, face-to-face lessons have limited time, which often limits students for having sufficient practice and feedback especially in terms of speaking performance, while the feedback required usually are not provided by traditional language lab tools⁷. Shortly, due to time limitations in class, providing students with such speaking training as well as correcting errors students make has been a serious problem to focus on. It encourages teachers to make use of the technology which has been used to assist learning. Technology has developed rapidly and opened up an attractive and convenient new arena for language learning. The smartphones, particularly, along with its ubiquitousness and mobility, offers potential advantages in foreign language learning⁸.

In this modern society, it is almost impossible to ignore media exposure as media have become part of human life with all its contents. Now, the presence of media has been growing.

⁶ Ali, Towards the Development of a Comprehensive Pedagogical Framework for Pronunciation Training based on Adapted Automatic Speech Recognition Systems, *EURO CALL: Conference on Computer Assisted Language Learning (CALL)*, 2016

⁷ Van Doremalen, Boves, Colpaert, Cucchiarini, & Strik, Evaluating Automatic Speech Recognition-Based Language Learning 48 Systems: A Case Study, Vol. 29(4), *Computer Assisted Language Learning*, 2016, 833–851, <https://doi.org/10.1080/09588221.2016.1167090>

⁸ Youn Ahn & Lee, User Experience of a Mobile Speaking Application with Automatic Speech Recognition for EFL Learning: Speaking App with ASR, Vol. 47(4), *British Journal of Educational Technology*, 2016, 778–786, <https://doi.org/10.1111/bjet.12354>

One of media which is close to human life right now is internet, which has introduced people, including teachers and students, numerous social media and applications. Various applications for any different purposes are available which can be easily downloaded both in PC or smartphones. They are not only applications made for entertainment purposes, but also for educational purposes, such as calculators, dictionaries, guides for specific subject, learning games, etc.

With the advancement of information technology, a number of pronunciation games or applications have significantly emerged to help learners work on their pronunciation. Jolly Phonics Lessons (JPL) is one of learning applications dealing with pronunciation which enables learners practice their pronunciation and offers individualized feedback. Therefore, this study is aimed to investigate if Jolly Phonics Lessons (JPL) application is effective to enhance students' pronunciation.

Before conducting the study, researcher did an interview with the English teacher in SD N Panggung Kidul Semarang on 12th of July 2022. Based on the preliminary observation done by the researcher, it was found that fifth graders of SD N Panggung Kidul Semarang had difficulties in pronouncing English words. The problem occurs because the teacher teaching all subjects including English is their homeroom teacher who does not have English as the educational background. Therefore, the teacher

cannot provide students with sufficient and correct example of English pronunciation. Students also do not get any pronunciation practice after school. Therefore, the researcher was interested to find out if ‘Jolly Phonics Lessons’ Application can be an applicable medium for learning English pronunciation. This application is chosen because of some reasons: (1) This application rate is 4.8 out of 5; (2) It provides not only written text, but also interesting and colorful pictures and songs; (3) It gives instant feedback; (4) It contains many topics or themes; (5) It can be used both online and offline.

From the given explanation, the researcher is interested to conduct a research entitled “The Effectiveness of Using ‘Jolly Phonics Lessons’ Application to Enhance Pronunciation Skill of Fifth Graders of SDN Panggung Kidul Semarang”. This research is intended to investigate if ‘Jolly Phonics Lessons’ application can effectively improve students’ pronunciation.

B. Statement of the Problems

How effective is ‘Jolly Phonics Lessons’ Application to enhance pronunciation of the fifth graders of SDN Panggung Kidul Semarang on the academic year of 2021/2022?

C. Objectives of the Study

Referring to the mentioned research problems, the objectives of the research is to explain how effective ‘Jolly Phonics Lessons’ Application is to enhance pronunciation of the fifth graders of SDN Panggung Kidul Semarang on the academic year of 2021/2022.

D. Limitation of the Study

The study is limited only on the implementation of ‘Jolly Phonics Lessons’ Application to enhance pronunciation proficiency of the fifth graders of SDN Panggung Kidul Semarang on the academic year of 2021/2022.

E. Significances of the Study

This research is expected to provide significant contribution both theoretically and practically:

1. Theoretical significance

The researcher hopes that readers receive much knowledge by referring to this research, and this research itself may provide empirical evidence and contribute to teaching and learning English especially dealing with pronunciation.

2. Practical significance

The practical significances are divided into three, as follow:

a. For Teachers

This research is intended to be one example of learning media implementation to teach pronunciation in classroom which can be followed by teachers. Furthermore, the researcher hopes this research encourages and motivates English teachers to keep being innovative in creating, developing, or at least applying learning media around them to build fun and enjoyable yet effective learning environment for students.

b. For Students

This research can motivate students to make use of their time at home to practice their English and take advantage of the technology advancement by searching various learning application which are suitable with their needs. It is hoped that they will not be dependent to teacher's explanation at class only, they become active learners instead.

c. For the Next Researchers

The researcher expects that further research dealing with pronunciation will be conducted by the next researchers, and this study can be a reference to build a research background.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers the theoretical background and the previous related literature review dealing with pronunciation and ‘Jolly Phonics Lessons’ Application. This chapter also provides the conceptual framework as well as the hypothesis of the research.

A. Literature Review

1. Pronunciation

a. Definition of Pronunciation

Speech sound production for communication is called pronunciation. It describes the ability to apply the appropriate stress and intonation of a word in a spoken language. In other words, it can also be defined as the sound produce outcome, such as stress of articulation and intonation related to the qualification of correctness or acceptability⁹.

Each language comes with its unique phonological system, including the segmental and suprasegmental function. The differences in English and Indonesian phonological system have caused problems for Indonesian students to produce English sounds. Some Indonesian

⁹ Mulatsih, Pronunciation Ability by Using English Song in Indonesian Students of UNSWAGATI Cirebon, Vol.2(2), *Journal of English Language and Learning*, 2015

students might be able to communicate in English with proper grammar and lexicon, unfortunately they still adopt their Indonesian intonation. Certain recurring phonetic trends in learner development have been triggered by interference or negative transfer from L1, this is called prosodic phenomena. The transition of sound or intonation from L1 to L2 causes more serious confusion between speakers and the interlocutors¹⁰

There are pronunciation affecting factors¹¹, they are:

1) The native language

The diversity in the sound characteristics spoken by native speaker from English makes L2 learners find it difficult to pronounce English words.

2) The age factor

This is one of conflicting aspect. Some studies show that age influences the accuracy of the learner's pronunciation, while some others believe that age does not give any immediate good influence in the foreign sounds pronunciation.

¹⁰ Nuari, *The Influence of Tiktok Video on Students' Pronunciation in SMP Negeri 1 Purwanegara*, [Thesis], Universitas Prof. Kh. Saifudin Zuhri, 2022

¹¹ Ambalegin & Arianto, English Vowels and Consonants Mispronunciation of the Seventh President of Republic of Indonesia in His Official English Speech and Its Influencing Factors, Vol. 2(2), *Journal of Linguistics, Literature, and Language Teaching*, 2018

3) Amount of exposure

If the speaker is living in an English-speaking country, the exposure they get is continuous and it affects their pronunciation.

4) Phonetic ability

Phonetic ability is referred into the skill of oral imitation, phonetic coding, or hearing discrimination.

5) Attitude and identity

Person's sense of identity and a sense of 'group affiliation' can be powerful determinants of the correct pronunciation acquisition of a foreign language.

b. Segmental Features

Segmental features refer to the knowledge of how articulators (the tongue, lips, and vocal cords) perform as a means to produce consonants and vowels (segmental features)¹². Moreover, segmental features are defined as the identification of rhyme, alliteration and involved consonants and vowels.

1) Consonants

Consonants can be divided into three main parameters, whether they are voiced or voiceless, and

¹² Khorasani, The Impact of Teaching Segmental and Suprasegmental Features on the Reading Comprehension of Iranian EFL Learners, Vol. 4(6), *International Journal of Educational Investigations*, 2017

how they are pronounced in the vocal field (Reed & Levis, 2015). There are five types of consonant¹³:

a) Friction Consonants

There are nine consonant phonemes which have friction as their most essential feature. They are /f, v, θ, ð, s, z, ʃ, ʒ, h/. To produce these sounds the lungs force air into a narrow opening where it creates different kinds of friction.

b) Stop Consonants

In stop consonants the breath is totally stopped at a certain position in the mouth, by the lips or tongue-tip or tongue-back, and then released with a small blast. There are four pairs of stop consonants, they are /p, b/, /t, d/, /k, g/, /tʃ, dʒ/, one of each pair is strong and the other weak.

c) Nasal Consonants

Throughout all nasal consonants the soft palate is decreased and at the same time the passage of the mouth is closed at some point, then all the air is forced out of the nose. There are three types of nasal consonants /m, n, ŋ/.

¹³ Nuari, *op. cit.*

d) Lateral Consonants

There is only one consonant in English that is formed laterally /l/. It can be produced when the breath passes through the side of the barrier in the middle.

e) Gliding Consonants

There are three consonants that consist of a fast, smooth, non- friction glide to the following vowel sound, the consonants are /j, w, r/. These consonants glide easily from the position of the vowel /i:/ or /ɪ/ to some other vowel.

2) Vowels

Vowels are produced by voiced air flowing through various shapes of the mouth; these variations of the mouth form are caused by the tongue and the lips at different locations. English vowels are divided into two main categories; simple vowels (also called pure vowels or monophthongs) and diphthongs¹⁴.

a) Simple Vowels

Simple vowels do not indicate a significant difference in quality.

¹⁴ Dewi, Pronunciation of Diphthongs by Seventh Grade Students, Vol. 4(2), *Jurnal UNDHIRA Bali*, 2018

Table 2.1. Simple Vowels

Simple Vowels
/ i: /
/ ɪ /
/ e /
/ æ /
/ ʌ /
/ ɑ: /
/ ɒ /
/ ɔ: /
/ ʊ /
/ u: /
/ ɜ: /
/ ə /

b) Diphthongs

Diphthongs are sounds which consist of shifting or sliding from one vowel to another, or in other words, diphthong is a blend of two pure vowels. Diphthongs are divided into two parts; closing and centering of the diphthong. Closing diphthongs are diphthong with sounds like the second vowel is nearer than the first vowel since the

motion of the tongues takes place from the direction of the open vowel to the closer of the vowel, while the centering diphthong is the second vowel that is more central than the first vowel since the movement of the tongue takes place in the direction of the central vowel. The English closing diphthongs are (/eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /əʊ/) and centering diphthongs are (/ɪə/, /eə/, /ʊə/)¹⁵.

c. Suprasegmental Features

Suprasegmental phonemes are those which are overlaid on words or phrases. It consists of stress, pitch, open-transition and the terminal clause. Stress is the strength or loudness degree of which the syllable being pronounced is intended to give it prominence. To some other, attribute of the suprasegmental phoneme is pitch. It is a syllable which is said to get some lowness or high note degree¹⁶. The open transition is a brief pause which is frequently marked by a word division. It often coincides with the word division, and consequently, there is no transcription symbol given. Terminal means a stop, and the

¹⁵ Dosia & Rido, Production of English Diphthongs: A Speech Study, Vol. 15(1), *TEKNOSASTIK*, 2017

¹⁶ Suryatiningsih, A Study on the Students' Ability in Pronouncing Diphthongs at STKIP PGRI Pasuruan, Vol. 3(2), *Jurnal Dimensi Pendidikan dan Pembelajaran*, 2015

terminal clause means to stop relatively longer at the end of the expression¹⁷.

2. Teaching Pronunciation

It is found out that pronunciation has become one of the micro-talking skills which students need to comprehend in order to obtain a great communication. Speech fluency increases someone's confidence since it sounds more natural and more impressive for the listeners. Furthermore, it also enables more reliable communication due to reduced speaking disruptions¹⁸.

Unfortunately, many EFL learners still mispronounce sounds, misplace stress in sentence, and misuse word intonation patterns. The English pronunciation cannot be instilled easily in the learners' minds. Instead, it needs to be taken in their minds to fully understand this. Learners recommend to understand new sounds as children first hearing new language. With this condition, EFL learners need teachers' continuous guidance and extra feedback in pronunciation learning. To solve this problems, English teachers also need to possess basic knowledge of phonetics and a type of sensitivity in giving their students true

¹⁷ Suryatiningsih, *ibid.*

¹⁸ Safitri & Adnan, Teaching Pronunciation to First Year of Junior High School Students Through Children English Song, Vol. 7(1), *Journal of English Language Teaching*, 2018

instruction and good suggestions in learning English pronunciation¹⁹.

Approaches to pronunciation teaching can be generally described by comparing the ‘bottom-up’ versus the ‘top-down’ approach. The ‘bottom-up’ approach starts with the articulation of individual sounds or phoneme and works towards stress, rhythm, tone, and intonation, while the ‘top-down’ approach starts with the intonation pattern, bringing separate sounds or phonemes into sharper focus when necessary. If the segmentals are taught first, the suprasegmentals would be acquired afterwards without any need for formal instruction, even though the latter is based on the assumption that once the suprasegmentals features are in place, the necessary segmental discriminations will follow accordingly²⁰.

3. ‘Jolly Phonics Lessons’ Application

‘Jolly Phonics Lessons’ is a smartphone application which provides daily lessons plans for each of the 42 English letters sounds. It provides teachers with applicable lesson plans to follow, which have the key skills children need to master for reading and writing. Based on the application

¹⁹ Gilakjani & Sabouri, *op. cit.*

²⁰ Pardede, Improving EFL Students’ English Pronunciation by Using the Explicit Teaching Approach, Vol. 4(3), *Journal of English Teaching*, 2018

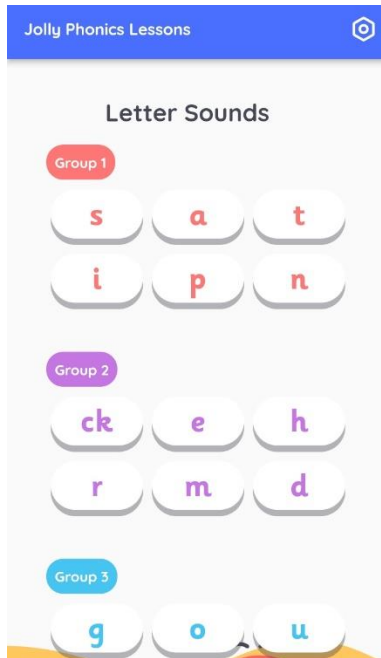
description on Playstore, this learning application with no age limitations has been rated 4.1 out of 5 and has been downloaded over 1 million users. This application is designed specifically for English teachers and tested by them. There are numbers of features available in this application, such as:

- a. Letter sounds audio for all sounds
- b. All the Jolly songs for each letter sound
- c. Animated letter formation
- d. Action image and instructions
- e. Word bank and flash cards
- f. Assessment tests
- g. A selection of interactive games

Figure 2.1. 'Jolly Phonics Lessons' Application Icon



Figure 2.2. 'Jolly Phonics Lessons' Application Lessons



4. Teaching Pronunciation with ‘Jolly Phonics Lessons’ Application

In this era, most students have their own gadgets, such as laptops, smartphones, tablets, etc. With the use of internet, students can access anything from anywhere at any time they want. If these opportunities are not controlled by parents or teachers, students may waste their time at home to use their gadgets for entertainment purpose only. Therefore, it is reasonable for teachers to introduce students to learning applications they can access with their gadgets. They will not

only get entertained, but also get educated by the lesson or material given on the application.

The name of ‘Jolly Phonics’ itself actually refers to a learning method which has been researched and proven effective to improve students’ pronunciation. However, the study of the Jolly Phonics implementation in the form of an application has not been carried out yet. Therefore, in this study, researcher uses a learning application dealing with pronunciation improvement named ‘Jolly Phonics Lessons’ Application. This application is attractive as it provides games, songs. The pages do not only contain written text, but also pictures and sounds which attract students’ attention.

There are some steps taken by the researcher while conducting the experimental research with ‘Jolly Phonics Lessons’ Application given to the experimental class:

- a. Researcher introduces students to ‘Jolly Phonics Lessons’ by opening the website <https://www.jollylearning.co.uk/> through the laptop and shows it with the help of LCD projector;
- b. Researcher explains briefly about ‘Jolly Phonics Lessons’, what students can do with it, and what benefits they can receive;
- c. Researcher opens <https://www.jollylearning.co.uk/resource-bank/learn-the->

[letter-sounds/](#) and start to play sounds provided in Group

- 1.
- d. Researcher plays each sound multiple times.
- e. Researcher invites students to repeat after the sound.
- f. Researcher writes in the whiteboard some English words containing sound they are learning.
- g. Researcher reads one by one and invites students to follow.
- h. Researcher picks word by word randomly, and ask students to pronounce.
- i. Researcher mentions a word, and ask students to point out the number of the mentioned word.
- j. Researcher gives students homework to download ‘Jolly Phonics Lessons’ Application at home, and start learning as well as practicing lessons of sounds in Group 1.
- k. The following meeting, researcher checks their pronunciation dealing with the learned sounds.
- l. Researcher introduces new sounds from Group 2.

B. Previous Related Studies

In order to achieve more applicable and beneficial values from current research, the researcher presents several previous studies which correlate to Jolly Phonics:

The first study is entitled “Improving Pronunciation through *Jolly Phonics Programme* in Early Years” by Salas-

Morales (2018). This experimental research is conducted for 18 5-year old students in the early year level of Juan Pablo II Kindergarten School. The samples of the study get treatment for eight weeks (a two-month research). At the end of the study, the researcher finds out that the *the Jolly Phonics programme* improved the pronunciation of students, from category B and C in the pre-test to A and AD in the post-test²¹. The difference between Salas-Morales' study and the current research are the type of Jolly Phonics which is a kind of program and the subjects employed are 5-year-old kindergarten students.

The second study is "The Effectiveness of Using Jolly Phonics Blending Phonemes to Year 3 English Language Classroom" by Ahmad and Yunus (2019). The background of this research is students' poor word identifying word phonics skill. Therefore, the objective of this study is to find out if Jolly Phonics Blending Phonemes is effective to improve students' word recognition skill. The researcher uses mixed method to 30 pupils of the Year 3 EL learners. This research takes 3 months to conduct. The findings discover that the experimental group shows an overall increase in both scores and interest towards the

²¹ Salas-Morales, *Improving Pronunciation through Jolly Phonics Programme in Early Years [Thesis]*, Universidad de Pírhua. 2018, https://pirhua.udep.edu.pe/bitstream/handle/11042/3729/MAE_EDUC_EI_LE-L_012.pdf?isAllowed=y&sequence=2

phonics teaching compared to the control group which only gets the conventional method of phonics teaching²². The gap between this study and the current one lies on Jolly Phonics Blending Phonemes as the method used, the research uses mixed method, the year 3 students as the subjects, and word recognition skill as the dependent variable.

The third study is done by Sahara (2019) with the title of “Improving Students’ Pronunciation by Applying a Phonics Method in the Classroom at the Eighth Grade Students of UPT SMPN 6 Satap Malangke”. This Classroom Action Research (CAR) is done for 24 eighth graders of Junior High School. The study is done in two cycles with four steps in each. The results of data analysis show that phonic methods can effectively improve students' pronunciation. The researcher concludes the right ways to implement phonics method in classroom: (1) Students listen carefully to pronunciation of given word list; (2) Teacher distributes papers containing English vowels (æ, ɔ:, ə, ɜ:, ei) and consonants (dʒ, ŋ, ʃ, θ, ʒ) along with examples for each student; (3) Teacher provides more drilling so students get more practice; (4) Students are given opportunity by researchers to say the word. (5) Teacher introduces new words students not familiar with,

²² Ahmad & Yunus, The Effectiveness of Using Jolly Phonics Blending Phonemes to Year 3 English Language Classroom, Vol. 2(8), *International Journal of Humanities, Philosophy, and Language*, 2019, 150-162

practices pronouncing the words, and invites students to repeat after her²³. This study has some differences such as Phonics Method as the learning method used, the subjects who are junior high school students, and the type of study which is a Classroom Action Research (CAR).

The next study is conducted by Mekawy et al. (2021) entitled “Effectiveness of 'Jolly Phonics' Strategy in Developing the Pronunciation Skills of Primary Schoolers”. This study is done in Elewa Elgededa Primary School in Sharqia Governorate at El-Huissanea directorate. It aims to find out what pronunciation skills needed by first graders of primary schoolers, what activities included in 'Jolly Phonics' Strategy can improve pronunciation of first graders of primary schoolers, and how 'Jolly Phonics' Strategy is effective in improving students' pronunciation. This study uses quasi-experimental design, with pre-test and post-test given to the 60 samples of experimental and control groups. The results of the study show that there is a statistically difference between students' pre-test and post-test mean score of the experimental group. The researcher concludes that 'Jolly Phonics' Strategy is effective in improving students'

²³ Sahara, *Improving Students' Pronunciation by Applying a Phonics Method in the Classroom at the Eighth Grade Students of UPT SMPN 6 Satap Malangke*, [Thesis], Universitas Islam Negeri Palopo, 2019

pronunciation²⁴. The study difference is that the independent variable used is 'Jolly Phonics' Strategy which is given offline

The last study is done by Srikandewie and Yon (2021) entitled "Improving Students Spelling Skills through Using Jolly Phonics Method (Age 5 Years)". This study is an action research (CAR) done in a Bilingual Kindergarten, Gambir - DKI Jakarta. The researcher conducted this study for 10 5-year-old students (K2 level) as the total population in one class. This study is an experimental research with qualitative method. The purpose of the study is students' achievements in both reading and writing relating the letter sounds based on Jolly Phonics method. The researcher conducts this study in two cycles with four stages in each. The data results obtained both qualitatively and quantitatively show that Jolly Phonics Method improves: (1) students' ability in remembering sound represented by letter, (2) students' ability in pronouncing letter sounds correctly, (3) students' ability in spelling words correctly²⁵. The study has several differences with the current one, including 'Jolly Phonics' Method as independent variable, the 5-year-old kindergarten

²⁴ Mekawy, Albaaly, & Abu-Rahmah, Effectiveness of 'Jolly Phonics' Strategy in Developing the Pronunciation Skills of Primary Schoolers, No. 50, *Faculty of Education Journal in Ismailia*, 2021, 149-156

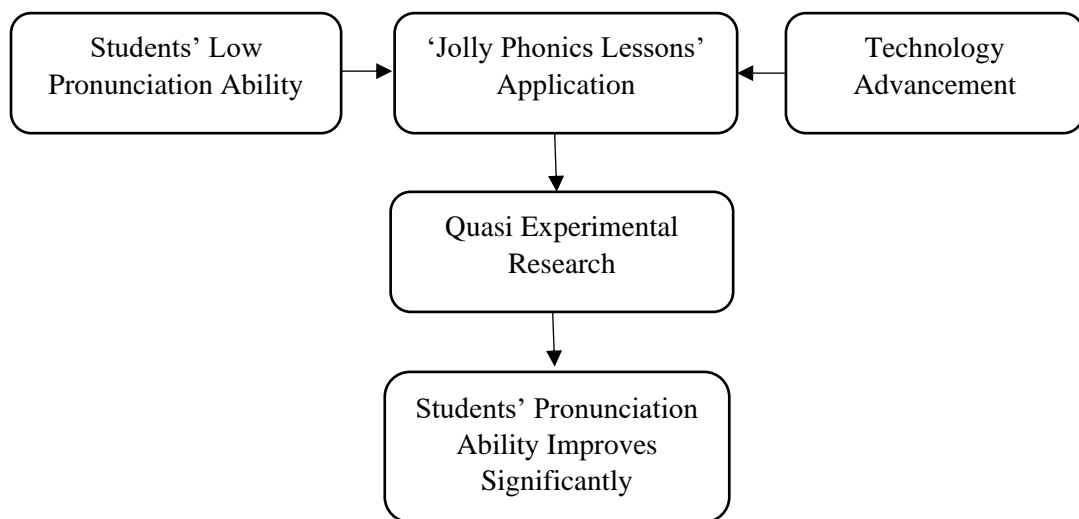
²⁵ Srikandewie & Yon, Improving Students Spelling Skills through Using Jolly Phonics Method (Age 5 Years), Vol. 6(2), *Dialectical Literature and Education Journal (DLEJ)*, 2021, 44-49, <https://dlejpancasakti.ac.id/index.php/dlejpancasakti>

students as the sample, and the research type which is a Classroom Action Research (CAR).

Based on the results of the previous studies above, it can be concluded that Jolly Phonics as a learning strategy or method is proven effective to improve students' pronunciation as well as students' word recognition. However, the implementation of 'Jolly Phonics Lessons' Application has not been carried out yet. Therefore, by conducting this study, the researcher intends to investigate the effectiveness of 'Jolly Phonics Lessons' Application to improve pronunciation of five graders of SDN Panggung Kidul Semarang on the academic year of 2021/2022.

C. Conceptual Framework

Figure 2.3. Conceptual Framework



From Figure 2.1, it can be seen that the need of students' independent learning tools is supported by the technology advancement with the existence of numerous learning media and applications which are not only accessible from students' Personal Computer (PC), but also their smartphones. One of the smartphone learning tool is 'Jolly Phonics Lessons' Application which facilitates students with pronunciation practice that can be used from everywhere at any time. After conducting the quasi-experimental research by implementing 'Jolly Phonics Lessons' Application, the researcher hopes that students' pronunciation improves significantly.

D. Hypothesis

The research hypothesis formulated in this research concerned with the influence of ‘Jolly Phonics Lessons’ Application toward students’ pronunciation.

1. Alternative Hypothesis (H_a)

There is significant difference between pronunciation of students who are taught by using ‘Jolly Phonics Lessons’ Application with those taught by using conventional method.

2. Null Hypothesis (H_0)

There is no significant difference between pronunciation of students who are taught by using ‘Jolly Phonics Lessons’ Application with those taught by using conventional method.

CHAPTER III

RESEARCH METHOD

Chapter III reports all elements related to research methodology, such as the research design, research setting, research variables and indicators, population and sample, data collection technique, and data analysis technique.

A. Research Design

Based on the purpose and the variables used, this study belongs to an experimental research. An experimental research is a study which predicts and explains what happens or what will happen between some specific factors which can be done by manipulating or controlling these variables or their relationships in order to find out the relationship, influence, or difference between one or more variables²⁶. This study uses Quasi Experimental Design (quasi-experimental), and not a Classroom Action research, because the researcher intends to determine causal influence of an intervention on the target population without random assignment. Although it is almost similar with the typical experimental design or randomized controlled trials, it has no element of random treatment or control assignment. On the other hand, quasi-experimental design usually enables the researcher to manipulate the treatment condition assignment

²⁶ Nuari, *op. cit.*

using such criteria other than random assignment²⁷. In this type of research, each experimental group is given certain treatment with controllable conditions²⁸. Therefore, the presence of another group to compare is required. With the existence of comparison groups, it can be clearly seen the difference between subjects with special treatment and with no special treatment, and the researcher can see whether or not the treatment works effectively.

Referring to the explanation above, the research design used in this study²⁹ can be illustrated as follows:

Figure 3.1. Research Design

E	X	O ₁
K		O ₂

Explanation:

E: Experimental Class

K: Control Class

X: Treatment

O₁: The effect of ‘Jolly Phonics Lessons’ Application in learning

O₂: The effect of conventional learning

From the research design, it can be seen that two groups participate in the study, one is the experimental class, named 5A, which receives ‘Jolly Phonics Lessons’ Application as the treatment, another is the control class, named 5B, which gets

²⁷ Nuari, *ibid.*

²⁸ Nuari, *ibid.*

²⁹ Nuari, *ibid.*

conventional method during the treatment. In class 5B, the conventional method used includes teacher explains the lessons, invites students to do some exercise, evaluates the teaching learning process, and concludes the lessons. Before treatment is given to both groups, each gets pre-test to measure their initial pronunciation ability. After making sure their initial ability is homogeneous, each class is given treatment for three meetings. At the end of the third meeting, both classes are given a post-test to find out the results of treatment given (O_1 and O_2). Finally, the results are compared to test the hypothesis.

B. Research Setting

The researcher conducts the research in SD N Panggung Kidul Semarang which is located in Jl. BrotoJoyo Tim. IV No.18, Panggung Kidul, North Semarang Utara, Semarang, Jawa Tengah 50178. The researcher studies the fifth graders in the academic year of 2021/2022. It has two classes for grade 5, namely 5A and 5B. The class of 5A becomes the experimental group, while 5B is the control group.

Based on the researcher's observation on Monday, 22nd August 2022 in SD N Panggung Kidul Semarang at class 5A and 5B, the English teacher tends to focus directly on students' performance while teaching. Students are often asked to either read an English texts or produce sentences without given chance to get to know how to pronounce the vocabulary used. When

students perform English, teacher does not provide sufficient feedback for their pronunciation, teacher focuses more on grammar instead. In consequence, most students do not realize how important pronunciation is in learning English. They are also not familiar with some English sounds. Furthermore, teacher keeps explaining materials in Bahasa instead of English which makes students lack of pronunciation exposure.

C. Research Variables and Indicators

1. Research Variables

Research variable is the research object the researcher focuses on to study³⁰. In other words, research variables refer to whether it is an object or a person's attribute which is determined by the researcher to study, to build knowledge regarding a certain subject, and to produce conclusions. There are two variables used in this research, as follow:

- a. Independent variable (X) is a variable influencing the dependent one, or the cause of the change. The independent variable of this study is 'Jolly Phonics Lessons' Application.
- b. Dependent variable (Y), on the other hand, is an influenced variable or affected by the existence of the

³⁰ Nuari, *ibid.*

independent one. Dependent variable of this research is students' pronunciation ability.

2. Research Indicators

There are three indicators to score pronunciation³¹, as follow:

a. Stress

Stress refers to dialect and prominence³². It aims to emphasize information people believe is important. Certain syllable in a word is stressed by speakers; otherwise the words will sound uncommon, or the worst, they can be misinterpreted.

b. Rhythm

An accurate pronunciation of both stressed and unstressed syllables is directly related to rhythm. It is found in a sentence by powerful stresses or beats. In many languages, rhythm is considered by the syllables number³³. As in English, syllables are rarely deleted.

c. Intonation

³¹ Nasution, et.al., An Analysis of Students' Error In Pronunciation Practice (A Study At The Fifth Semester Of English Department Institut Pendidikan Tapanuli Selatan 2018/2019 Academic Year), Vol. 2(2), *Jurnal Linier*, 2019

³² Ronaldy, et al., An Analysis of English Speaking Syllable Words Stress Errors by The Students of English Education Study Program of University of Bengkulu, Vol. 3(1), *Journal of English Education and Teaching*, 2019

³³ Nasution, et al., op. cit.

Intonation is the result of the elements interaction of various prosodic systems – tone, pitch- range, loudness, rhythmicality, and tempo in particular – rather than a single system of contours and levels³⁴. Intonation determines the language melody. Intonation patterns are usually more referred in expressing meaning rather than individual vowels and consonants.

D. Population, Sample, and Sampling

1. Population

Population and sample in research are two important aspects which become the limitations of researcher in collecting data. Population refers to all research subject. Population is described as all participants of groups of humans, animals, events or objects living together in one certain place and are intended to be the conclusion target from a research final finding³⁵. Furthermore, population is also recognized as a generalized region of objects or subjects with specific qualities and characteristics the researcher sets out to study³⁶. Therefore, it can be drawn that terms ‘population’ does not only refer to the subjects or objects being observed,

³⁴ Nuari, op. cit.

³⁵ Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*, Jakarta: Bumi Aksara, 2012

³⁶ Nuari, op. cit.

but also all their characteristics. The population of this study is all students of SD N Panggung Kidul Semarang in academic year of 2021/2022.

2. Sample and Sampling

Sample is part of the population analyzed in a study in which the results are considered as the representative of the original population³⁷. Since samples are seen to be the representative of a population, the study results reflect the general symptoms observed. In other words, in conducting a research, it is not necessary to study all people or objects in one population, using only some representative samples are sufficient. Purposive sampling technique is employed as the sample method in this study. It is a sampling technique which takes into certain consideration factors. Consideration taken in this study is the need for two homogeneous groups whose abilities represent the population characteristics well³⁸. Referring to the reason, samples taken in this study are 26 students from grade 5A as the experimental group and another 26 students from grade 5B as the control group. The samples are chosen based on the researcher's assumption that both groups have similar initial ability.

³⁷ Nuari, op. cit.

³⁸ Sugiyono, *Statistika Untuk Penelitian*, Bandung: Alfabeta, 2012

E. Data Collection Technique

Data collection is the process of collecting any information related to the research focus in order to answer the research questions. In gathering the required data, the researcher follows some steps:

1. Pre-Test and Post Test

Pre-test is a kind of test which is implemented to measure students' initial ability, it is aimed to prepare the researcher how far treatment will be caught by target students. While post-test is a test implemented to measure students' final ability after receiving certain treatment³⁹. In this study, the pre-test is given in the form of an individual pronunciation test. Each student in each class is given list of 20 vocabulary items to pronounce. After knowing students' initial ability, the researcher gives treatment to both groups separately. The experimental class receives 'Jolly Phonics Lessons' Application for three meetings, while the control class gets conventional method for three meetings. As the last step, post-test is carried out in the same way as the pre-test, by providing students with 20 vocabulary items to pronounce to find out students' pronunciation improvement.

³⁹ Effendy, Pengaruh Pemberian Pre-Test dan Post-Test terhadap Hasil Belajar Mata Diklat HDW.DEV.100.2.A pada Siswa SMK Negeri 2 Lubuk Basung, Vol. 1(2), *Jurnal Ilmiah Pendidikan Teknik Elektro*, 2016

The following is the scoring rubric used by researcher as a guide in providing students with pre-test and post-test assessments:

Table 3.1. Scoring Rubric of Pronunciation

Scoring Rubric of Pronunciation		
Aspect	Score	Description
Pronunciation	5	The pronunciation and stress is perfect.
	4	Word is understandable but with inappropriate stress.
	3	The word is mispronounced with no stress but still understandable.
	2	Unclear pronunciation. The word is difficult to recognize.
	1	The pronunciation is incomprehensible. It is pronounced as its spelling.

2. Documentation

Documentation is the process of collecting research data from any documents, such as from paperwork, videos, journals, recordings, and so on. In this study, researcher uses this method to obtain written data dealing with school location and facilities, teachers and students' identity, photos of activities during the study, and the observation sheet.

F. Data Analysis Technique

This research belongs to an experimental research. The data used in this study are in the form of quantitative data which

are numeric data. Therefore, there are some computations the researcher does in analyzing the data obtained, such as:

1. Descriptive Analysis

Descriptive statistics are statistics which collect, arrange, as well as process data to ease it to present and produce clearer picture of the condition from which the data is gathered⁴⁰. Descriptive statistics are aimed to present data in such a way that certain interpretations or conclusions can be drawn. The descriptive analysis done by the researcher is in the form of central tendency.

It is a number showing the frequency of the number labels concentration in a data distribution. By finding a specific index (number) which symbolizes the data provided, this concentration measure will aid in the summarization and description of the data. The central tendency does not reveal any individual data subjects, instead it provides a thorough overview of the data⁴¹.

a. Mean

To characterize a data set, the most common value used is the mean. Although it is not one of the real values of the

⁴⁰ Martias, *Statistika Deskriptif Sebagai Kumpulan Informasi*, Vol. 16(1), *Jurnal Ilmu Perpustakaan dan Informasi*, 2021

⁴¹ Martias, *ibid.*

data, but it is extremely useful in forecasting the other data values.

b. Median

In order to find the median from a set of data, the researcher sorts the score from the lowest to the highest, then divides it into two groups: half of the groups are in the high category and the other half are in the low category. Median is the number where the two categories meet in the middle.

c. Mode

Mode of a data set is one of the data value with the highest frequency or a value which appears the most frequently in the data group.

d. Standard Deviation

Standard deviation is a statistic measuring amount of variation or dispersion in a set of scores. If the standard deviation is low, it indicates that the values are close to the set's mean (also known as the anticipated value), whereas if the standard deviation is high, it means that the values are spread out over a larger range.

2. Normality Test

Normality test is applied to determine whether or not the residual value is normally or regularly distributed⁴². The bias probability is reduced if data is normally distributed. This test is required before conducting the Independent Samples and Paired Samples T-test. Since this study has less than 100 subjects, it uses Saphiro-Wilk Test to find out the normality of data distribution using the SPSS 22 version for Windows. The data distribution is considered normal if the value of Asymp. Sig. a variable is larger than the significant level of 5% (> 0.050). On the other hand, if the value of Asymp. Sig. a variable is less than the significant level of 5% (< 0.050), the variable is found not normally distributed.

3. Paired Samples T-Test

The researcher uses a Paired Samples T-test to investigate whether there is a significant difference in the average of two paired samples, the pre-test and post-test score of each group. In order to use Paired Samples T-test, it is required that the data distribution is normal. To find improvement in each group, the Paired Samples T-test is done to compare the difference between the experimental class pre-test data with the experimental post-test data and also the control group pre-test data with the control group post-test

⁴² Apriyono & Taman, Analisis Overreaction Pada Saham Perusahaan Manufaktur Di Bursa Efek Indonesia (Bei) Periode 2005-2009, Vol. 2(2), *Jurnal Nomina*, 2013

data. To calculate the Paired Samples T-test, the researcher uses SPSS 22 version for Windows. The Paired Samples T-test formula is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

Explanation:

\bar{X}_1 : First sample mean

\bar{X}_2 : Second sample mean

S_1 : Standard deviation of first sample

S_2 : Standard deviation of second sample

n_1 : Number of first sample

n_2 : Number of second sample

4. Homogeneity Test

The homogeneity test is done to investigate if variances from two or more data groups are homogeneous or heterogeneous. To have homogeneous data is not an absolute requirement to calculate the Independent Samples T-test. In this study, the homogeneity test is used to determine if the variance of the experimental group post-test data and the control group post-test data is homogeneous or not. The data is considered homogeneous if the value obtained is more than 0,05, while data is considered not homogeneous if the value

obtained is less than 0,05.⁴³ The researcher uses the SPSS application 22 version for Windows to calculate the homogeneity test.

5. Independent Samples T-Test (Hypothesis Test)

To test the hypothesis of this study that there is a significant difference between students' pronunciation achievement in the experimental group and those in the control group, another type of T-test is done. The Independent Samples T-test is a parametric statistical test employed to analyze the comparison of two unpaired samples⁴⁴. In this research, the Independent Samples T-test is used to compare the experimental group post-test with the control group post-test. The researcher uses the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\frac{S_1^2 + S_2^2}{N_1 + N_2}}$$

Explanation:

T : T-test

\bar{X}_1 : Standard deviation of experimental class

\bar{X}_2 : Standard deviation of the control class

N_1 : Number of sample in experimental class

N_2 : Number of sample in control class

⁴³ Sugiyono, *op.cit.*

⁴⁴ Apriyono & Taman, *ibid.*

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research findings and discusses how the data analysis is done. The followings are the data description, data analysis, and the discussions:

A. Data Description

1. Preliminary Research (Try Out Test)

Before conducting the study, the researcher measures the instrument's validity by trying out 25 test items to 28 students of class 6. The try out test is aimed to eliminate test items which are proven invalid. The validity test result is presented in Table 4.1.

Table 4.1. Students' Achievement of Experimental Class

NO	Test Item	<i>r</i>-result	<i>r</i>-table	Validity
1	Item_1	1.00	0.37	VALID
2	Item_2	1.00	0.37	VALID
3	Item_3	1.00	0.37	VALID
4	Item_4	1.00	0.37	VALID
5	Item_5	-0.081	0.37	INVALID
6	Item_6	1.00	0.37	VALID
7	Item_7	1.00	0.37	VALID
8	Item_8	1.00	0.37	VALID
9	Item_9	-0.126	0.37	INVALID
10	Item_10	1.00	0.37	VALID

11	Item_11	1.00	0.37	VALID
12	Item_12	1.00	0.37	VALID
13	Item_13	1.00	0.37	VALID
14	Item_14	-0.081	0.37	INVALID
15	Item_15	1.00	0.37	VALID
16	Item_16	1.00	0.37	VALID
17	Item_17	1.00	0.37	VALID
18	Item_18	1.00	0.37	VALID
19	Item_19	-0.162	0.37	INVALID
20	Item_20	1.00	0.37	VALID
21	Item_21	1.00	0.37	VALID
22	Item_22	1.00	0.37	VALID
23	Item_23	1.00	0.37	VALID
24	Item_24	-0.168	0.37	INVALID
25	Item_25	1.00	0.37	VALID

The validity of the test items can be reached if the r -result is higher than the r -table. From the try out test, it can be seen that there are five invalid test items, consisting of item number 5, 9, 14, 19, and 24. On the other hand, the researcher gets 20 valid items of number 1, 2, 3, 4, 6, 7, 8, 10, 11, 12, 13, 15, 16, 17, 18, 20, 21, 22, 23, and 25. These items are then used as the pre-test and post-test items in the study.

In conducting the pre-test for both experimental and control groups, students in each class are called one by one to come forward and pronounce list of 20 vocabulary items provided by the researcher. The score range for students'

pronunciation for each word is 1 to 5, so the maximum score they can achieve is 100.

The following meetings are the treatment, in which students from the experimental group (5A) are trained pronunciation with the use of ‘Jolly Phonics Lessons’ Application, while students in control class (5B) are trained with conventional method. In the last meeting of the study, students get post-test to find out their pronunciation improvement after receiving different strategy as the treatment. The timeline of the research is as follows:

Table 4.2. Research Timeline

NO	Activities	Experimental Class	Control Class
1	Pre-Test	September 15 th , 2022	September 16 th , 2022
2	Treatment 1 (s, i, a, p, t, n)	September 19 th , 2022	September 20 th , 2022
3	Treatment 2 (ck, r, e, m, h, d)	September 21 st , 2022	September 22 nd , 2022
4	Treatment 3 (g, l, o, f, u, b)	September 23 rd , 2022	September 26 th , 2022
5	Post-Test	September 27 th , 2022	September 28 th , 2022

2. Students’ Achievement of Experimental Class

Table 4.3. Students' Achievement of Experimental Class

NO	Students' Code	Pre-Test	Post-Test
1	E-1	25	75
2	E-2	30	80
3	E-3	30	65
4	E-4	51	73
5	E-5	25	85
6	E-6	50	92
7	E-7	30	65
8	E-8	55	70
9	E-9	25	85
10	E-10	36	90
11	E-11	25	80
12	E-12	50	85
13	E-13	35	75
14	E-14	50	80
15	E-15	30	85
16	E-16	55	81
17	E-17	45	70
18	E-18	30	95
19	E-19	50	90
20	E-20	35	80
21	E-21	25	85
22	E-22	30	85
23	E-23	50	80
24	E-24	45	73
25	E-25	60	85
26	E-26	35	88

Total Score	1007	2097
Average	38,73	80,65

3. Students' Achievement of Control Class

Table 4.4. Students' Achievement of Control Class

NO	Students' Code	Pre-Test	Post-Test
1	C-1	20	24
2	C-2	40	40
3	C-3	40	41
4	C-4	56	58
5	C-5	30	31
6	C-6	45	48
7	C-7	40	42
8	C-8	50	51
9	C-9	25	25
10	C-10	41	41
11	C-11	30	32
12	C-12	45	47
13	C-13	30	31
14	C-14	40	42
15	C-15	30	31
16	C-16	55	50
17	C-17	35	37
18	C-18	35	37
19	C-19	35	37
20	C-20	35	30
21	C-21	35	35

22	C-22	30	32
23	C-23	50	51
24	C-24	50	50
25	C-25	60	61
26	C-26	30	32
Total Score		1012	1036
Average		38,92	39,85

B. Data Analysis

1. Descriptive Analysis

Table 4.5. Data Descriptive Analysis

	N	Min	Max	Sum	Mean	Std. Deviation
Experimental Pre-Test	26	25	60	1007	38,73	11,481
Experimental Post-Test	26	65	95	2097	80,65	7,990
Control Pre-Test	26	20	60	1012	38,92	10,103
Control Post-Test	26	24	61	1036	39,85	9,793
Valid N (listwise)	26					

a. Experimental Class

The highest pronunciation pre-test score of the experimental class students (5A) is 60, the lowest one is 25. On the other hand, after having three meetings of treatment, the students' highest score of the post-test is 95, and the lowest one is 65. The highest score improves by 35 points, while the lowest one improves by 40 points.

According to the data description, it can be seen that students of the experimental class in this research get a better result of their pronunciation after getting ‘Jolly Phonics Lessons’ Application.

b. Control Class

The highest pre-test score of the control group students is 60 and the lowest is 20. Meanwhile, the highest students’ post-test score is 61 and the lowest is 24. The highest score improves by 1 point, while the lowest one improves by 4 points. The data description shows that control group students’ pronunciation improvement result is not quite high compared to students of the experimental class’ result.

2. Normality Test

Table 4.6. Normality Test

GROUP		Shapiro-Wilk		
		Statistic	df	Sig.
SCORE	Experimental Pre-Test	,880	26	,077
	Experimental Post-Test	,955	26	,304
	Control Pre-Test	,957	26	,335
	Control Post-Test	,957	26	,331

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4.6 illustrates that:

a. Experimental Class

The experimental group's significance value ('Sig.') of Shapiro-Wilk test is 0,077 (pre-test) and 0,304 (post-test). Since both values are > 0.05 , it can be concluded that the experimental class data is normally distributed.

b. Control Class

The control group's significance value ('Sig.') of Shapiro-Wilk test is 0,335 (pre-test) and 0,331 (post-test). Since both values are > 0.05 , it can be concluded that the control class data is also normally distributed.

c. Conclusion

Referring to the result of the normality test, the researcher uses parametric statistics (paired sample t-test and independent sample t- test) to conduct the research analysis.

3. Paired Samples T-Test

Table 4.7. Paired Samples T-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Experimental Pre Test - Post Test	-41,923	14,159	2,777	-47,642	-36,204	-15,098	25	,000

Pair 2	Control Pre Test - Post Test	-,923	1,998	,392	-1,730	-,116	-2,355	25	,027
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Table 4.8. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Experimental Pre Test - Post Test	38,73	26	11,481	2,252
		80,65	26	7,990	1,567
Pair 2	Control Pre Test - Post Test	38,92	26	10,103	1,981
		39,85	26	9,793	1,920

The Paired Samples T-Test can be interpreted as follows:

a. Experimental Class

Based on the output of Pair 1 (experimental class' pre-test and post-test score), which is found that the Sig. (2-tailed) value is 0,000 ($< 0,05$), it can be concluded that there is a significant difference between students' pronunciation before and after getting 'Jolly Phonics Lessons' Application as the treatment.

b. Control Class

Based on the output of Pair 2 (control class' pre-test and post-test score), which receives the value of Sig. (2-

tailed) of 0,027 ($< 0,05$), it can be concluded that there is also a significant difference between the pronunciation of students' before and after getting conventional method as the treatment.

4. Homogeneity Test

Table 4.9. Homogeneity Test

Levene Statistic	df1	df2	Sig.
2,747	3	100	,047

Interpretation of homogeneity test:

- a. Based on the homogeneity test output above, it is known that the significance value (Sig.) based on mean is 0,047, because it is $< 0,05$, so it can be concluded that the variance of the experimental class data and the control class data is not homogeneous.
- b. Since it is not an absolute requirement to conduct the independent sample t-test, it does not become a problem for the researcher.

5. Independent Samples T-Test (Hypothesis Test)

Table 4.10. Hypothesis Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Experimental & Control Post-Test Score	Equal variances assumed	1,387	,245	16,464	50	,000	40,808	2,479	35,829	45,786
	Equal variances not assumed			16,464	48,064	,000	40,808	2,479	35,824	45,791

Table 4.11. Independent Samples Statistics

GROUP		N	Mean	Std. Deviation	Std. Error Mean
POST_TEST	Experimental	26	80,65	7,990	1,567
	Control	26	39,85	9,793	1,920

Based on the output of the Independent Samples T-Test above, the Sig. (2 tailed) value is 0,000 ($< 0,05$), it indicates that H_a is accepted and H_o is rejected. It shows that the mean difference between the experimental class students' post-test and the control class students' post-test is significant. As a result, the hypothesis of this study, that there is significant difference between pronunciation of students taught by using

'Jolly Phonics Lessons' Application and those taught by conventional method is approved.

C. Research Finding

Based on the finding details, the researcher concludes the answer of the study's statement of problems:

1. The pre-test score of the experimental group is 38,73, while the post-test score (after receiving 3 meetings of 'Jolly Phonics Lessons' Application implementation) is 80,65. The experimental group mean score improves 41,92 points. Moreover, based on the paired-samples Test done, the obtained value is 0,000 which is less than 0,05, so there is significant difference of pronunciation between students before and after getting 'Jolly Phonics Lessons' Application. Therefore, this application is proven effective to improve students' pronunciation.
2. The pre-test score of the control group is 38,92, while the post-test score (after receiving 3 meetings of conventional method) is 39,85. The control group mean score improves less than 1 point (0,93). In addition, based on the paired-samples Test done, the obtained value is 0,027 which is less than 0,05, so there is significant difference of pronunciation between students before and after getting conventional method of teaching. Therefore, it is proven effective to improve students' pronunciation.

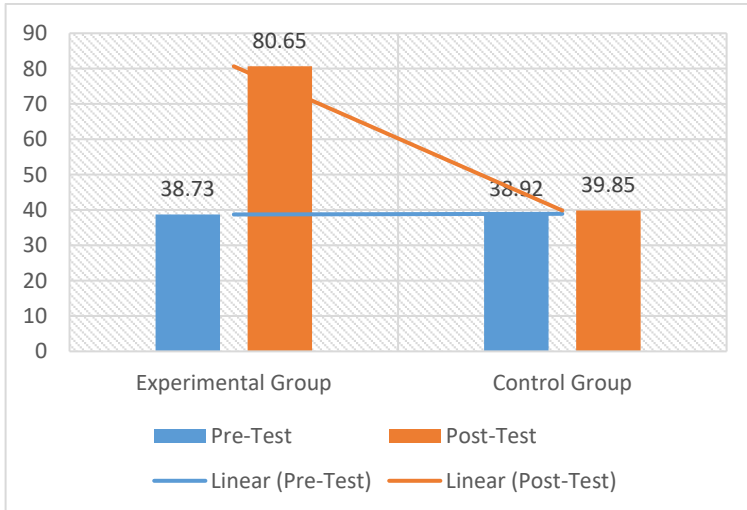
3. The hypothesis test (Independent Samples Test) shows that the Sig. (2-tailed) value obtained is 0,000 ($<0,05$), which indicates that H_a is accepted, and H_o is rejected. In other words, there is a significant difference in the average of pronunciation of students taught by using 'Jolly Phonics Lessons' Application and those taught by conventional method. Therefore, the researcher comes to a conclusion that 'Jolly Phonics Lessons' Application is more effective than conventional method to improve students' pronunciation.

D. Discussions

The researcher has tested the items used in the pre-test and post-test by having a try out test. It is found there are 20 valid test items from 30 items in total. Pre-test is given by the researcher in the form of oral test, each student in both groups is invited to come forward and pronounce 20 vocabulary items containing the letter of s, i, a, p, t, n, ck, r, e, m, h, d, g, l, o, f, u, and b. The average of experimental group students' score in pre-test is 38,73, while the control group students' is 38,92. From the pre-test results, it can be seen that students' initial ability is quite similar, therefore it is comparable. After having the pre-test, the researcher gives treatment for three meetings each class. The materials given in both groups are similar, but the media used are different. Students in experimental class are taught English sounds with 'Jolly Phonics Lessons' Application, while students

in control class are introduced to English sounds with conventional method. In the first meeting, students in both groups learn English words containing letter ‘s, i, a, p, t, n’. In the second meeting, they learn those containing letter ‘ck, r, e, m, h, d’, and the letter ‘g, l, o, f, u, b’ in the last meeting of the treatment. After carrying out treatment, the researcher conducts a post-test which includes similar test items with the pre-test. The post-test results of the experimental group students’ score is 80,65, while the control group students’ is 39,85. It is quite different. To make it clearer, the difference of the students’ achievement results of pre-test and post-test in both groups is presented in Figure 4.1.

Figure 4.1. Students’ Achievement of Pre-Test and Post-Test



From Figure 4.1, it is clearly illustrated that students’ pronunciation improvement in experimental group is higher than

students' achievement in control group. The control group students' pronunciation improves less than 2 points from 38,92 to 39,85, while the experimental group's score improves more than 40 points from 38,73 to 80,65. The pre-test linear shows that students' pre-test score of both groups is not quite different, while the post-test linear reveals how far the score difference is. Therefore, it can be seen that 'Jolly Phonics Lessons' Application is more effective to teach students' pronunciation.

The research results are supported by other researcher who found that 'Jolly Phonics' Strategy is effective to improve students' pronunciation. Based on the research, the 'Jolly Phonics' Strategy: (1) facilitates insights of relationships and connections between English letters and their sounds; (2) helps students to deal with activities containing different levels difficulty which improve their confidence; (3) motivates students to learn English pronunciation; (4) teaches students to correctly pronounce words; (5) facilitates students to hear English and understand correctly; (6) attracts students with interesting and fun activities; (7) invites students to have pronunciation practice a lot; and (8) encourages students to be more cooperative and active in learning process⁴⁵.

This study is different with another study which focused on the use of 'Jolly Phonics' method in improving students'

⁴⁵ Mekawy, *op. cit.*

spelling skill. The researchers believe the spelling ability can be the students' foundation to pronounce English sounds. Furthermore, this study is given to students of kindergarten who are in the stage of learning how to spell words, while in this study the subjects are primary students⁴⁶.

From the treatment given to the experimental group, the researcher notes some benefits of implementing 'Jolly Phonics Lessons' Application in the teaching and learning process:

1. Introducing new words to students in such attractive way

Students are usually introduced to new vocabulary from exercises instructed by the teacher to do. When students do some grammar or reading exercise and find new words, they often decide to ignore them because they think their task is to complete the sentence or correct the grammar, for instance, they tend to ignore vocabulary items they are not familiar with, especially regarding how to say the vocabulary. It is not an important thing as long as their homework is done. It can be seen from the control group treatment, in which students get conventional method. When the researcher exposes them to new vocabulary items, and invites them to say the words after her, students do not really take it seriously. Most of them only pronounce as its spelling and do not really care if it is correct or not.

⁴⁶ Srikandewie & Yon, *op. cit.*

The response is different when teacher uses ‘Jolly Phonics Lessons’ Application, like in the experimental class, students are enthusiastic to follow the lesson and eager to follow repeating the words, because they feel like they are playing. They do pay attention on how certain letter is pronounced in words because they know they will need it in the game session.

2. Facilitating students to learn from native speakers

Each language comes with its unique characteristics. There are different variations of English’s and Indonesian’s sound characteristics⁴⁷. Therefore, learning pronunciation with non-native speakers is insufficient. There should be some portion of their learning guided by the native speakers in order to gain personal knowledge especially dealing with pronunciation.

The English sounds provided in ‘Jolly Phonics Lessons’ Application are spoken by natives. Students are given options whether they prefer the American or British accent. Students can replay a sound as much as they want until they get it. While doing the treatment of this study, the researcher finds that students of the experimental class mostly recognize the difference in the pronunciation of the “th” in the word ‘they’ and ‘thanks’. While students of the control class

⁴⁷ Ambalegin & Arianto, *op. cit.*

face more difficulties in pronouncing English vocabulary correctly. They still find difficulties in recognizing English sounds of certain letters, or worst, have no idea how to say certain word. The control group's frequently mispronunciation occurrence is that they cannot distinguish the difference between the sound letter of 'a' /eɪ/ and "I" /aɪ/. It seems like the conventional method they receive does not help them much in improving their pronunciation because either the researcher or their teacher are not native speakers.

3. Easy to Use Media

The researcher finds that this application can be easily installed on smartphones based on both Android and iOS. This application design is really attractive, colorful, with simple features and instruction to follow by students. Moreover, this application can be used offline, or without internet connection. Therefore, this application can be accessed by all students, in any ages, anywhere, at any time, not only with the teacher's guidance in the classroom, but also be accessed independently by the students themselves at home.

According to the results of the preceding sub-chapter, the Paired Samples T-test result shows that the significance of the experimental group is 0,000 ($< 0,05$). Since it is less than 0,05, the difference between the pre-test and post-test is significant. It answers the first research question that 'Jolly Phonics Lessons' Application is effective to improve students' pronunciation. On

the other hand, the control group's significance is 0,027 ($< 0,05$). The difference between the control group's pre-test and post-test which is also considered significant answers the second question of how effective the conventional method is to improve students' pronunciation. In addition, the comparison between 'Jolly Phonics Lessons' Application and conventional method (the third research question) is shown by the result of the hypothesis test (Independent Samples Test). It shows that the significance of post-test of the experimental and the control group is 0,000, which is less than 0,05. So, the alternative hypothesis (H_a) presented in chapter two is accepted, while the null hypothesis (H_o) is rejected. Therefore, it can be concluded that pronunciation improvement of students who are taught by using 'Jolly Phonics Lessons' Application and those taught by conventional method is significantly different, and 'Jolly Phonics Lessons' Application is proven more effective to improve students' pronunciation.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Conclusion and suggestions of this study are presented in the last chapter. The conclusion is drawn based on the findings of the research presented in the previous chapter, and the suggestions are directed to English teachers, students, and the next researchers.

E. Conclusions

Based on the research findings presented on the previous chapter, the researcher concludes some points regarding the use of ‘Jolly Phonics Lessons’ application to enhance young learners’ pronunciation:

1. There is significant difference of pronunciation between students before and after getting ‘Jolly Phonics Lessons’ Application. Therefore, this application is proven effective to improve students’ pronunciation.
2. There is a significant difference in the average of pronunciation of students taught by using ‘Jolly Phonics Lessons’ Application and those taught by conventional method. Therefore, the researcher comes to a conclusion that ‘Jolly Phonics Lessons’ Application is more effective than conventional method to improve students’ pronunciation.

F. Suggestions

Based on the study findings, the researcher formulates some suggestions as follow:

1. For English Teachers

- a. English teachers are supposed to be more innovative in terms of exploring approaches, techniques, strategies, and media in teaching and learning process.
- b. Teachers should be more sensitive in recognizing students' need so that the teaching and learning process can be more valuable and enjoyable for students.
- c. Teachers can make use of the technology advancement optimally to support the teaching and learning process.

2. For Students

- a. This research can motivate students to make use of their time at home to practice their English, because practice makes perfect.
- b. Students can take advantage of the technology advancement by searching various learning application which are suitable with their needs. It is hoped that they will not be dependent to teacher's explanation at class only, they become active learners instead.

3. For the Next Researchers

The next researchers can conduct further research dealing with pronunciation or pronunciation teaching, and this

study can be one of the references to build a research background.

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APPENDICES

Appendix 1

Students of Experimental Class (5A)

SDN Panggung Kidul Semarang

No	Student No.	Name
1	4190	Achmad Arifin
2	4191	Adhellya Naila Az Zahra
3	4192	Afandy Cahaya Wardana
4	4194	Aleksa Oktavia
5	4366	Alvino Narendra Putra Setiawan
6	4196	Cinta Permata Putri
7	4197	Dafin Septiano
8	4198	Desi Natalia
9	4199	Desta Ayu Permatasari
10	4200	Dimas Ariya
11	4201	El Nino Bima Syahputra
12	4202	Fajar Nur Rachman
13	4203	Istiana Trisna Saputri
14	4204	Istiani Trisna Saputri
15	4308	Marco Ramadhan Syahputra
16	4206	Misbah Firdaus
17	4207	Muhammad Ali Ar Ridho

18	4208	Muhammad Rifqi Pradana
19	4209	Nabila Nur Azizah
20	4210	Nanda Ayu Kirana
21	4245	Nara Aulia Rahmawati
22	4211	Naycilla Azzira Khairunnisa
23	4212	Nayla Artika Aulia Putri
24	4213	Niko Saputra
25	4214	Oktaviona Haris Permatasari
26	4215	Salman Abdul Jabbar

Appendix 2

Students of Control Class (5B)
SDN Pangung Kidul Semarang

NO	Student No	Name
1	4218	Ali Zaenal Abidin
2	4042	Alvin Tegar Pamungkas
3	4219	Amalina Aulia Azzahra
4	4220	Amanda Aurelia Azura
5	4221	Anindya Putri Atalia
6	4306	Azaria Safa Zuhair
7	4244	Clarance Elysia Helga Santoso
8	4222	Cucu Nabila
9	4223	Devi Aminata
10	4224	Devi Ayu Monika
11	4307	Dewi Malikhatus Z
12	4225	Dipta Adha Astama
13	4226	Dwi Tirta Nur Budiman
14	4227	Elmeivita Rintakadevi
15	4228	Febriyan Ainur Rohman
16	4229	Ferdy Pratama
17	4231	Hikmah Amalia
18	4232	Ipong Dwi Setiawan

19	4164	Kevin Aidil Fitrah Raya
20	4233	Mareta Dwi Ismawardani
21	4235	Muhammad Nizzam Saputra
22	4236	Muhammad Rizky Darmawan
23	4238	Nurul Istianah
24	4239	Nurul Safitri
25	4240	Rosiana Nisfa Nur Sya'bana
26	4242	Syaiful Akbar

Appendix 3

TRY OUT TEST

Say the words!

- | | |
|------------|---------------|
| 1. Sunny | 14. Brother |
| 2. Apple | 15. Umbrellas |
| 3. Tennis | 16. Lovely |
| 4. Ink | 17. Fish |
| 5. Party | 18. Boy |
| 6. Noise | 19. Arms |
| 7. Click | 20. Candles |
| 8. Egg | 21. Going |
| 9. Have | 22. Along |
| 10. Rags | 23. Desk |
| 11. Meal | 24. Family |
| 12. Duck | 25. Mouse |
| 13. Granny | |

Appendix 4

PRE-TEST AND POST-TEST

Say the words!

- | | |
|-----------|---------------|
| 1. Sunny | 11. Granny |
| 2. Apple | 12. Umbrellas |
| 3. Tennis | 13. Lovely |
| 4. Ink | 14. Fish |
| 5. Noise | 15. Boy |
| 6. Click | 16. Candles |
| 7. Egg | 17. Going |
| 8. Rags | 18. Along |
| 9. Meal | 19. Desk |
| 10. Duck | 20. Mouse |

Appendix 5

LESSON PLAN

Subject : English
Material : Jolly Phonics Group 1 (s, i, a, p, t, n)
Time allocation : 45 minutes (first meeting)
Class : 5A (Experimental Class)

A. Lesson Aims

Through learning activities on this material, students are expected to:

- Understand how to pronounce s, i, a, p, t, n sound
- Mentioning many words with s, i, a, p, t, n sound

B. Learning Method

- Approach: *Scientific Approach*
- Learning Model: *Discovery Learning*

C. Media, Tools, Learning resource

Medias : Jolly Phonics Lessons Application

Tools : Marker, whiteboard, Laptop, Smartphone, 'Jolly Phonics Lessons' book.

Learning Resource : My research findings

D. Learning Activities

Opening (5 Minutes)	
	The researcher greets the students.
	The researcher gives a piece of short information about today's material and the aims of the lesson.
	The researcher gives a motivational speech.
Main Activities (35 Minutes)	
Stimulation	<ul style="list-style-type: none"> - The researcher introduces students to 'Jolly Phonics Lessons' by opening the website https://www.jollylearning.co.uk/ through the laptop and shows it with the help of LCD projector. - The researcher explains briefly about 'Jolly Phonics Lessons', what students can do with it, and what benefits they can receive. - The researcher opens Jolly Phonics Lessons Application and start to play sounds provided in Group 1 (s, i, a, p, t, n) - The researcher plays each sound multiple times.
Problem statement	<ul style="list-style-type: none"> - The researcher invites students to repeat after the sound. - The researcher writes in the whiteboard some English words containing sound they are learning.
Data collection	<ul style="list-style-type: none"> - The researcher reads one by one and invites students to follow.

	- The researcher picks word by word randomly, and ask students to pronounce.
Data processing	The researcher mentions a word, and ask students to point out the number of the mentioned word.
Verification	Students mentioning many words with s, i, a, p, t, n sound
Generalization	The researcher gives students homework to download 'Jolly Phonics Lessons' Application at home, and start learning as well as practicing lessons of sounds in Group 1.
Closing (5 Minutes)	
The researcher greets the students.	

E. Assessment

1. Knowledge Assessment : test
2. Skill Assessment : test

Semarang, 19 September 2022

Mengetahui :

Peneliti

Guru Kelas 5A

Kurniasani Nafaul Khasanah

Siti Rodliyah, S.Pd.

NIM. 1703046042

NIP.-

1. Knowledge Assessment
 - a. Technique: test
 - b. Instrument Assessment: multiple choices

Instruction :

There are 10 questions. Choose the correct answer.

Final grade: Score acquisition X 10

2. Skill assessment
 - a. Technique: test
 - b. Instrument of assessment : Pronunciate 10 words contain s, i, a, p, t, n sound. For each number, the score is 10.
 - c. Scoring rubric

No	Form of instrument	Score
1.	Pronunciate 10 words contain s, i, a, p, t, n sound with stress and intonation correctly.	100

Final grade: Score acquisition X 10

LESSON PLAN

Subject : English
Material : Jolly Phonics Group 2 (ck, r, e, m, h, d)
Time allocation : 45 minutes (Second meeting)
Class : 5A (Experimental Class)

A. Lesson Aims

Through learning activities on this material, students are expected to:

- Understand how to pronounce ck, r, e, m, h, d sound
- Mentioning many words with ck, r, e, m, h, d sound

B. Learning Method

- Approach: *Scientific Approach*
- Learning Model: *Discovery Learning*

C. Media, Tools, Learning resource

Medias : Jolly Phonics Lessons Application

Tools : Marker, whiteboard, Laptop, Smartphone, 'Jolly Phonics Lessons' book.

Learning Resource : My research findings

D. Learning Activities

Opening (5 Minutes)	
	The researcher greets the students.
	The researcher gives a piece of short information about today's material and the aims of the lesson.
	The researcher gives a motivational speech.
Main Activities (35 Minutes)	
Stimulation	<ul style="list-style-type: none"> - The researcher opens Jolly Phonics Lessons Application and start to play sounds provided in Group 2 (ck, r, e, m, h, d) - The researcher plays each sound multiple times.
Problem statement	<ul style="list-style-type: none"> - The researcher invites students to repeat after the sound. - The researcher writes in the whiteboard some English words containing sound they are learning.
Data collection	<ul style="list-style-type: none"> - The researcher reads one by one and invites students to follow. - The researcher picks word by word randomly, and ask students to pronounce.
Data processing	The researcher mentions a word, and ask students to point out the number of the mentioned word.
Verification	Students mentioning many words with ck, r, e, m, h, d sound
Generalization	The researcher checks their pronunciation dealing with the learned sounds.

Closing (5 Minutes)

The researcher greets the students.

F. Assessment

1. Knowledge Assessment : test
2. Skill Assessment : test

Semarang, 21 September 2022

Mengetahui :

Peneliti

Guru Kelas 5A

Kurniasani Nafaul Khasanah

Siti Rodliyah, S.Pd.

NIM. 1703046042

NIP.-

1. Knowledge Assessment
 - a. Technique: test
 - b. Instrument Assessment: multiple choices

Instruction :

There are 10 questions. Choose the correct answer.

Final grade: Score acquisition X 10

2. Skill assessment
 - a. Technique: test

- b. Instrument of assessment : Pronunciate 10 words contain ck, r, e, m, h, d sound. For each number, the score is 10.
- c. Scoring rubric

No	Form of instrument	Score
1.	Pronunciate 10 words contain ck, r, e, m, h, d sound with stress and intonation correctly.	100

Final grade: Score acquisition X 10

LESSON PLAN

Subject : English
Material : Jolly Phonics Group 3 (g, l, o, f, u, b)
Time allocation : 45 minutes (Third meeting)
Class : 5A (Experimental Class)

A. Lesson Aims

Through learning activities on this material, students are expected to:

- Understand how to pronounce g, l, o, f, u, b sound
- Mentioning many words with g, l, o, f, u, b sound

B. Learning Method

- Approach: *Scientific Approach*
- Learning Model: *Discovery Learning*

C. Media, Tools, Learning resource

Medias : Jolly Phonics Lessons Application

Tools : Marker, whiteboard, Laptop, Smartphone, 'Jolly Phonics Lessons' book.

Learning Resource : My research findings

D. Learning Activities

Opening (5 Minutes)	
The researcher greets the students.	
The researcher gives a piece of short information about today's material and the aims of the lesson.	
The researcher gives a motivational speech.	
Main Activities (35 Minutes)	
Stimulation	<ul style="list-style-type: none"> - The researcher opens Jolly Phonics Lessons Application and start to play sounds provided in Group 3 (g, l, o, f, u, b) - The researcher plays each sound multiple times.
Problem statement	<ul style="list-style-type: none"> - The Researcher invites students to repeat after the sound. - The researcher writes in the whiteboard some English words containing sound they are learning.
Data collection	<ul style="list-style-type: none"> - The researcher reads one by one and invites students to follow. - The researcher picks word by word randomly, and ask students to pronounce.
Data processing	The researcher mentions a word, and ask students to point out the number of the mentioned word.
Verification	Students mentioning many words with g, l, o, f, u, b sound
Generalization	The researcher checks their pronunciation dealing with the learned sounds.
Closing (5 Minutes)	

The researcher greets the students.

E. Assessment

1. Knowledge Assessment : test
2. Skill Assessment : test

Semarang, 23 September 2022

Mengetahui :

Peneliti

Guru Kelas 5A

Kurniasani Nafaul Khasanah

Siti Rodliyah, S.Pd.

NIM. 1703046042

NIP.-

1. Knowledge Assessment

- a. Technique: test
- b. Instrument Assessment: multiple choices

Instruction :

There are 10 questions. Choose the correct answer.

Final grade: Score acquisition X 10

2. Skill assessment

- a. Technique: test
- b. Instrument of assessment : Pronunciate 10 words contain g, l, o, f, u, b sound. For each number, the score is 10.
- c. Scoring rubric

No	Form of instrument	Score
1.	Pronunciate 10 words contain g, l, o, f, u, b sound with stress and intonation correctly.	100

Final grade: Score acquisition X 10

LESSON PLAN

Subject : English
Material : Things in classroom
Time allocation : 45 minutes (first meeting)
Class : 5B (Control Class)

A. Lesson Aims

Through learning activities on this material, students are expected to:

- Identify the names of objects in the classroom
- Mentioning many things in the classroom

B. Learning Method

- Approach: *Scientific Approach*
- Learning Model: *Discovery Learning*

C. Media, Tools, Learning resource

Medias : Text Book, Flashcard

Tools : Marker, whiteboard, Laptop, Smartphone.

Learning Resource : My research findings

D. Learning Activities

Opening (5 Minutes)	
The researcher greets the students.	
The researcher gives a piece of short information about today's material and the aims of the lesson.	
The researcher gives a motivational speech.	
Main Activities (35 Minutes)	
Stimulation	<ul style="list-style-type: none"> - The researcher explains briefly about material and the activities - The researcher teach the students about Things in the classroom
Problem statement	<ul style="list-style-type: none"> - The researcher asked the students observe the objects in the class, including those in their bag, then make a list of these objects. - The researcher writes in the whiteboard any objects in the classroom.
Data collection	<ul style="list-style-type: none"> - The researcher reads one by one and invites students to follow. - The researcher picks word by word randomly, and ask students to pronounce.
Data processing	The researcher mentions a word, and ask students to show the picture on flashcard of the mentioned word.
Verification	Students mentioning many things in the classroom.

Generalization	The researcher provides feedback on the process and learning outcomes.
Closing (5 Minutes)	
The researcher greets the students.	

E. Assessment

1. Knowledge Assessment : test
2. Skill Assessment : test

Semarang, 20 September 2022

Mengetahui :

Peneliti

Guru Kelas 5B

Kurniasani Nafaul Khasanah

Djose Martin

NIM. 1703046042

NIP.-

1. Knowledge Assessment
 - a. Technique: test
 - b. Instrument Assessment: multiple choices

Instruction :

There are 10 questions. Choose the correct answer.

Final grade: Score acquisition X 10

2. Skill assessment

- a. Technique: test
- b. Instrument of assessment : Mentioning, and Pronunciate 10 things in the classroom For each number, the score is 10.
- c. Scoring rubric

No	Form of instrument	Score
1.	Mentioning, and Pronunciate 10 things in the classroom correctly.	100

Final grade: Score acquisition X 10

The things in the classroom vocabulary:

- Table
- Chair
- Book
- Clock
- Pen
- Sharpener
- Pencil
- Whiteboard
- Fan
- Eraser
- Ink
- Board marker
- Ruler
- Door
- Window

LESSON PLAN

Subject : English
Material : Parts of Body
Time allocation : 45 minutes (second meeting)
Class : 5B (Control Class)

A. Lesson Aims

Through learning activities on this material, students are expected to:

- Identify and mentioning the parts of body
- Memorize the parts of the human body independently

B. Learning Method

- Approach: *Scientific Approach*
- Learning Model: *Discovery Learning*

C. Media, Tools, Learning resource

Medias : Text Book, LCD

Tools : Marker, whiteboard, Laptop, Smartphone.

Learning Resource : My research findings

D. Learning Activities

Opening (5 Minutes)	
The researcher greets the students.	
The researcher gives a piece of short information about today's material and the aims of the lesson.	
The researcher gives a motivational speech.	
Main Activities (35 Minutes)	
Stimulation	<ul style="list-style-type: none"> - The researcher reviews the lessons that have been given before - The researcher explains briefly about material and the activities
Problem statement	<ul style="list-style-type: none"> - The researcher asking several students in turn to say in Indonesian the names of the parts of the human body; Students mention the parts of body. - The researcher writes in the whiteboard the parts of body.
Data collection	<ul style="list-style-type: none"> - The researcher reads one by one and invites students to follow. - The researcher picks word by word randomly, and ask students to pronounce.
Data processing	The researcher gives instructions for students to touch certain body parts; students touch body parts according to the researcher's orders.
Verification	Students mentioning their body parts in English.
Generalization	The researcher provides feedback on the process and learning outcomes.

Closing (5 Minutes)

The researcher greets the students.

E. Assessment

1. Knowledge Assessment : test
2. Skill Assessment : test

Semarang, 22 September 2022

Mengetahui :

Peneliti

Guru Kelas 5B

Kurniasani Nafaul Khasanah

Djose Martin

NIM. 1703046042

NIP.-

1. Knowledge Assessment
 - a. Technique: test
 - b. Instrument Assessment: multiple choices

Instruction :

There are 10 questions. Choose the correct answer.

Final grade: Score acquisition X 10

2. Skill assessment

- a. Technique: test
- b. Instrument of assessment : Mentioning, and Pronunciate 10 Parts of body. For each number, the score is 10.
- c. Scoring rubric

No	Form of instrument	Score
1.	Mentioning, and Pronunciate 10 Parts of body correctly.	100

Final grade: Score acquisition X 10

Parts of the body vocabulary :

- Head
- Hair
- Face
- Eyebrow
- Eye
- Ear
- Nose
- Mouth
- Lips
- Tongue
- Chin
- Forehead
- Cheek
- Tooth
- Hand
- Foot
- Shoulder
- Stomach
- Knee
- Finger

LESSON PLAN

Subject : English
Material : Family members
Time allocation : 45 minutes (third meeting)
Class : 5B (Control Class)

A. Lesson Aims

Through learning activities on this material, students are expected to:

- Mentioning their family members
- Memorize the family member in English independently

B. Learning Method

- Approach: *Scientific Approach*
- Learning Model: *Discovery Learning*

C. Media, Tools, Learning resource

Medias : Text Book, LCD

Tools : Marker, whiteboard, Laptop, Smartphone.

Learning Resource : My research findings

D. Learning Activities

Opening (5 Minutes)	
The researcher greets the students.	
The researcher gives a piece of short information about today's material and the aims of the lesson.	
The researcher gives a motivational speech.	
Main Activities (35 Minutes)	
Stimulation	<ul style="list-style-type: none"> - The researcher reviews the lessons that have been given before - The researcher explains briefly about material and the activities
Problem statement	<ul style="list-style-type: none"> - The researcher asking several students in turn to say in Indonesian about their family members; Students mention the family members - The researcher writes in the whiteboard the family members they're mention in English
Data collection	<ul style="list-style-type: none"> - The researcher reads one by one and invites students to follow. - The researcher picks word by word randomly, and ask students to pronounce.
Data processing	the researcher conducted a question and answer about the vocabulary of family members.
Verification	Students mentioning their family members
Generalization	The researcher provides feedback on the process and learning outcomes.

Closing (5 Minutes)

The researcher greets the students.

E. Assessment

1. Knowledge Assessment : test
2. Skill Assessment : test

Semarang, 26 September 2022

Mengetahui :

Peneliti

Guru Kelas 5B

Kurniasani Nafaul Khasanah

Djose Martin

NIM. 1703046042

NIP.-

1. Knowledge Assessment
 - a. Technique: test
 - b. Instrument Assessment: multiple choices

Instruction :

There are 10 questions. Choose the correct answer.

Final grade: Score acquisition X 10

2. Skill assessment
 - a. Technique: test
 - b. Instrument of assessment : Mentioning, and Pronunciate 10 family members For each number, the score is 10.
 - c. Scoring rubric

No	Form of instrument	Score
1.	Mentioning, and Pronunciate 10 family members correctly.	100

Final grade: Score acquisition X 10

Family members vocabulary :

- Father
- Mother
- Grandmother
- Grandfather
- Uncle
- Aunty
- Son
- Daughter
- Brother
- Sister

Appendix 6

TRY OUT RESULT

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Score	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	
2	1	1	1	1	2	1	1	1	2	1	1	1	1	2	1	1	1	1	2	1	1	1	1	2	1	30	
3	1	1	1	1	2	1	1	1	2	1	1	1	1	2	1	1	1	1	2	1	1	1	1	2	1	30	
4	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	51
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	
6	2	2	2	2	1	2	2	2	1	2	2	2	2	1	2	2	2	2	1	2	2	2	2	1	2	45	
7	1	1	1	1	2	1	1	1	2	1	1	1	1	2	1	1	1	1	2	1	1	1	1	2	1	30	
8	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	50
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	
10	1	1	1	1	2	1	1	1	2	1	1	1	1	2	1	1	1	1	2	1	1	1	1	3	1	31	
11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	
12	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	50	
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	
14	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	50	

15	1	1	1	1	2	1	1	1	2	1	1	1	1	2	1	1	1	1	2	1	1	1	1	2	1	30
16	3	3	3	3	1	3	3	3	1	3	3	3	3	1	3	3	3	3	1	3	3	3	3	1	3	65
17	2	2	2	2	1	2	2	2	1	2	2	2	2	1	2	2	2	2	1	2	2	2	2	1	2	45
18	1	1	1	1	2	1	1	1	2	1	1	1	1	2	1	1	1	1	2	1	1	1	1	2	1	30
19	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	50
20	1	1	1	1	3	1	1	1	3	1	1	1	1	3	1	1	1	1	3	1	1	1	1	3	1	35
21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
22	1	1	1	1	2	1	1	1	2	1	1	1	1	2	1	1	1	1	2	1	1	1	1	2	1	30
23	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	50
24	2	2	2	2	1	2	2	2	1	2	2	2	2	1	2	2	2	2	1	2	2	2	2	1	2	45
25	3	3	3	3	2	3	3	3	2	3	3	3	3	2	3	3	3	3	2	3	3	3	3	2	3	70
26	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	50
27	3	3	3	3	1	3	3	3	1	3	3	3	3	1	3	3	3	3	1	3	3	3	3	1	3	65
28	2	2	2	2	1	2	2	2	1	2	2	2	2	1	2	2	2	2	1	2	2	2	2	1	2	45

Appendix 7

VALIDITY RESULT

NO	Test Item	r-result	r-table	Validity
1	Item_1	1.00	0.37	VALID
2	Item_2	1.00	0.37	VALID
3	Item_3	1.00	0.37	VALID
4	Item_4	1.00	0.37	VALID
5	Item_5	-0.081	0.37	INVALID
6	Item_6	1.00	0.37	VALID
7	Item_7	1.00	0.37	VALID
8	Item_8	1.00	0.37	VALID
9	Item_9	-0.126	0.37	INVALID
10	Item_10	1.00	0.37	VALID
11	Item_11	1.00	0.37	VALID
12	Item_12	1.00	0.37	VALID
13	Item_13	1.00	0.37	VALID
14	Item_14	-0.081	0.37	INVALID
15	Item_15	1.00	0.37	VALID
16	Item_16	1.00	0.37	VALID
17	Item_17	1.00	0.37	VALID
18	Item_18	1.00	0.37	VALID
19	Item_19	-0.162	0.37	INVALID
20	Item_20	1.00	0.37	VALID
21	Item_21	1.00	0.37	VALID
22	Item_22	1.00	0.37	VALID
23	Item_23	1.00	0.37	VALID
24	Item_24	-0.168	0.37	INVALID
25	Item_25	1.00	0.37	VALID

Appendix 8

EXPERIMENTAL CLASS SCORE

NO	Students' Code	Pre-Test	Post-Test
1	E-1	25	75
2	E-2	30	80
3	E-3	30	65
4	E-4	51	73
5	E-5	25	85
6	E-6	50	92
7	E-7	30	65
8	E-8	55	70
9	E-9	25	85
10	E-10	36	90
11	E-11	25	80
12	E-12	50	85
13	E-13	35	75
14	E-14	50	80
15	E-15	30	85
16	E-16	55	81
17	E-17	45	70
18	E-18	30	95
19	E-19	50	90
20	E-20	35	80
21	E-21	25	85
22	E-22	30	85
23	E-23	50	80
24	E-24	45	73

25	E-25	60	85
26	E-26	35	88
Total Score		1007	2097
Average		38,730769	80,6538462

Appendix 9

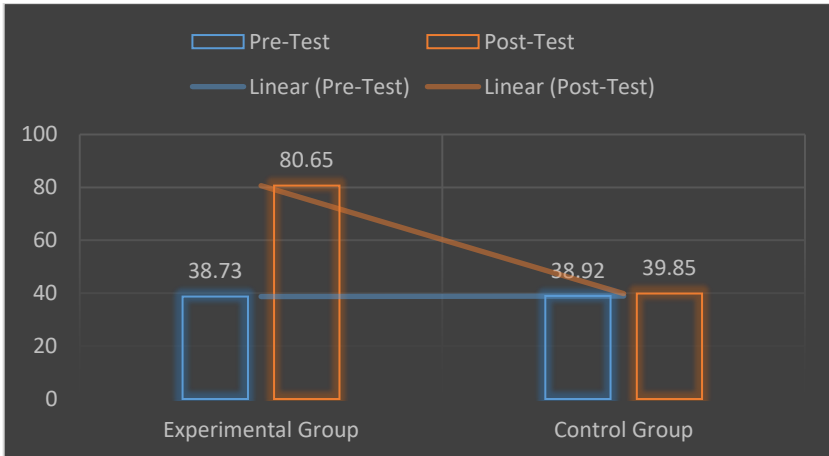
CONTROL CLASS SCORE

NO	Students' Code	Pre-Test	Post-Test
1	C-1	20	24
2	C-2	40	40
3	C-3	40	41
4	C-4	56	58
5	C-5	30	31
6	C-6	45	48
7	C-7	40	42
8	C-8	50	51
9	C-9	25	25
10	C-10	41	41
11	C-11	30	32
12	C-12	45	47
13	C-13	30	31
14	C-14	40	42
15	C-15	30	31
16	C-16	55	50
17	C-17	35	37
18	C-18	35	37
19	C-19	35	37
20	C-20	35	30
21	C-21	35	35
22	C-22	30	32
23	C-23	50	51
24	C-24	50	50

25	C-25	60	61
26	C-26	30	32
Total Score		1012	1036
Average		38,92308	39,84615

Appendix 10

CHART



Appendix 11

‘JOLLY PHONICS LESSONS’ APPLICATION



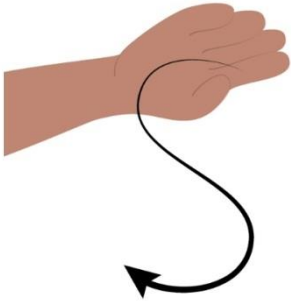
21.56

← Lesson /s/

Story

It is a sunny day. A boy takes his dog for a walk. The boy throws a stick and the dog runs after it. The dog sniffs around in the grass and starts barking. A large, spotty snake is sitting up and hissing, /sssssss/. The boy grabs the dog and the snake slowly slithers away.


Action




Weave your hand in an 's' shape like a

21.57

Flash Card






Formation



21.57

Sounding

Which of these words does NOT contain the s sound



Android navigation bar

21.57

Writing

Call out the sounds below, and ask the children to write them down:

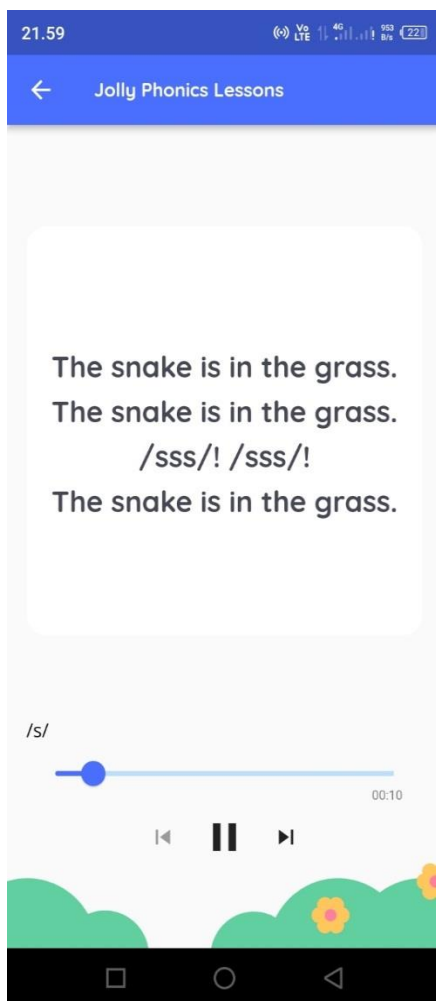
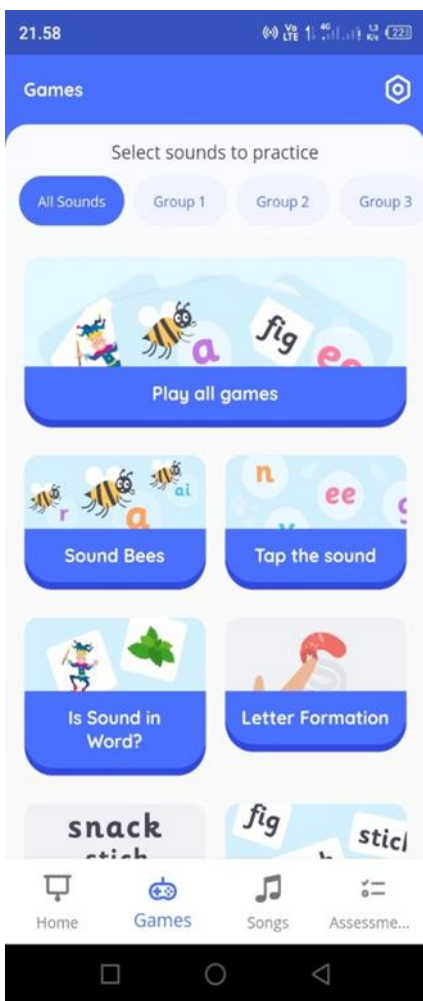
S

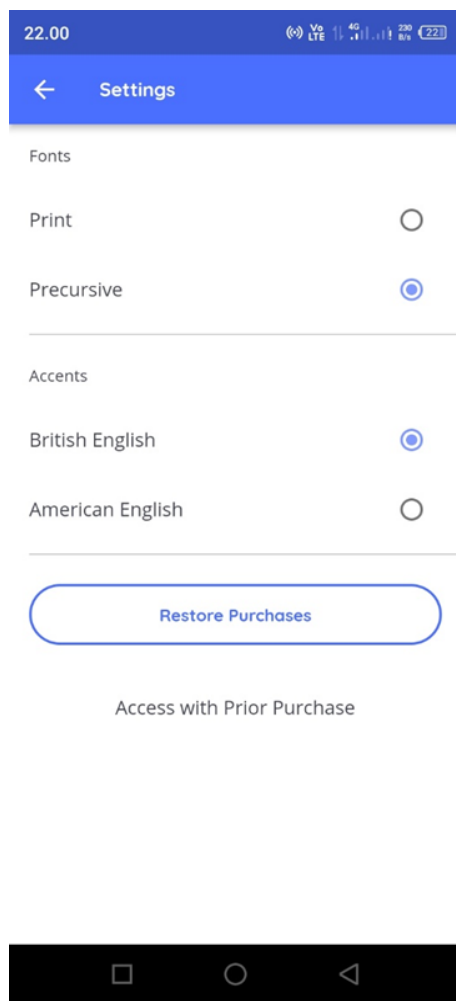
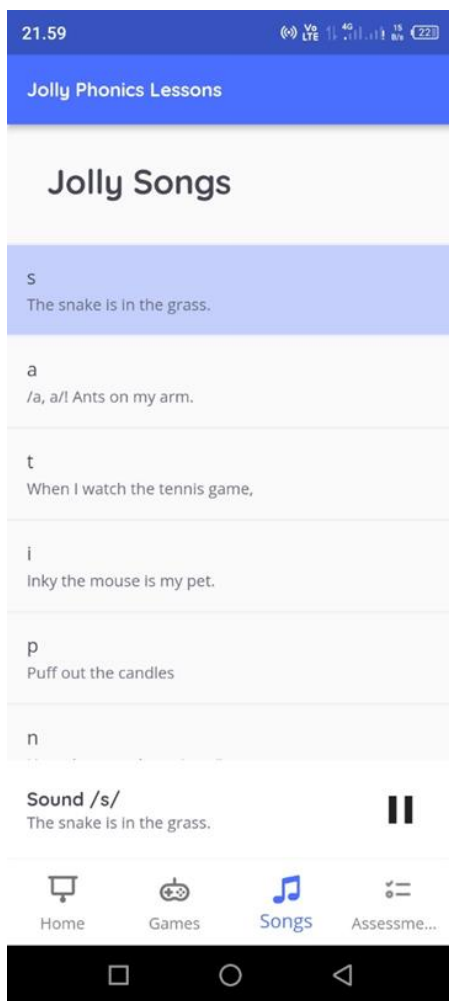
Song

The snake is in the grass.
The snake is in the grass.
/sss!/ /sss!
The snake is in the grass.

00:11

Android navigation bar





Appendix 12

DOCUMENTATION OF EXPERIMENTAL CLASS (5A)





Appendix 13

DOCUMENTATION OF CONTROL CLASS (5B)







Appendix 14

PROFILE OF SDN PANGGUNG KIDUL, VISION AND MISSION

1. Name and Address of School

- a. Name : SDN Panggung Kidul
- b. NPSM : 20328653
- c. School Identity : State
- d. Curriculum : 2013
- e. Date of Establishment : 1910-01-01
- f. Accreditation : A Chart Number, No SK
- g. Address : Jl. Brotojoyo Timur IV no.18
RT.007/RW.002, Kelurahan
Panggung Kidul, Kecamatan
Semarang Utara.
- h. Email : sdnpangungkidul@gmail.com
- i. Headmaster : Nova Arwanto, S.Pd.
- j. Male Student : 155 Students
- k. Female Students : 161 Students

2. Vision and Mission

- a. Vision : Realizing pious, intelligent, personality and cultured students
- b. Mission :
 - 1. Make students who believe and have piety towards the teachings of their religion and have noble character.

2. Make students participate in academic and non-academic fields
 3. Make students disciplined in time, study and dressed
 4. Make students honest in actions and words
- c. Aims :
- 1) Increase the experience of religious life and devotion to God Almighty
 - 2) Improve academic achievement
 - 3) Improve achievement in the arts and sports / non-academic
 - 4) Familiarize yourself with the culture of courtesy and kinship
 - 5) Increase the sense of love for the Indonesian homeland

Appendix 15

CURRICULUM VITAE

Personal Data

Name : Kurniasani Nafaul Khasanah
Student's Number : 1703046042
Place of Birth : Semarang
Date of Birth : November, 21st 1999
Address : Jalan Brotojoyo Selatan I, Kelurahan
Panggung Kidul, Semarang Utara
Religion : Islam
Gender : Female
Civic : Indonesia
Phone : 087886006595

Formal Educations

SDN Panggung Kidul

MTs Asy-Syarifah

MA Asy-Syarifah

Appendix 16

RESEARCH LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: 4531/Un.10.3/DI/DA.04/10/2022

14 September 2022

Lamp : -

Hal : Pengantar Pra Riset

a.n. : Kurniasani Nafaul Khasanah

NIM : 1703046042

Yth.

Bapak/Ibu Kepala Sekolah

Di

SD Negeri Panggung Kidul

Semarang

Assalamu'alaikum Wr. Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Kurniasani Nafaul Khasanah

NIM : 1703046042

Alamat : Jl. Brotojoyo Selatan I, Panggung Kidul, Semarang Utara

Judul Skripsi : The Effectiveness of Using 'Jolly Phonics Lessons' Application to Enhance Pronunciation Skill of Fifth Graders of SDN Panggung Kidul Semarang.

Pembimbing :

I. Muhammad Nafi Annury, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 7 hari, mulai tanggal 19 September 2022 sampai dengan tanggal 27 September 2022.

Demikian atas perhatian dan terakbulnya permohonan ini disampaikan terimakasih. Wassalamu'alikum Wr. Wb.



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Prof. Hamka Km 2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: 4532/Un.10.3/DI/DA.04/10/2022

14 September 2022

Lamp : -

Hal : Mohon Izin Riset
a.n. : Kurniasani Nafaul Khasanah
NIM : 1703046042

Yth.

Bapak/Ibu Kepala Sekolah

Di

SD Negeri Panggung Kidul
Semarang

Assalamu'alaikum Wr. Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Kurniasani Nafaul Khasanah
NIM : 1703046042
Alamat : Jl. Brotojoyo Selatan I, Panggung Kidul, Semarang Utara
Judul Skripsi : The Effectiveness of Using 'Jolly Phonics Lessons' Application to
Enhance Pronunciation Skill of Fifth Graders of SDN Panggung Kidul
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Pembimbing :

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Demikian atas perhatian dan tercabulnya permohonan ini disampaikan terimakasih.
Wassalamu'afikum Wr. Wb.

a.n. Dekan,

Wakil Dekan Bidang Akademik



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



PEMERINTAH KOTA SEMARANG
KORSATPEN KECAMATAN SEMARANG UTARA
SEKOLAH DASAR NEGERI PANGGUNG KIDUL
Jalan Brotojoyo Timur IV Nomor 18 Semarang 50178 Telepon (024) 3558192



SURAT KETERANGAN

Nomor : 421.2 / 165 / XII / 2022

Berdasarkan Surat nomor 4531/Un.10.3/DI/DA.04/10/2022 tanggal 14 September 2022, perihal izin melakukan penelitian di SD Negeri Panggung Kidul, dengan ini kami menerangkan bahwa :

Nama : Kurniasani Nafaul Khasanah
NIM : 1703046042
Alamat : Jl. Brotojoyo Selatan I, Semarang
Judul Skripsi : The Effectiveness of Using 'Jolly Phonics Lessons'
Application to Enhance Pronunciation Skill of Fifth
Graders of SDN Panggung Kidul Semarang

Mahasiswa tersebut diatas Telah Selesai melaksanakan kegiatan penelitian.
Demikian surat keterangan ini kami buat dengan sebenarnya, agar dapat digunakan
sebagaimana mestinya.

Semarang, 05 Desember 2022
Kepala SD Negeri Panggung Kidul



Naya Arwanito, S.PD
NIP. 19671102 198806 1 001