

**READING POEMS AS A STRATEGY TO IMPROVE
ENGLISH PRONUNCIATION ABILITY ON
SEGMENTAL FEATURES AND WORD STRESS
(A Classroom Action Research at The Grade XI of SMA
Walisongo Semarang in The Academic Year of 2014/2015)**

THESIS

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



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SEMARANG
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(An Classroom Action Research at the Grade XI of SMA
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It is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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RATIFICATION

Thesis with the following identification:

Title : Reading Poems as a Strategy to Improve
Pronunciation Ability on Segmental Features and
Word Stress (A Classroom Action research at the
grade XI of SMA Walisongo Semarang in the
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had been ratified by the board of examiner of Islamic Education and
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ABSTRACT

Title : **Reading Poems as a Strategy to Improve English Pronunciation Ability on Segmental Features and Word Stress (A Classroom Action Research at the Grade XI of SMA WALISONGO SEMARANG in Academic Year of 2014/2015).**

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According to curriculum 2013, the students must master four skills in English. Those are: writing skill, listening skill, reading skill and speaking skill. It is hoped that the students are able to use English in this globalization era both receptively and productively. However, speaking skill is mostly used in the daily life because it is used for direct communication. In this research, the writer would like to explain the Segmental and suprasegmental features production like stress as the standard for people learning the spoken English. It is aimed to make the students should be able to join the sounds in a sequence to the next sound without difficulty or stumbling. Because of that, poems are commonly used to practice and teach pronunciation for English learners. The researcher used poems because reading English poem is believed to have direct influence on the pronunciation skills. The objectives of the study are:

1. To find out how good students Grade XI of SMA WALISONGO Semarang in the Academic Year 2014/ 2015 perform pronunciation ability on segmental features and word stress before they learn reading poems.
2. To find out the students' progress in the pronunciation ability after they learn reading poems.

The subjects of this study were the students of eleventh-IPA grade students of SMA Walisongo Semarang in academic year of 2014/2015. The number of the subjects was 25 students. This research is a classroom action research. It was done through three cycles. The researcher used documentation, test and observation to collect the data. The researcher used descriptive qualitative to analyze the data.

This research uses qualitative, because the data is not analyzed by statistical procedure.

Result of the study showed that by reading English poem at the of eleventh-IPA grade students of SMA Walisongo Semarang in academic year of 2014/2015 can improve students' pronunciation. This successfulness can be seen from the result of students' average score and good responses by students. The result after getting all of the treatment using English poems, the students' average score increased in line with the increase of the students' achievement in each cycle. Students' average score from the pre-cycle was 50,24, first cycle was 59,48, second cycle was 65,56, and the post-test was 73,48.

Finally the result of this research showed that students' understanding improved in each cycle after they were taught using poems. It was signed by their improvements of each result test.

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Finally, the writer realizes that this thesis is far from being perfect. Hence, constructive critics and advises are really expected. The researcher hopes this thesis is useful for all us. Amen.

Semarang, Mayth 2015
The writer

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CHAPTER I

INTRODUCTION

A. Background of the Study

Today, English is included as a compulsory subject for the students at any grade in Indonesia, from elementary school up to university. This obligation is based on the government regulation that mention “Bahasa Inggris telah menjadi bahasa asing pertama yang wajib dipelajari, dengan tujuan untuk mengembangkan ilmu pengetahuan, teknologi, dan kebudayaan” (English became the first foreign language that is obligatory to be learned, the purpose is to develop science, technology, and culture; moreover the language is used s a way of the constructing the relationship with other nations)¹. It also explains that foreign language especially English is an international language that is very important for global communication. According to curriculum 2013², the students must master fours skills in English. Those are: writing skill, listening skill, reading skill and speaking skill. It is hoped that the students are able to use English in this globalization era both receptively and productively. However, speaking skill is

¹ Undang-undang Nomor 20 tentang Sistem Pendidikan Nasional, (Jakarta: PT: Tamita Utama, 2004), Page v

² Indonesia. *Kementerian Pendidikan dan Kebudayaan. Bahasa Inggris : buku guru / Kementerian Pendidikan dan Kebudayaan*,(Jakarta : Kementerian Pendidikan dan Kebudayaan, 2014), Page iii

mostly used in the daily life because it is used for direct communication.

In learning speaking, sometimes the learners is not really paying attention to the pronunciation. Learning English is not only knowing the meaning of words and the structures but also knowing how to pronounce the words correctly and clearly. To pronounce the words correctly, we should know how the sounds are produced. Our voice is produced by vibration of our vocals cords. According to Sahulata “sounds are vibrations with characteristic of frequency, intensity and duration which produce certain sensation audibility when striking the ear”³. The sounds of speech can be studied from various points of view. One can investigate the physical of speech sounds as they are transmitted through the air, measuring the amount of energy present in the acoustic signal, its distribution over the frequency spectrum, how this measurement change in the course of an utterance. Mispronunciation can make misunderstanding. It can be seen in the words, ‘see’ and ‘she’. They have a different even it has similar sound. Based on that example, the teacher must teach the right pronunciation to increase the students’ communicative competence. Pronunciation can influence the delivering message process if it is not clear and correct.

³ Daniel Sahulata, *An Introduction to Sound and Sound System of English*, (Jakarta: Departemen Pendidikan dan kebudayaan, 1988),Page 7

In this research, the writer would like to explain the suprasegmental features production like stress, but the writer focus on word stress. It is aimed to make the students should be able to join the sounds in a sequence to the next sound without difficulty or stumbling. The teaching pronunciation for Indonesian students is quite difficult. The difficulties are due to the fact that irregular spelling of the English offers poor guidance to its pronunciation, another due to interference or negative transfer from the mother tongue of the students to the target language. Many factors influence English language pronunciation of non-native speakers when they try to make on excellent pronunciation. Locality, social surrounding, early influence and some individual peculiarities will affect pronunciation. Those influence the teaching pronunciation process.

Teaching pronunciation involves a variety of challenges. To begin with, teachers often find that they do not have enough time in class to give proper attention to this aspect of English instruction⁴. When they do find the time to address pronunciation, the instruction often amounts to the presentation and practice of a series of tedious and seemingly unrelated topics. Drilling sounds over and over again (e.g., minimal pair work) often leads to discouraging results, and discouraged students and teachers end up wanting to avoid pronunciation altogether. Rhymes, poems and

⁴ Judy B. Gilbert, *Teaching Pronunciation Using Prosody Pyramid*, (New York: Cambridge University Press, 2008), page 1

songs provide an excellent means of practising pronunciation and intonation as they are largely dependent on rhyming words and intonation to carry the message. Because of that, poems are commonly used to practice and teach pronunciation for English learners. However, Lane in Jones' book, *'English Pronunciation in the Eighteenth Centuries and Nineteenth Centuries'*⁵ quotes that the principle thing in any language is to get the correct pronunciation. Applying poems in the classroom is not as easy as we think. Some teachers regard that poem is deviant language with ungrammatical words which is inappropriate to be taught in the classroom. Then, some poetic words make them difficult to understand what the poem means. So, how can they deliver and teach their students if they do not understand what to teach especially in phonology.

Phonological accuracy is critical for accurate spelling. If a pupil develops bad patterns of pronunciation then it is inevitable that spelling will suffer because there is no correct correspondence between sound and symbol. Pronunciation and intonation may be developed through a range of classroom activities. In addition to learning through activities, pupils will also focus on the teacher as a model. It is important, therefore, that the teacher is constantly aware of his/her clarity of pronunciation and of

⁵ Charles Jones, *English Pronunciation in the Eighteenth Centuries and Nineteenth Centuries*, (New York: Palgrave MacMillan, 2006)

correcting/clarifying pronunciation that is inaccurate. This problem is mostly found in the school especially in young learner.

In this time, the writer takes SMA Walisongo Semarang as the sample. This school has 6 class. The writer takes class XI IPA to get the data. The students still have some difficulties in pronunciation. It happened because the curriculum is more push them to understand structure and vocabulary rather than pronunciation. As the result, the students are less aware about pronunciation. Moreover, some students seldom to read poems in their own language that make them difficult to understand the poems even in English. Students will be able to assimilate rhythms of a language in poem. Moreover, poem is easy to remember and have many variations in topics and words.

However, reading a simple and appropriate poem will give the advantages in teaching and learning process. Beside that, as stated in Hadits by Imam Muslim, from Abdullah bin Mas'ud radhiallahuanhu that:

”إِنَّ اللَّهَ جَمِيلٌ يُحِبُّ الْجَمَالَ”⁶

“ Verily, allah is beautiful and loves beauty”

⁶ <http://khotbahjumat.com>

It means that poem has an aesthetic inside of it. So when someone reads it, it will influence the reader feeling. Reading poems needs some rules. Every word is pronounced correctly by considering syllable, stress, etc⁷. According to the rules of reading poems, it can help the students to improve their English pronunciation skill. Every word that is pronounced can be as a drill to have a good pronunciation. Moreover, students can perform reading poems with music or instruments to get the aesthetics of the poems and make it more exciting.

Therefore, the teachers should have several special tricks to make their students motivated to learn English. The learners need a way of teaching that is enjoyable and practical so that finally they can integrate themselves into English, for example reading English poems can get the students integrated to English. It is assumed that they can contribute many things to improve student's capabilities, especially in their skill elements, such as vocabulary enrichment, listening and speaking. Reading English poem is believed to have direct influence on the pronunciation skills. This thesis tries to find out whether poem can improve achievement in pronunciation.

Based on the explanation above the writer wants to show to English teachers that there are many ways of English teaching, which are useful as the alternative treatments for the students'

⁷ Judy B. Gilbert, *Teaching Pronunciation Using Prosody Pyramid*, (New York: Cambridge University Press, 2008), page 4

problem in teaching pronunciation. She hopes that it will be a valuable contribution to the development of English teaching in general and teaching pronunciation in particular. It will also help the students reduce their error in pronunciation.

B. Reason for Choosing the Topic

This topic is chosen for the reasons:

1. Pronunciation is one aspect in spoken English that is very important, but it is difficult for Indonesian students to master a good pronunciation.
2. Poems are literary genres as well as English text types which are rich of words, idea and closer to students' feeling. Reading poems based on the rules will improve students' pronunciation ability.

C. Research Questions

Based on the background above, so the writer formulates of the research question as in the following:

1. How are poems implemented to enhance students' ability to pronounce segmental features and word stress?
2. To what extent could the use of poems in the classroom improve the students' pronunciation ability on segmental features and stress?
3. How are the Students' engagement during the methods?

D. Objective of the Study

In line with the question research, the objectives of the research are:

1. To find out how good students Grade XI of SMA WALISONGO Semarang in the Academic Year 2014/ 2015 perform pronunciation ability on segmental features and word stress before they learn reading poems.
2. To find out the students' progress in the pronunciation ability after they learn reading poems.
3. To describe the Students' engagement during the methods.

E. Limitation of The Study

This study are limited by:

1. The poems used are the appropriate ones for Grade XI Senior High School students and related to the themes which interest them.
2. Standard pronunciation fluency that is observed is what Ramelan stated. Those are segmental features (vowels, consonants, diphthongs) and word stress.
3. Students' pronunciation ability that I want to improve here is English pronunciation based on British English pronunciation rules based on Oxford Learners' Dictionary.

F. Pedagogical Significance

This study is important for three reasons to know the significance of the study. It can contribute some benefits as follows:

1. For the Researcher

By doing this research, the researcher gets some experiences and knowledge about her study and it is useful in the future.

2. For the Teacher

This study is expected to have a significant contribution in quality improvement of the language teaching. Moreover, it is expected to be a very useful input for foreign language teachers in teaching pronunciation.

3. For the Student

It is hoped that the result of study can help the students to find alternative ways to improve their pronunciation quality.

4. For the School

This study can be a starting point to develop the teaching method which applies in the school.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Poem

A kind of literary work that expresses ones' imaginative thought and feeling in the form of lines, stanza often called as poems. This concept is also stated in *Teaching Literature for Secondary School*,¹

“Poem or we often call it as poetry is part of a fiction work, so it talks about something imaginary which is written to express the author's feeling and entertain readers (if it published). “

Wordsworth in Peck and Loyle states that poetry is the spontaneous overflow of powerful feeling, expression of emotion, and it is always concerned with ordinary human concerns, with the daily matters of one's life. It may say that poetry is words which are arranged in a regular pattern of rhymed and accented lines or the art of writing of literary words in metrical form.²

So it can be concluded that Poetry is often written in the form of lines on a page. These lines may be based on the number of metrical feet, or may emphasize a rhyming pattern at the ends of lines. Lines may serve other functions, particularly where the

¹ Beach, R.W. & J.D. Marshall, *Teaching Literature in the Secondary School*, (New York Harcourt Brace Jovanovich, Inc.,1991), Page 219

² John Peck & Martin Coyle, *Palgrave key concepts: Literary terms and criticism* (3rd ed.), (New York: Palgrave Macmillan, 1984) Page13

poem is not written in a formal metrical pattern. Lines can separate, compare or contrast thoughts expressed in different units, or can highlight a change in tone.

One of the elements of poetry is form. In poetry, form consists of rhythm, meter, feet, line, stanza, rhyme, scansion.

1. Rhythm

The basic unit of English rhythm is the syllable. A syllable is most simply explained as something with a vowel sound at its center. And while the number of syllables in a word is usually obvious to a native speaker of English, learners accustomed to different phonological rules may not hear the syllable divisions in the same way.³ Since this seriously affects both intelligibility and listening comprehension, time must be spent training students' ears to notice the number of syllables in the words they learn. For instance, students should be taught to count syllables and thereby notice the rhythmic difference between words in pairs, such as ease and easy, or wait and waited. The example of rhythm is seen as follows:

*Example: i THOUGHT i SAW a PUSsyCAT.*⁴

³ Judy B. Gilbert, *Teaching Pronunciation Using Prosody Pyramid*, (New York: Cambridge University Press, 2008), page 2

⁴ <http://www.chaparralpoets.org/devices.pdf>

There are five basic rhythms⁵:

| Pattern | Name | Example |
|----------------|-------------------|----------------|
| – / | Iamb/Iambic | invite |
| / – | Trochee/Trochaic | deadline |
| – – / | Anapest/Anapestic | to the beach |
| / – – | Dactyl/Dactylic | frequently |
| // | Spondee/Spondaic | true blue |

Rhythm is the term which refers to any wave like recurrence of motion or sound. In speech, it is a natural rise and fall of language to some extent rhythmical, for all language involves some kind of alteration between accented (–) and unaccented syllables (~), which we called meter⁶.

So the Rhythm will help the reader to pronounce the word based on the syllable.

2. Meter

Meter is a measure of strong and weak beats in lines of verse. The beats or pulses are caused by stressed and unstressed syllables. Beats can be identified by clapping, clicking fingers, drumming, strumming or tapping. Meter comes from the word meaning, measure, or measuring a line by using the foot and naming the number of feet in the line. Meter signifies the recurrent regular rhythmic unit in a poetic line. The word ‘ago’ has one unaccented syllable and one

⁵ <http://www.chaparralpoets.org/devices.pdf>

⁶ Judy B. Gilbert, *Teaching Pronunciation Using Prosody Pyramid*, (New York: Cambridge University Press, 2008), page 3

accented one (/~ -/)⁷. Frederik states that Meter is the kind of Rhythm we can tap our foot to. In language that is metrical the accents are also arranged as to occur at apparently equal intervals of time, and it is this interval we mark off with the tap of our foot.⁸

The example of meter can be seen in the following poetry by Thomas Hardy:

The Man He Killed⁹

~ / ~ / ~ /

“Had he and I but met

~ / ~ / ~ /

By some old ancient inn,

~ / ~ / ~ / ~ /

We should have sat us down to wet

~ / ~ / ~ ~ /

Right many a nipperkin!

~ / ~ / ~ ~ /

“But ranged as infantry,

~ / ~ / ~ /

And staring face to face,

~ / ~ / ~ / ~ /

I shot at him as he at me,

~ / ~ / ~ ~ /

And killed him in his place.

⁷ Implementing the Common Curriculum in Aboriginal Schools (ICCAS) booklet, *What is a Poem? Stage 4 English Book 7*, (Darwin, NT, 1995), Page 15

⁸ Juliana Tirajoh Frederik, *English Poetry An Introduction to Indonesia Students*, (Jakarta: P2LPTK, 1988), Page 80

⁹ Thomas Hardy in Smith, A. Angela and Curtis Ka., *IAU Reading Comprehension Part: A Poetry*, (Canada: National Literacy Secretariat of Human Development Resources, 2009), Page 6

So, meter can be guidance for the reader in giving word stress.

3. *Feet*

After the syllable, the next largest metrical unit is the foot. A unit of meter with two or three syllables of which one is usually stressed¹⁰. The six most common kinds of feet in English are:

First type of feet is the iambic foot. It is a two-syllable foot with the stress on the second. It is the most common foot in English poetry. It is / ~ -/ (unstressed, stressed), example : ‘ago’. Second, it is the trochaic foot: a two syllable foot with the stress on the first: /- ~/ (stressed, unstressed), example : ‘daily’. Then, the third type is the dactylic foot. It explains as a three-syllable foot with stress on the first: /- ~ ~/ (stressed, unstressed, unstressed),example : ‘yesterday’. Fourth, it is the anapestic foot. It is a three- syllable foot with stress on the third: /~ ~ - / (unstressed, unstressed, stressed), example: ‘intervene’. The spondaic foot. It defines as a spondee is two stressed syllables: / - -/ (stressed, stressed), example : ‘day break’. The last is pyrrhic foot. Thompson states that pyrrhic foot is two unstressed syllables: /~ ~/(unstressed, unstressed), example: ‘and the’.¹¹

¹⁰ Michael Clay Thompson, *Some Element of Poetry*. (Royal Fire Work Press, 2006), page1

¹¹ Michael Clay Thompson, *Some Element of Poetry*. (Royal Fire Work Press, 2006), page 2

4. Line

Example :

$$- \quad \sim \quad - \quad \sim \quad -$$

The first line consists of two iambic feet.

So, Line is made from some meter.

5. Stanzas

This short poem by Emily Dickinson¹⁴ has two stanzas of four lines each.

I had no time to hate, because

The grave would hinder me,

And life was not so ample It

¹² *The Golden Book of Poetry* (1947)

¹³ Michael Clay Thompson, *Some Element of Poetry*. (Royal Fire Work Press, 2006), page 2

¹⁴ Emily Dickinson, "Poems: Three Series, Complete", *Project Gutenberg*. Retrieved 18 May 2015.

Could finish enmity
Nor had I time to love; but since
Some industry must be,
The little toil of love, I thought,
Was large enough for me.

Commonly poems consist of some stanzas and they have similar sound in the end of the line

6. *Rhyme*

The next is Rhyme. It is a repetition of similar or identical sounds at the end of lines. Furthermore, Thompson, says that rhyme is similarity of sound between two words. True rhyme is identical sounding stressed syllables in which the letters before the vowel sounds are different.¹⁵

Example: time, slime, mime¹⁶

Double rhymes include the final two syllables. *Example:* revival, arrival, survival.

Triple rhymes include the final three syllables. *Example:* greenery, machinery, scenery.

A variation which has been used effectively is called slant rhyme, or half rhyme. If only the final consonant sounds of the words are the same, but the initial consonants and the vowel sounds are different, then the rhyme is called a slant

¹⁵ Michael Clay Thompson, *Some Element of Poetry*. (Royal Fire Work Press, 2006), page 2

¹⁶ <http://www.chaparralpoets.org/devices.pdf>

rhyme or half rhyme¹⁷. When this appears in the middle of lines rather than at the end, it is called *consonance*. *Example*: soul, oil, foul; taut, sat, knit.

So, Rhyme can help the reader to practice how to pronounce the similar sound in different words.

7. ***Scansion***

Since meter is to a poem what beat is to music, any literate person who has ever tapped his foot in time with a march or waltz can learn to scan a poem. Scansion is the act of marking a poem to show the metrical unit to which it is composed. The smallest of this metrical unit is the syllable. English syllables are of two kinds, stressed and unstressed. The first step to learn to scan is to learn to recognize syllables and to determine whether they are stressed or not. Look up in your dictionary for the marking stressed and unstressed syllables. In the process of reading poems, students need to slow down enough to observe details of language, form, and sound. Because, by reading slowly and deliberately they allow themselves a chance to form connection among the poems in details.¹⁸

¹⁷ <http://www.chaparralpoets.org/devices.pdf>

¹⁸ www.wikipedia.com/scansion.

The example of scansion is:

× / × / × / × / × /

When I | consid | er how | my light | is spent¹⁹

So, by doing scansion the reader or learner can read the poem with accurate pronunciation, good intonation and tone of the poem.

B. Pronunciation

1. Pronunciation Definition

In learning English language, we should attention about pronunciation. Pronunciation is one of the important things in learning English in order to make a good communication. According to Kelly²⁰, “the pronunciation is when we use all the same organs of speech to produce the sounds in particular a way”. Furthermore, Corder states that pronunciation is the way in which a word is pronounced. Pronunciation is not an optimal extra for the learners anymore than grammar, vocabulary or any other aspect of language”.²¹

Moreover, AMEP researcher quotes that pronunciation refers to thr production of sounds that we use to

¹⁹ John Milton: "On His Blindness" line 1

²⁰ Gerald Kelly, *How to teach pronunciation*, (Essex Longman, 2000), page 4

²¹ Stephen Pit Corder, *research of second language errors*, (Oxford; Oxford university Press, 1980), page 1

make meaning. It means that the sound that is out from the voice will determine the meaning of the word. Mispronounce can create ambiguity meaning. Pronunciation is including attention to particular sounds of language (segments); aspect of speech beyond the level of individual sounds, such as intonation, stress, rhythm, timing and phrasing (suprasegments); how the voice projected (voice quality); and attention to the gesture and expression that is related with the way of someone speak. Kelly says that consider that English learners who make error in pronunciation a range of phoneme really make the speaker from other country difficult to understand²² It happened because the English learners' mother tongue influences more in the sound production.²³

Based on the theories above, they show that pronunciation is very important when learning English since the spoken language cannot be easily to see. As the result, the good pronunciation will help the listener to understand what the speaker say. In addition, it will avoid ambiguity if someone uses spoken language.

2. The Difficulties of Pronunciation

In Indonesia, students become EFL (English as Foreign Language) learner. Their mother tongue has some

²² Gerald Kelly, *How to teach pronunciation*, (Essex Longman, 2000), page 11

²³ AMP Researcher, *Fact Sheet-What is Pronunciation?*, (AMP Research Centre, 2002), Page 9

differences with English in pronunciation. In Bahasa Indoneisa, there are not any differences between the written word and the sound. However, it is very different in English. Sometimes we sound differently from the writing. For example, the word 'here' is pronounced /hi:ð/. On the other hand, in Indonesian we pronounce /hir/. It is not denied that students often make mistakes in learning foreign language; however, doing such mistake is a part of learning the language itself. Having established that intelligible pronunciation is one of the necessary components of oral communication.²⁴

Pronunciation is one of the most difficult areas of the English language. For many students, the English speech sounds appear confusing. And, the difficulty of pronouncing correctly is often discouraging and demotivating.²⁵

According to Jones the students of spoken English or any other spoken language is faced at the out-set with difficulties of five kinds in the matter of pronunciation. They are as follow:

The First, He must learn to recognize readily and with certainly the various speech-sound occurring in the language, when he hears them pronounced, he must moreover learn to

²⁴Marianne Celce-murcia, Donna M. Brinton, Janet M. Goodwin, *Teaching Pronunciation*, (Cambridge; Cambridge University Press, 1996), Page 8

²⁵MI. Indriani, *English Pronunciartion; The English speech sounds theory & Practice*, (Jakarta; Gramedia Pustaka Utama, 2001), Page 90

remember the acoustic qualities. The Second, He must learn to make the foreign sounds which his own organs of speech. And then, He must learn to use those sounds in their proper places in connected speech. He must learn the proper usage in the matter of 'sounds attributes' or 'prosodies' as they often called (especially length, stress, and voice-pitch). And the last, He must learn to contact sounds, i.e. to join each sound of sequence on to the next, and pronounce the complete sequence rapidly and without stumbling.²⁶

It can be concluded that the EFL students will face many difficulties especially in producing sounds. However, the word stress are also forgotten to learn because the teachers tend to teach how to spell the vocabulary without teaching how to pronounce it.

3. Teaching Pronunciation

Dalton defines pronunciation as the production of significant sound in two senses. First, sound is significant because it is used as a part of a code of a particular language. Second, sound is significant because it is used to achieve meaning in contexts of use. From the definitions, it can be concluded that pronunciation is the way to sound languages so that meaningful.²⁷

²⁶Daniel Jones, *An outline of English Phonetics*, (Cambridge; Cambridge University Press, 1975), page 2

²⁷ Dalton, E, *Teaching Pronunciation*, (London: Longman Group Ltd, 1998), Page 13

Most of non-native English speakers have learnt English as a part of their formal education, and they become literates. They are able to write and read. This is really different from the condition found in English speaking countries. They learn the segmental features, intonation, and other suprasegmental features first then finally they learn the spelling of the words. However, the non-native English speakers are literate enough; it does not mean that they have enough competence in English language. Furthermore, the English learners as foreign language should also need to learn about how to pronounce the words of the target language. Harmer states that pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean), but can also improve their speaking immeasurably. Concentrating on sounds, showing where they are made in the mouth, making the students aware of where words should be stressed – all these things give them extra information about spoken English and help them.²⁸

On the other hand, Dalton also states about the importance of the students to be aware the pronunciation elements. When it comes to a language teaching, it is important to note that there is a difference between what is effective as appoint of reference or set of bearings for learning

²⁸ Jeremy Harmer, *The Practice of English language Teaching*, (London: Longman Group Ltd, 2000), Page 183

(let us call this a model) and what is presented as an attainable behavioral target (let us call this a norm). The task of pronunciation teaching, as in the teaching of any other aspect of language, is (in these term) to establish models for guidance, not norms for imitation.²⁹

The goal of teaching pronunciation to such learners is not to make them sound like native speakers of English. With the exception of a few highly gifted and motivated individuals, such a goal is unrealistic. A more modest and realistic goal is to enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate..³⁰

Celce-Murcia, Brinton, and Goodwin in Levis and Grant provide a five-stage model for teaching pronunciation communicatively. Their model generally moves from raising awareness of an aspect of pronunciation, to perception or focused listening, to oral practice. For segmental and suprasegmental features, oral practice progresses from controlled practice in oral reading, to semistructured practice in information gap activities and dialogues, to less structured communicative practice. In other words, the oral practice

²⁹ Dalton, E, *Teaching Pronunciation*, (London: Longman Group Ltd, 1998), Page 6

³⁰ Marianne Celce-murcia, Donna M. Brinton, Janet M. Goodwin, *Teaching Pronunciation*, (Cambridge; Cambridge University Press, 1996), Page 8

moves from a focus on phonological form to a dual focus on form and meaning.³¹

Based on the statements above, it is important for the teacher to teach pronunciation and to make the students aware of pronunciation features because it can improve their communication competence.

C. Segmental features

In learning English language pronunciation, there are two type of speech features based on Ramelan they are segmental and suprasegemental features. And only segemental features and word stress (part of suprasegmental) will be explain in here. Segmental features refers to sound units, arranged in a sequential order; or it is about consonant and vowel. The classification is based on the differences in their functions in an utterance and their ways of production.³²

1. Vowels

Vowels are sounds which are made without any kind of closure to the escape of air through the mouth. English

³¹ John M. Levis and Linda Grant., *Integrating Pronunciation into ESL/EFL Classroom*, 2003, Page 13 Downloaded from www.libgen.org on May 5th 2015

³² Ramelan, *English Phonetics*, (Semarang: IKIP Semarang Press, 1985), Page 22

vowels are divided into two kinds of vowels, long vowels and short vowels. There are three parts of vowels³³:

a. **Close vowel**: the tongue is quite high in the mouth.

/i:/ : bead and key

/I/ : hit and sausage

/U/ : book and good

/u:/ : food and true

b. **Mid vowel**: the tongue is neither high or low in the mouth.

/e/ : egg and left.

/ə/ : paper.

/ə / : shirt and her

/ɔ:/ : fork and call

c. **Open vowels**: the tongue is low in the mouth.

/æ/ : hat and attack

/ʌ/ : run and uncle

/ a:/ : far and part

2. *Diphthongs*

Beside those vowels, there are diphthongs. Syafei defines that diphthong is a sound composed of two vowels pronounced in close succession within the limits of a syllable.

³³ Gerald Kelly, *How to teach pronunciation*, (Essex Longman, 2000), page 20

There are nine English diphthongs, /ei/, /ai/, /oi/, /au/, /oɔ/, /iɔ/, /æ/, /uɔ/, /eɔ/. The examples are³⁴:

/ei / : pay

/ai / : right

/ɔɪ / : oil

/ɪ ə/ : ear

/ɛ ə/ : air

/ʊ ə/ : pure

/aʊ / : out

/əʊ / : own

/æ/ : beg

3. *Consonants*

A consonant is a speech sound made by partially or completely blocking the flow of air through the mouth (using the lips, teeth, tongue, and palate)³⁵. Letters of the English alphabet that represent consonants include all the letters that

³⁴ Musk Nigel, *The Vowels and The Consonant of English Language Lecturer*. Department of Culture and Communication Institutionen för kultur och kommunikation (IKK) ENGLISH, 2002)

³⁵ Musk Nigel, *The Vowels and The Consonant of English Language Lecturer*, (Department of Culture and Communication Institutionen för kultur och kommunikation (IKK) ENGLISH, 2002)

are not vowels. Examples: b, d, k, s. There are five types of consonant³⁶:

a. Plosive

/p/, /b/ : pin / bin, cap / cab

/t/, /d/ : to / do, hat/ had

/k/, /g/ : cot/ got, pick / pig

b. Affricative

tʃ/, /dʒ/ : church, judge

c. Fricative

/f/, /v/ : fan/van

/θ/, /ð/ : think/the

/s/, /z/ : sue/zoo

/ʃ/, /ʒ/ : she/fish

d. Nasal

/m/ : meat

/n/ : knit

/ŋ/ : bring

e. Approximants

/w/ : we

/j/ : yes

/l/ : let

/r/ : red

³⁶ Gerald Kelly, *How to teach pronunciation*, (Essex Longman, 2000), page 20

The sequences of vocalic elements included under the term ‘diphthong’ are those which form a glide within one syllable. They may be said to have a 1st element (the starting point) and a 2nd element (the point in the direction of which the glide is made).³⁷

The vowels and consonants in English are different with Bahasa Indonesia. There are only 5 vowels, 21 consonants and 3 diphthongs in Bahasa Indonesia. From that information, it is possible for the students to find difficulties when they learn English.³⁸

So, the segmental features must be clearly said to avoid ambiguity in pronunciation of the words. The speaker should pronounce segmental features accurately. As the result it can minimize the ambiguity words and mispronounce.

D. Word Stress

Trask states that there are four kinds of supra segmental features. The first is stress. Stress means the degree of force or loudness with which a syllable is pronounced so as to give it prominence. Stress can be classified into a word stress and sentence stress. A word stress within a word and a sentence stress is the stress within a thought group or a sentence. Stress has an

³⁷ MI. Indriani, *English Pronunciation: The English speech sounds theory & Practice*, (Jakarta: Gramedia Pustaka Utama, 2001), Page 76

³⁸ Anas Syafei, *English Pronunciation: Theory And Practice*, (Jakarta: Depdikbud, Dirjen Dikti, 1988), page 13

important role in English because different stress will differentiate meaning and intention.³⁹

Stress has been mentioned several times already in course without any attempt to define what the word mean. Stress is the degree of loudness or force with which syllables are spoken in English. Every word in English is made up of one or more syllables. Here are a few examples⁴⁰:

| First syllable Stress | Second syllables stress | Third syllables stress | Fourth syllables stress |
|------------------------------|--------------------------------|-------------------------------|--------------------------------|
| ‘always | al ’ternatif | corre ’spondent | enviro ’mentally |
| ‘energy | ap ’pear | inter ’national | organiz ’ation |
| ‘popular | bet ’ween | oppor ’tunity | responsi ’bility |
| ‘sorry | im ’portant | recom ’mend | underde ’veloped |

In addition, Daniel Jones: ”A good way of representing for practical teaching purposes is a system of dots (denoting approximately level pitches) and curves (denoting rising and falling intonations) placed above each syllable of a phonetic transcription.”⁴¹

English is spoken in groups of words, which are separated by pause. Syafei divided pause into a short one and a final one.

³⁹ Trask R.L, *Language and Linguistics: The Key Concepts*, 2nd ed., edited by Peter Stockwell, (London: Routledge, 2007), page 60

⁴⁰ John Eastwood, *Oxford Learner’s Grammar*, (Oxford: Oxford University Press, 2005), Page 1

⁴¹ Daniel Jones, *An outline of English Phonetics*, (Cambridge: Cambridge University Press, 1975), page 276

Next, fourth is rhythm. It means the beat of language. In English, rhythm is stress-timed. For example “Can you see the van?” The words see and van take primary stresses for special purposes. This means that the time between two primary stresses is the same.⁴²

Moreover, Syafei explains that:

“If there are many words between the two primary stresses, then these syllables will be pronounced fast; if, on the other hand, there is only small number of syllables between the primary stresses, then these syllables will be pronounced slowly and more clearly.”⁴³

Based on theories above, it can be seen that word stress can create intonation, pitch and pause.

E. Poems in the Classroom to teach Pronunciation

There are many advantages of using poetry in the classroom. It can avoid students' boredom in the class. Poetry can convey simple ideas, using very simple technique. It does not need to be complicated to be beautiful. Teacher can introduce poems by playing music as background, perform the poems or record them. Then, take a chunk (usually a line, sometimes two) at a time and one half of the class claps out the rhythm while the other half beats time, and then they swap over. Sometimes, a teacher does

⁴² Anas Syafei, *English Pronunciation: Theory And Practice*, (Jakarta: Depdikbud, Dirjen Dikti, 1988), page 30

⁴³ Anas Syafei, *English Pronunciation: Theory And Practice*, (Jakarta: Depdikbud, Dirjen Dikti, 1988), page 33

intensive phoneme work centered on the rhyming patterns in the poem.⁴⁴

We have to consider that not all poems are appropriate to be taught in the classroom. Teacher should choose the poems which are suited to students' age and their interest. On the other hand, poems were regarded to break the "rules" of a language, because they have no particular order of grammar. This brings two questions for teachers. Firstly, the students need some familiarity with the norms of rules of language. Secondly, teachers might worry that exposing students to more creative uses of language could legitimize the use of "incorrect" language in the classroom⁴⁵.

When using poetry in the classroom, teacher could therefore exploit the use of unusual language as a basis for expanding students' language awareness and interpretative abilities. For example, if a poem contains unusual syntax then students could be asked to pinpoint in what way it is unusual and to contrast this with more commonly accepted uses. In so doing, they would be reaching some kind of conclusion about the stylistic

⁴⁴ Judy B. Gilbert, *Teaching Pronunciation Using Prosody Pyramid*, (New York: Cambridge University Press, 2008), page 15

⁴⁵ Judy B. Gilbert, *Teaching Pronunciation Using Prosody Pyramid*, (New York: Cambridge University Press, 2008), page 17

effect conveyed by the language, and hence the meaning of the poem.⁴⁶

So, using poems to develop productive skills like speaking and pronunciation can be done by reading the poems in front of class or playing a record. To emphasize on pronunciation, teacher could ask the students to identify the stresses and pauses. Teacher takes a chunk (usually a line, sometimes two) at a time and on half of the class claps out the rhythm while the other half beats time, and they swap over.

F. Previous Research

1. Ahmed, Raheela. *Using Proper Pronunciation* International Research Journal of Arts & Humanities (IRJAH) Vol: 38.

In this final project, the objective of the study is to explore the impact of including pronunciation as compulsory component in a six months language course. It is based on a survey study. The study was carried out at National University of modern languages. The subjects are diploma level students i.e. students having at least intermediate degree. The students' variables show that they came from multi-ethnic and multicultural backgrounds. They represented major areas of Pakistan and major local languages. Majority of them were false beginners. Their age was 18 to 32. The need for learning English was mainly economic i.e. job purpose, and academic.

⁴⁶ Judy B. Gilbert, *Teaching Pronunciation Using Prosody Pyramid*, (New York: Cambridge University Press, 2008), page 18

Also they attached English with prestige and aspired to speak more communicatively. The languages they speak are: Sindhi (rural), Urdu (urban), Panjabi (rural and urban), Pashto (rural), Bulti (rural) and Shina (rural). Therefore they had strong tendency to intermingle the pronunciation of their mother tongue with English. Also they had poor articulatory training and many of them only could learn English academically so had least exposure to it. Resultantly a good number of them were unfamiliar with very common English words and their pronunciation.

The taxonomy of students' weaknesses was noted down as "generalization data" in class observation. Then it was related to students' variables and through this knowledge students were given targeted lessons of pronunciation and aspects of pronunciation. It was observed that almost all students spoke syllabic timed English, the students having Panjabi or Urdu spoke fluently but exaggerated certain vowel sounds. Speakers of Sindhi had problems of articulation training and certain consonant and vowel sounds were unintelligible. Consonant/ vowel insertion was observed. Hardly anyone could understand the functions of intonation such as attitudinal, accentual, grammatical and discourse. Because of lack of exposure many words were mispronounced.

Through more communicative methods and extensive practice pronunciation should be taught. It should be compulsory so as the students of multi ethnic backgrounds may overcome the difficulty in learning right kind of pronunciation and participate in the vast English language speaking scenario. It is essential to concentrate on the matters that most impede intelligibility and fluency and confidence must be encouraged. It should not be ignored that there may be the need to interact with NSs (native speakers) so the need to educate the NNSs (non native speakers) of English is necessary. And by comprehensive study the difficulty areas can be addressed.⁴⁷

2. Gilakjani, P. Abbas. 2012. *The Significance of Pronunciation in English Language Teaching* English Language Teaching Vol. 5 No. 4.

The goals of research are to define English pronunciation, review the history of English pronunciation instruction, explain the aim of English pronunciation instruction, elaborate pronunciation and communication, review the previous research about the effectiveness of pronunciation instruction on learners' achievement, and discuss the English pronunciation and the target of comfortable intelligibility. Pronunciation must be viewed as

⁴⁷ Ahmed, Raheela. *Using Proper Pronunciation* International Research Journal of Arts & Humanities (IRJAH) Vol: 38.

more than correct production of individual sounds or isolated words. Instead, it must be viewed as a crucial part of communication that should be incorporated into classroom activities.

English pronunciation instruction should be viewed in the same light as the other aspects and skills of the English language, such as vocabulary, grammar, reading, writing since it is an important part of communication, particularly through listening and speaking. Therefore, pronunciation components have to be incorporated in the materials, classroom activities and testing tools; and the teachers have to be trained in English pronunciation instruction. The teaching of English pronunciation has to aim at intelligible pronunciation considered as an essential component of communicative competence. Teachers can help students by highlighting elements such as sounds, syllables, stress and intonation. Teachers can actively encourage the students' actual production, build pronunciation awareness and practice through classes. They can encourage them repeatedly to monitor their own pronunciation and practice their speaking skills as much as possible in and outside the classroom. Pronunciation instruction is very important because teaching pronunciation is essential for our students. It leads them to a better understanding of native speakers and improves their ability to communicate. Pronunciation work gives the students

more knowledge of how the language works because after all if the students know the language but can't communicate with it then it is a great pity.⁴⁸

3. Ulfatun Kurnia, (043411077), *The Use of Songs to Improve Students Pronunciation*, (Semarang: English Department of Tarbiyah faculty IAIN Walisongo Semarang, 2009) Unpublished thesis.

She conducted classroom action research at 11 Graders of MANU Limpung Batang using song to improve students' pronunciation, she used three different song in every cycle, the result of her research is the use of song in improving student' pronunciation is very useful.

The similar between her research and the researcher's are on the research approach and the material. The research approach is classroom action and the material is pronunciation. The difference on this previous researcher is media that is songs while the research material is poems.⁴⁹

⁴⁸ Gilakjani, P. Abbas, *The Significance of Pronunciation in English Language Teaching* English Language Teaching, 2012, Vol. 5 No. 4.

⁴⁹ Ulfatun Kurnia, (043411077), *The Use of Songs to Improve Students Pronunciation*, (Semarang: English Department of Tarbiyah faculty IAIN Walisongo Semarang, 2009) Unpublished thesis.

G. Hypothesis

Hypothesis is an assumption or prediction about something that made to explain something that often demands to do investigation⁵⁰. The hypothesis of this research is reading poem can improve students' ability in pronunciation.

⁵⁰ Sudjana, *Metoda Statistik*, (Bandung: Tarsito, 2005), page 219

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design that used in this research is qualitative research. Qualitative research is a mean for exploring and understanding the meaning individuals or group ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretation of the meaning of the data.¹ This research uses qualitative, because the data is not analyzed by statistical procedure.

In doing this study, the writer uses classroom action research. Classroom action research is one of methods used in doing a study by having activities in the classroom. This study is usually used to revise a method or a curriculum in order to make it better. According to Gall action research in education is a form of applied research whose primary purpose is the improvement of an educational professional's own practice.²

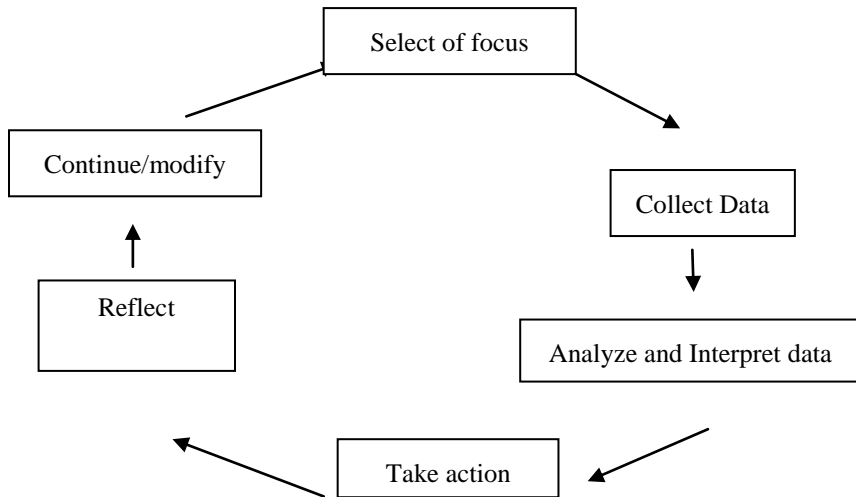
¹ Creswell Jhon.W, *Research Design Qualitative, Quantitative And Mixed Methods Approaches Third Edition*, (USA: Sage, 2009), page 4

² M.D. Gall, *Educational Research*, (Sydney: Pearson Education Inc, 2003), page 579

In summary, action research is a study that needs practical concerns to solve the problems. It is a simply form self-reflection of the subject of the research toward the action given. Furthermore, action research follows the procedures proposed by Kemmis cited by Mill. He said that there are three cycles and every steps is followed by planning, acting, observing, reflecting.³ However, action research is different to other researches because in the action research, the researcher could greater self-knowledge, fulfillment, and professional awareness among practitioners. In this study, the writer uses action research to gain the data. In addition, according to Denise Dabisch in Gall, there are six stages in doing action research. Here is the chart:⁴

³ G.E Mills, *Action Research (Action Research a Guide for the Teacher Researcher 4th edition)*, (New Jersey: Prentice Hall Inc, 2010)

⁴ M.D. Gall, *Educational Research*, (Sydney: Pearson Education Inc, 2003), page 588



Picture I Source: *Action research: an educational leader's guide to school improvement*⁵

Select a focus is selecting what or who will be the subject of the study, those are the problems and the subject of the study. For example, the teacher conducts a classroom action research about the methodology used on the teaching-learning process, so s/he might select the students as the focus of the study. Collect data could be done before the researcher does an action. The data collection could be done through an observation or recording. Analyze and interpret data mean that before taking the action, the researcher takes a certain pretest to know the students'

⁵ Jeffrey Glanz, *Action Research (2nd Edition)*, (National Staff Development Council: JSD Summer, 2003), page 27

competence before they and the researcher do the action. Take action means that the researcher implements the plan that s/he has made before. Reflect means that the reflection of the action toward the subject of the study that is students. How the action influences the students. Continue/modify, after taking the action and analyzing the result then the researcher, if the researcher is not satisfied, will modify or revise the plan that will be used in the next cycle.

All the research designs have their own purpose and advantage. The purpose of action research is to combine the research function with the teacher growth in such qualities as objectivity, skill in research processes, habits of thinking, ability to work harmoniously with others, and professional spirit. It means that the researchers could use their own thinking or their own way in conducting the research. The researchers could express their mind through the research.

Furthermore, the treatment can be seen as follows:

1. Pre – test

It was the first activity of action research. The test was given to identify the pronunciation ability of the students before the treatments were given to them. In this test they were asked to read aloud a poem and their voice was recorded to get the data of students' errors.

2. Cycle 1

After pre-test, the writer knows the lack of the students' pronunciation. Then the writer applies several method:

a. Planning

Firstly, the pronunciation learning problems faced by the students are observed and identified. After that, a lesson plan was made based on the materials and the observation sheets were also prepared. At last, a collaborator is chosen. She was Mrs. Tri Nugraheni, an English teacher for language program grade XI IPA SMA Walisongo Semarang. She will help the researcher to observe the class situation, the teaching method, and students' activities.

b. Acting

After determining the planning of the pronunciation teaching, then some teaching steps were done:

First, the students are taught to have good pronunciation by giving examples of pronouncing words based on each pronunciation feature. The lesson in this cycle is focusing on segmental features of pronunciation (vowels, consonants and diphthongs). After that, a poem is given to the students and it was read aloud in front of

class. Then, the poem is read several times to emphasize the stress of each word and the scansion of each line. Then, they are drilled to have good pronunciation with the poem by reading each words of the sentence in each line. And later, they are asked to read it aloud in front of class.

c. Observing

The aspects observed during the acting step are: observation towards the students' activity and observation towards the teacher done by the collaborator. To support the observing, the researcher takes a note for the activities.

d. Reflecting

Reflecting is the analysis of the observation result and also the evaluation of the activities in the first cycle. It is done after the activities in first cycle were conducted. The methods and activities in the first cycle are evaluated and the result of the observation is discussed with the collaborator to make a consideration for the next cycle.

3. Cycle 2

It was done according to the reflection of the first cycle to develop the steps applied in the acting since the result of students' pronunciation did not show the significant improvement.

a. Planning

At first of this cycle 2, the teaching material is chosen and a lesson plan is also arranged based on the

material. Then, the appropriate theme of the poem for to the students is determined. The researcher also prepares questionnaire and the note for observation.

b. Acting

After choosing the poem, some teaching steps are applied. First, the same activity as first cycle was done, but it focuses on suprasegmental features of pronunciation (stress and intonation). The copy of the poem is given to each student to make them read it aloud in front of class. Before that, the researcher reviews the previous study. After that, the scansion of the poem on each line is also discussed, continued by the meaning exploration of each word and shortly describing the content of the poem in order to make them understand about the poem. Then, the students are drilled with the pronunciation and stress of each word, and intonation of the sentence in each line similar to the activities in the first cycle. And later, they are asked to read it aloud in front of class together.

c. Observing

Similar to the first cycle, the observation does during the action and applies the same steps as in the cycle.

d. Reflecting

Second reflecting is done after the whole activities in the second cycle ends. This not only analyzed

the result of observation in the second cycle, but also in the first cycle. Discussion about the result of the observation was done to draw a conclusion.

4. Post-Test

It is conducted to measure the students' pronunciation skill improvement after the treatments. The test is similar to pre – test, the students are asked to read a poem. But, before that, the researcher will review the result of cycle 2.

B. Participants and Setting

The research will be conducted in SMA Walisongo Semarang in Jalan Ki Mangun Sarkoro No. 17 *Semarang*. It is chosen because the location is reachable for researcher to conduct the research and the researcher did PPL at that school.

The subject of the research is the eleventh-IPA grade students of SMA Walisongo Semarang in academic year of 2014/2015. There is a class and consists of 25 students. This research will be conducted in the first semester.

C. Variable and Indicator

Variable is A variable is anything that can take on differing or varying values. The values can differ at various times for the same object or person, or at the same time for different

objects or persons.⁶ There are two kind of variable. They are independent and dependent variable.

Independent variable is one that influences the dependent variable in either a positive or negative way. That is, when the independent variable is present, the dependent variable is also present, and with each unit of increase in the independent variable.⁷ Independent Variable in this research is the implementation of segmental and suprasegmental features in reading poems. On the other hand, dependent variable is the variable of primary interest to the researcher. The researcher's goal is to understand and describe the dependent variable, or to explain its variability, or predict it. In other words, it is the main variable that lends itself for investigation as a viable factor.⁸ Dependent variable in this research is the students' improving in pronunciation. The indicator is the students' achievement score on posttest are students are able to pronounce the segments features in reading poems.

⁶ Uma Sekaran and Roger Bougie, *Research Methods for Business: A skills Building Approach Sixth Edition*, (United Kingdom: John Wiley and son, 2013) page 87

⁷ Uma Sekaran and Roger Bougie, *Research Methods for Business: A skills Building Approach Sixth Edition*, (United Kingdom: John Wiley and son, 2013) page 89

⁸ Uma Sekaran and Roger Bougie, *Research Methods for Business: A skills Building Approach Sixth Edition*, (United Kingdom: John Wiley and son, 2013) page 88

D. Data Collection Technique

To collect the data the writer uses three techniques, such as observation, and documentation.

1. Observation

An observation is monitoring and taking note of the data explored.⁹ Classroom observation is necessary because it focuses on the understanding of how social events of the language classroom are enacted.¹⁰ It is intended to know about circumstance in the field. Observation is done to gain entire description about English teaching-learning process and the influence of students' Islamic background on their attitude to English class. It also used to make a conclusion of the teaching learning process. Patton suggests that observational data should enable the researcher to enter and understand the situation that is being described.¹¹ In this research, naturalistic observation is used. In this kind of observation doesn't take any instrument to observe. It only takes note of what is going happened in the field and the participants do not realize that they are being observed.

⁹ Sutrisno Hadi, *Metodologi Research II*, (Yogyakarta: Yayasan fakultas Psikologi UGM), page 136

¹⁰ David Nunan, *Research Method in Language learning*, (USA, Cambridge University Press, 1992),page 93

¹¹ Louis Cohen, *et.al*, *Research Method in Education*, (London: Routledge Falmer, 2005), page 305

During observation, researcher stays with the participants, recording what is happening without taking role in that situation. When taking notes in the field, there are several levels of description can be written, such as, transcriptions, and more detailed observations written out fully; description of the physical setting of events; and description of events, behavior and activities.¹² In this case, the research discusses the teacher's way in teaching English and the learners' activities and attitude during English class are running.

2. Documentation

Another data is needed to help the research runs. In addition to do that, data will be collected through documentation. The documentation method is used to look for the data concerning matters or the variable that took the form of the note, transcript, book, newspaper, magazine, inscription, ledger, agenda, etc.¹³

Documentations are collected from second grade students of SMA WALISONGO during teaching learning process such as handbook, worksheet, and syllabus.

¹² Louis Cohen, *et.al*, *Research Method in Education*, (London: Routledge Falmer, 2005), page 311

¹³ M. Burhan Bungin, *Metodologi Penelitian Kuantitatif : Komunikasi, Ekonomi dan Kebijakan Publik Serta Ilmu-Ilmu Sosial Lainnya* (Jakarta: Kencana, 2006), page 144

3. Test

Test is set of questions or tasks that use to measure knowledge, intelligence, ability or talent that had have by individual or group. There are kinds of test. They are personality, talent, achievement, intelligence and attitude test.¹⁴ In this research, the researcher use achievement test, because that test is used to measure attainment's someone after learn something.¹⁵ So in this research, this test is use to measure students' knowledge and understanding about the material.

E. Data Analysis Technique

The writer did some preparation to analyze the data, they were:

1. Observation checklist

a. Students

To analysis data observation checklist, the researcher will use the formula to measure the student's participant.

¹⁴ Riduwan, *Belajar Mudah Penelitian Untuk Guru, Karyawan Dan Peneliti Pemula*, (Bandung; Alfabeta, 2006), page 76-77

¹⁵ Riduwan, *Belajar Mudah Penelitian Untuk Guru, Karyawan Dan Peneliti Pemula*, (Bandung; Alfabeta, 2006), page 77

1) Individual

$$\text{Percentage \%} = \frac{n}{N} \times 100\%$$

n : the score of student

N : the number of students

% : the percentage of the expectation

The researcher gave assessment about the result of observation. The aspects of the students' activity as follow: 1) asking question, 2) responding teacher's question, 3) paying attention of teacher's explaining, 4) interesting the lesson, 5) comprehending the material, 6) doing the tasks.

2) All of class

$$x = \frac{\sum x_i}{\sum f_i} \times 100\%$$

x : average of students participation

$\sum x_i$: total of the percentage

$\sum f_i$: the number of students

b. Teacher

The researcher will give assessment about the result of observation. The aspects of the teacher's activity are 1) responding the students' question, 2) asking question, 3) explaining the material, 4) warning the students that are not pay attention, 5) eyes' contact to the students 6) managing the class.

2. Final Analysis

After getting F_{reg} , the next step is comparing the price of F_{reg} with the F value on table value. The table value is 1% or 5%.

- a. It is significant if $F_{\text{reg}} > F_t$ 1% or 5%.

There is significant difference in answering oral test between female students and male students.

- b. It is not significant if $F_{\text{reg}} < F_t$ 1% or 5%.

There is no significant difference in answering oral test between female students and male students.

F. Instrument

For getting the empirical data of the students' achievement in pronouncing English words, the writer used a test of sound production. The pronunciation test belongs to a valid test. Lado (1961: 30)¹⁶ claims that if a test of pronunciation and nothing else, it is a valid test of pronunciation; it would not be a valid test grammar or vocabulary because it does not test grammar or vocabulary. The instruments used in this study are:

1. Poems

In doing this study, the writer selected three poems: 'A Red Red Rose', 'Symphony in Yellow', and 'On a Fly Drinking of His Cup'. Those three poems have themes and

¹⁶ Robert Lado, *Language testing: The teacher's book*, (London: Longman Group Ltd, 1961, Page 30)

kinds of text related to the English curriculum 2013. The writer implemented the poems in teaching Building Knowledge of the Field (BKOF) through reading activities.

2. Test

The objective of the test was used to identify the students' achievement in pronunciation related to intelligible pronunciation through spoken words. Harmer states that if intelligible is the goal then it suggests that some pronunciation features are more important than others.¹⁷ Harris also asserts that pronunciation analysis includes the segmental features (vowels and consonants) and the suprasegmental features (stress and intonation pattern).¹⁸

Based on the statements above, the writer made the analysis on three important pronunciation features: vowel, consonant and word stress. The writer did analysis on suprasegments pronunciation. The standard pronunciation used in this study was the standard pronunciation of Oxford Learner's Dictionary.

3. Questionnaire

Questionnaire is a number of written questions used to get information from respondents (Arikunto, 1998: 128). In

¹⁷ Jeremy Harmer, *The Practice of English language Teaching*, (London: Longman Group Ltd, 2000), Page 184

¹⁸ David Paine Harris, *Testing English as a Second language*, (London: Longman Group Ltd, 1969), Page 81

constructing the questionnaire, the writer used closed questionnaire. It means that the respondents answer the questions by choosing one of answered given by the researcher. In this study, the writer used questionnaire to get additional information about the students' reflection toward the learning activities by using poems.

There were five information questions about five things. They are asked to know how the method is comprehend by the students. The questions are about:¹⁹

The first, The students' interest in some poems that were given by the teacher during the learning process. Next, the advantages that the students' gained after the teacher presented the songs to improve their pronunciation. And the students' motivations in taking part the learning activities. Then, the relevance between vocabularies that were presented in the poems used in this action research and the vocabulary that the students ever got but they still get difficulties in their pronunciation. The last, the sustainability the program in the action.

¹⁹ Suharsimi arikunto. *Prosedur Penelitian: Suatu pendekatan praktek* (Jakarta: rineka cipta, 1998), page 21

CHAPTER IV

RESEARCH FINDINGS

In this chapter, there are three important analyses that will be discussed. They are the analysis of each activity started from pretest until posttest, the analysis of questionnaire, and the effectiveness of the poem in the teaching pronunciation. Here are the discussions of the analyses.

A. Analysis of Pre-test

The pretest was conducted on 10 Desember 2014 and followed by 25 students. The method used to gather the data for this study is achievement test. And the method of data analysis is by describing students' pronunciation through its phonetic transcription. Based on those data, later I identified the students' pronunciation achievement before they got treatment. The standard pronunciation used in this study was standard pronunciation on Oxford Learner's Dictionary. The analysis was done into two ways. The first is about the way to pronounce vowels and consonants. The second is about the words stress. Here is the result of the students' pronunciation achievement on pretest. I asked the students to read the 114 words taken from Robert Burns entitled A Red, Red Rose. In the pretest, the students result was as follows:

Table 4.1
Students' Pronunciation Achievement on Pretest

| No. | Student Code | The number of pronunciation achievement | The percentage of pronunciation achievement |
|--------------|--------------|---|---|
| 1. | S-1 | 33 | 36.7% |
| 2. | S-2 | 41 | 45.6% |
| 3. | S-3 | 50 | 55.6% |
| 4. | S-4 | 47 | 52.2% |
| 5. | S-5 | 50 | 55.6% |
| 6. | S-6 | 57 | 63.3% |
| 7. | S-7 | 27 | 30% |
| 8. | S-8 | 67 | 74.4% |
| 9. | S-9 | 43 | 47.8% |
| 10. | S-10 | 47 | 52.2% |
| 11. | S-11 | 53 | 58.9% |
| 12. | S-12 | 53 | 58.9% |
| 13. | S-13 | 50 | 55.6% |
| 14. | S-14 | 47 | 52.2% |
| 15. | S-15 | 67 | 74.4% |
| 16. | S-16 | 63 | 70% |
| 17. | S-17 | 51 | 56.7% |
| 18. | S-18 | 61 | 67.8% |
| 19. | S-19 | 71 | 78.9% |
| 20. | S-20 | 33 | 36.7% |
| 21. | S-21 | 51 | 56.7% |
| 22. | S-22 | 53 | 58.9% |
| 23. | S-23 | 47 | 52.2% |
| 24. | S-24 | 43 | 47.8% |
| 25. | S-25 | 51 | 56.7% |
| Total | | 1256 | 1395.80% |
| Mean | | 50.44 | 55.83% |

From the table above, it can be said that the students' achievement is not good enough because the average of students' achievement is 55.83%. It is a high percentage. So, I concluded that the students were not familiar enough with the pronunciation of the words would be presented in this study although most of them still made some mispronunciation. The students made poor pronunciation on the words *luve*, *newly*, *sprung*, *june*, *played*, *dry*, *sun*, *dear*, *run*, *fare*, *thee*, *were* and *mile* at the most. The classification of the students' problem based on the reasons of pronunciation problem explained by Ramelan.

The students' problems can be seen below:

Table 4.2 Students' pronunciation error in A Red, Red Rose

| No. | Words | Students' pronunciation | Correct pronunciation | Contents |
|-----|--------|-------------------------|-----------------------|------------------------|
| 1. | Luve | /læf/ | /lʌ v/ | Consonant |
| 2. | Newly | /nju/li/ | /' nu/li/ | Consonant |
| 3. | Sprung | /spræŋ/ | /sprʌ ŋ/ | Diphtong |
| 4. | June | /dʒ un/ | /dʒ u/n/ | Vowel |
| 5. | Played | /pleɪ / | /pleɪ d/ | Consonant |
| 6. | Dry | /drɪ / | /draɪ / | Diphtong |
| 7. | Sun | /sun/ | /sʌ n/ | Vowel |
| 8. | Dear | /dɪ r/ | /dɪ ə(r)/ | Diphtong and Consonant |
| 9. | Run | /run/ | /rʌ n/ | Vowel |
| 10. | Fare | /fɑ /(r)/ | /feə(r)/ | Diphtong |
| 11. | Thee | /ðe/ | /ði// | Vowel |
| 12. | Were | /weə(r)/ | /wə(r)/ | Diphthong |
| 13. | Mile | /meɪ l/ | /maɪ l/ | Diphtong |

Here, it can be seen that the student makes 4 errors in pronunciation of consonant sounds. However, most of them wrong in giving stress words. They have to stress the sound [n] in *newly*, [d] in *played*, and [ð] in *thee*. The stressing should be as follows:

newly : Oo

played : oO

thee : Oo

B. The Cycle 1

This classroom action research was done into two cycles. Each cycle consists of four steps; they are planning, acting, observing, and reflecting. The first cycle was conducted on 13 Desember 2015.

1. Planning

Firstly, the pronunciation problems faced by the students were observed and identified. After that, a lesson plan was made based on the materials and the observation sheets are also prepared. At last, a collaborator is chosen. She was Tri Nugraheni, S.Pd, an English teacher for language program grade XI SMA Walisongo Semarang. She helped me to observe the class situation, the teaching method, and students' activities.

2. Acting

After determining the planning, then some teaching steps were done:

First, the students are taught to have good pronunciation by giving examples of pronouncing words based on each pronunciation feature. The lesson in this cycle is focusing on segmental features of pronunciation (vowels, consonants and diphthongs). After that, a poem is given to the students and it was read aloud in front of class. Then, the poem is read several times to emphasize the stress of each word and the scansion of each line. Then, they are drilled to have good pronunciation with the poem by reading each words of the sentence in each line. And later, they are asked to read it aloud in front of class.

3. Observing

In this phase, the researcher tried to notice all activities in the classroom. It might be about students' activity, class situation, and students' responses. The aspects observed during the acting step are: observation towards the students' activity and observation towards the teacher done by the collaborator. To support the observing, the researcher takes a note for the activities. The score of observation were as follow:

Table 4.3 Observation Sheet Cycle 1

| No. | Indicators | None (0 %) | A few (<20%) | Half (20-49%) | Many (50-69%) | Majority (>70%) | Total Score |
|-----|--|---------------|-----------------|------------------|------------------|--------------------|----------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1. | Students participate toward teachers' explanation. | | | √ | | | 3 |
| 2. | Students activity in make a note from teacher explanation. | | √ | | | | 2 |
| 3. | The students asks questions to the teacher to clarify understanding. | | √ | | | | 2 |
| 4. | The students are enthusiastic in responding teacher's question. | √ | | | | | 1 |
| 5. | The students answer teacher's questions. | √ | | | | | 1 |

| No. | Indicators | None (0 %) | A few (<20%) | Half (20-49%) | Many (50-69%) | Majority (>70%) | Total Score |
|--------------|--|---------------|-----------------|------------------|------------------|--------------------|----------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 6. | The students are enthusiastic doing and complete the written test. | | | √ | | | 3 |
| Total | | | | | | | 12 |

$$\begin{aligned}
 \text{Score} &= \frac{\text{Maximum score}}{\text{Total score}} \times 100\% \\
 &= \frac{12}{30} \times 100\% \\
 &= \mathbf{40\%}
 \end{aligned}$$

According to the result of the observation above it can be concluded that a few students joined the class. Beside that, they are less enthusiast for studying pronunciation.

4. Reflecting

The students should be able to identify and pronounce the words accurately. The students showed some progress. The result would be compared with Pre-test result. The result of cycle 1 test is as follows:

Table 4.4
Result of Test 1

| No. | Student Code | Score |
|----------------|---------------------|--------------|
| 1. | S-1 | 45 |
| 2. | S-2 | 55 |
| 3. | S-3 | 65 |
| 4. | S-4 | 60 |
| 5. | S-5 | 67 |
| 6. | S-6 | 62 |
| 7. | S-7 | 45 |
| 8. | S-8 | 70 |
| 9. | S-9 | 50 |
| 10. | S-10 | 53 |
| 11. | S-11 | 60 |
| 12. | S-12 | 63 |
| 13. | S-13 | 58 |
| 14. | S-14 | 51 |
| 15. | S-15 | 70 |
| 16. | S-16 | 69 |
| 17. | S-17 | 60 |
| 18. | S-18 | 70 |
| 19. | S-19 | 77 |
| 20. | S-20 | 50 |
| 21. | S-21 | 59 |
| 22. | S-22 | 60 |
| 23. | S-23 | 55 |
| 24. | S-24 | 53 |
| 25. | S-25 | 60 |
| Total | | 1487 |
| Minimum | | 45 |
| Maximum | | 77 |

The mean of students' score was calculated used formula:

$$X = \frac{\text{Total student groups' score}}{\text{Total students}}$$

$$= \frac{1487}{25}$$

$$= \mathbf{59,48}$$

It also could be seen that the minimum score is 45 and the maximum is 77. In this time, student can achieve higher score than the pre-test. It is 59, 48. It is higher 9, 04 points. It can be concluded that the students have already notice about the sound especially the consonant sound. They also tries to give stress to the word.

C. The Cycle 2

This classroom action research was done into two cycles. Each cycle consists of four steps; they are planning, acting, observing, and reflecting. The first cycle was conducted on 16 Desember 2014.

1. Planning

In the planning step, the researcher prepared the teaching learning design, such as, arranging lesson plan based on the teaching material. Then, I prepared the teaching

learning process resources, such as the materials, the example of reading poem, the observation sheets, test evaluation, and present list in order to know students' activeness in joining teaching learning process.

2. Acting

After choosing the poem, some teaching steps are applied. First, the same activity as first cycle was done, but it focuses on suprasegmental features of pronunciation (stress and intonation). The copy of the poem is given to each student to make them read it aloud in front of class. Before that, the researcher reviews the previous study. After that, the scansion of the poem on each line is also discussed, continued by the meaning exploration of each word and shortly describing the content of the poem in order to make them understand about the poem. Then, the students are drilled with the pronunciation and stress of each word, and intonation of the sentence in each line similar to the activities in the first cycle. And later, they are asked to read it aloud in front of class together.

3. Observing

In this stage the researcher observed the learning process by asking the collaborator to help him in monitoring the class situation and students enthusiastic using observation checklist. The purpose of this activity was to evaluate the

results, collect the data and monitor the teaching learning process. The score of observation were as follow:

Table 4.5 Observation Sheet Cycle 2

| No. | Indicators | None (0 %) | A few (<20%) | Half (20-49%) | Many (50-69%) | Majority (>70%) | Total Score |
|-----|---|---------------|-----------------|------------------|------------------|--------------------|----------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1. | Students participate toward teachers' explanation. | | | √ | | | 4 |
| 2. | Students activity in make a note from teacher explanation | | | | √ | | 4 |
| 3. | The students asks questions to the teacher to clarify understanding | | | √ | | | 3 |
| 4. | The students are enthusiastic in responding teacher's question | | | √ | | | 3 |

| No. | Indicators | None (0 %) | A few (<20%) | Half (20-49%) | Many (50-69%) | Majority (>70%) | Total Score |
|--------------|---|---------------|-----------------|------------------|------------------|--------------------|----------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 5. | The students answer teacher's questions | | | √ | | | 1 |
| 6. | The students are enthusiastic doing and complete the written test | | | | √ | | 4 |
| Total | | | | | | | 19 |

$$\text{Score} = \frac{\text{Total score}}{\text{Maximum score}} \times 100\%$$

$$= \frac{19}{30} \times 100\%$$

$$= \mathbf{63,33\%}$$

According to the result of the observation above it can be concluded that more students joined the class. Beside that, they are more enthusiast. They have paid attention and have tried to engange with the material.

4. Reflecting

After whole activity had finished, the researcher assessed the students' reading poem result. They read poem entitled Symphony Yellow By Oscar Wilde. The result of the pronunciation test in cycle 2 was as follow:

Table 4.6
Result of Test 2

| No. | Student Code | Score |
|------------|---------------------|--------------|
| 1. | S-1 | 50 |
| 2. | S-2 | 67 |
| 3. | S-3 | 77 |
| 4. | S-4 | 67 |
| 5. | S-5 | 73 |
| 6. | S-6 | 67 |
| 7. | S-7 | 60 |
| 8. | S-8 | 73 |
| 9. | S-9 | 57 |
| 10. | S-10 | 57 |
| 11. | S-11 | 67 |
| 12. | S-12 | 67 |
| 13. | S-13 | 70 |
| 14. | S-14 | 59 |
| 15. | S-15 | 71 |
| 16. | S-16 | 73 |
| 17. | S-17 | 63 |
| 18. | S-18 | 70 |
| 19. | S-19 | 83 |
| 20. | S-20 | 57 |
| 21. | S-21 | 63 |
| 22. | S-22 | 69 |
| 23. | S-23 | 59 |
| 24. | S-24 | 57 |
| 25. | S-25 | 63 |

| No. | Student Code | Score |
|----------------|--------------|-------------|
| Total | | 1639 |
| Minimum | | 83 |
| Maximum | | 50 |

The mean of students' score was calculated used formula:

$$\begin{aligned}
 X &= \frac{\text{Total student groups' score}}{\text{Total students}} \\
 &= \frac{1639}{25} \\
 &= \mathbf{65,56}
 \end{aligned}$$

It can be seen that the students are more motivated because the students' achievement is higher than the previous cycle. It is raising around 6,08 points. It is very significance. There are 74 words in the poem. However the student still make some errors as seen in the table below:

Table 4.7 Students' Error in Pronunciation

| No. | Words | Students' pronunciation | Correct pronunciation | Contents |
|-----|-----------|-------------------------|-----------------------|-----------|
| 1. | Omnibus | /ɑ mni bu s/ | /' a mni bəs/ | Vowel |
| 2. | Bridge | /bri k/ | /bri dʒ / | Consonant |
| 3. | Butterfly | /' bætərflai / | /' bʌ tərflai / | Vowel |
| 4. | Like | /li k/ | /lai k/ | Diphtong |
| 5. | Shadowy | /' sædəu i/ | /' ʃ ædəu i/ | Consonant |
| 6. | Scarf | /skɹɑ /f/ | /skɑ /rf/ | Consonant |
| 7 | Begin | /bɪ ' g i:n/ | /bɪ ' g ɪ n/ | Vowel |
| 8. | Thames | /θɛ m/ | /tɛ mz/ | Consonant |
| 9. | Rippled | /' rɪ pl/ | /' rɪ plɪ d/ | Consonant |

From the table above, it can be seen that the students mispronounced in consonants. However, they sometimes did not stress the word. Some of those words are:

bridge : OoO

shadowy : Oo

rippled : oOO

D. Analysis of Post-Test

It is conducted to measure the students' pronunciation skill improvement after the treatments. The test is similar to pre – test, the students are asked to read a poem. But, before that, the researcher will review the result of cycle 2.

They were more interesting and enthusiastic in the learning process. From the result, it will be compared from the pre-test, post-test 1, post-test 2, post-test 3 and final post-test to

know the progress of the students. The students read poem by William Oldys entitled On a Flying Drinking out of His Cup. There are 81 words om the poem. The result of the post-test was as follow:

Table 4.8
Students' Pronunciation Achievement on Post-test

| No. | Student Code | The number of pronunciation achievement | The percentage of pronunciation achievement |
|-----|--------------|---|---|
| 1. | S-1 | 63 | 70% |
| 2. | S-2 | 73 | 81.1% |
| 3. | S-3 | 87 | 96.7% |
| 4. | S-4 | 73 | 81.1% |
| 5. | S-5 | 77 | 85.6% |
| 6. | S-6 | 71 | 78.9% |
| 7. | S-7 | 67 | 74.4% |
| 8. | S-8 | 81 | 90% |
| 9. | S-9 | 67 | 74.4% |
| 10. | S-10 | 71 | 78.9% |
| 11. | S-11 | 73 | 81.1% |
| 12. | S-12 | 73 | 81.1% |
| 13. | S-13 | 77 | 85.6% |
| 14. | S-14 | 67 | 74.4% |
| 15. | S-15 | 81 | 90% |
| 16. | S-16 | 83 | 92.2% |
| 17. | S-17 | 71 | 78.9% |
| 18. | S-18 | 77 | 85.6% |
| 19. | S-19 | 87 | 96.7% |
| 20. | S-20 | 63 | 70% |
| 21. | S-21 | 73 | 81.1% |
| 22. | S-22 | 77 | 85.6% |
| 23. | S-23 | 67 | 74.4% |

| No. | Student Code | The number of pronunciation achievement | The percentage of pronunciation achievement |
|--------------|--------------|---|---|
| 24. | S-24 | 67 | 74.4% |
| 25. | S-25 | 71 | 78.9% |
| Total | | 1837 | 2462.27% |
| Mean | | 73,48 | 98,49% |

From the table above, it can be said that the students' achievement is very because the average of students' achievement is 98,49%. It is a high percentage. So, I concluded that the students are able to pronounce the words more accurately. It can be concluded that after the students learned English through reading poem, the students made a significant improvement on their pronunciation.

However, there are two students who can pronounce the entire words well, because when they were reading the poems; they repeated the line many times. So that treatment could help them to practice the pronunciation. In addition they were very interested with the poems and English subject. The students who has poor pronunciation are two students. It is also stated by the Teacher that Students commonly are shy to speak or pronounce in English, because they are afraid to make mistakes.¹ They were not really interested in English subject. However, by using this treatment their pronunciation were getting better than the Pre-Test.

¹ Interview with Mrs. Tri Nugraheni on 16 Desember 2014

The students made poor pronunciation on the words *couldst*, *may*, *life*, *thou*, *both*, *thine*, *though*, *repeated* and *threescore* at the most. It was because the students got difficulties in pronouncing cluster sounds and they did not know that there is difference on the distribution of the same phonetic features in both languages. After taking the program, the students still have the same problem in giving stress words. However, they made improvement on several words. Furthermore, the students' problems can be seen below:

Table 4.9 Students' Error in Pronunciation

| No. | Words | Students' pronunciation | Correct pronunciation | Contents |
|-----|------------|-------------------------|-----------------------|---------------------|
| 1. | Couldst | /ku/ldst/ | /kədst/ | Consonant and Vowel |
| 2. | May | /maɪ / | /meɪ / | Diphtong |
| 3. | Life | /lɪ v/ | /laɪ f/ | Diphtong |
| 4. | Both | /bɑ /t/ | /bəʊ θ/ | Consonant |
| 5. | Thine | /θɪ n/ | /ðɑɪ n/ | Consonant |
| 6. | Repeated | /rɪ ' pi/t/ | /rɪ ' pi/tɪ d/ | Consonant |
| 7. | Threescore | /tri/ skɔ /(r)/ | /θri/ skɔ /(r)/ | Consonant |

From the table above, it can be seen that the number of error in pronunciation especially for consonant sound. There are 5 consonants. However, the stress word is mostly correct. Only one word which is wrong in stress word; it is:
threescore : Ooo

E. The Comparison of Students' Score Between Pre-Test, Cycle 1, Cycle 2, and Post-test

In this sub-chapter, the researcher would like to describe and discuss the comparison between pre-test, test in cycle 2, and post-test scores. As mentioned in the previous chapter, I wanted to know the implementation of reading poem as media to improve students' pronunciation. Its purpose was to know whether or not there was improvement of students' pronunciation after being taught by reading poem. In these findings, I presented the result of research and the analysis of the data collected which were conducted through pre-test, three times of treatment and pos-test. Pre-test was considered as the preliminary reflection. Three times of treatment were the teaching and learning. The result of data including the pre test, test in cycle 1, test in cycle 2 and post-test into a table as following:

Table 4.10
The Students' Score Pre-Cycle, Cycle 1, Cycle 2 and Post-test

| The Student's Score | Pre-test | Test 1 | Test 2 | Post-test |
|----------------------------|-----------------|---------------|---------------|------------------|
| Total Student's Score | 1256 | 1487 | 1639 | 1837 |
| Mean | 50,24 | 59,48 | 65,56 | 73,48 |

F. Analysis of the Questionnaires

To help me find out the students' preview, they have to answer the questionnaires. The students were asked to answer fifteen questions but only fourteen with each of them had these

options namely: a, b, and c. Each option was given a score that indicated the quality of each item. The score range is shown from the multiple choices; a means low, b means medium and c means high. After that, it is tabulated. The purpose of tabulating the questionnaire is to make the result of grading clearly readable. The table consists of these columns: name and score per item, which is presented as follows:

Table 4.11 Questionnaire Tabulation

| No. | Questions | Response | | |
|-----|--|----------|----|----|
| | | A | b | c |
| 1. | Apakah anda menyukai pelajaran bahasa Inggris? | 7 | 11 | 7 |
| 2. | Apakah anda menyukai puisi-puisi yang diberikan? | 3 | 17 | 6 |
| 3. | Apakah puisi-puisi yang diberikan dapat membantu anda memperbaiki pengucapan anda dalam berbahasa Inggris? | 0 | 12 | 13 |
| 4. | Apakah strategi menggunakan puisi ini menambah kesukaan anda dalam belajar Bahasa Inggris? | 1 | 11 | 13 |
| 5. | Apakah kata-kata yang ada dalam puisi pernah anda dengar tetapi anda masih mengalami kesulitan untuk mengucapkannya? | 11 | 9 | 5 |
| 6. | Apakah pada bagian suara diftong anda sulit mengucapkannya? | 6 | 11 | 8 |
| 7. | Apakah kegiatan pembelajaran bahasa Inggris dengan menggunakan puisi perlu dilakukan secara terus menerus? | 1 | 11 | 13 |
| 8. | Bagaimana menurut anda metode | 3 | 10 | 12 |

| No. | Questions | Response | | |
|--------------|--|-------------|-------------|------------|
| | | A | b | c |
| | pembelajaran melalui puisi? | | | |
| 9. | Bagaimana instruksi di dalam kelas yang diberikan oleh guru? | 0 | 10 | 15 |
| 10. | Apakah anda memahami dan mampu mengucapkan huruf vokal, konsonan, dan tekanan pada kata (stress)? | 2 | 11 | 12 |
| 11. | Apakah anda merasa bosan selama pelajaran berlangsung? | 6 | 9 | 10 |
| 12. | Apakah dengan strategi ini dapat meningkatkan semangatmu dalam belajar bahasa Inggris? | 10 | 4 | 11 |
| 13. | Bagaimana motivasi anda untuk belajar Bahasa Inggris terutama pengucapan setelah menggunakan metode ini? | 8 | 9 | 8 |
| 14. | Menurut anda, apakah pronunciation dalam Bahasa Inggris penting? | 8 | 9 | 8 |
| 15. | Apakah ada kendala pengucapan dalam strategi membaca puisi ini? | 1 | 13 | 9 |
| Total | | 59 | 137 | 150 |
| Mean | | 2,36 | 5,48 | 6 |

To get additional information about the students' response in getting the class action research, the students should answer a questionnaire. From the mean above, it can be seen that the students mostly very agree if this method is used to practice their pronunciation and this method kept their attention. On the other hand, only few students who still got difficulties in pronouncing and they felt hard to understand the explanation. So, it can be concluded that:

1. The students' interest in learning English by reading poem is high.
2. The poem have a high advantages for the students. By reading poem also help the students to improve their skills and motivate the students in learning English.
3. The students are having motivation in taking part the activities of the learning process.
4. The relevance between pronunciation that were presented in the poem used in this action research.
5. The method is very important to the students.

G. Effectiveness of the Poems to Improve the Students' Achivement in Pronunciation

The step of teaching learning process used was Building Knowledge of the Field (BKOF) through spoken cycle. In this step, I introduced reading poem for developing the students' pronunciations. The objective of the learning is that the students can improve their pronunciation.

I did this study through intensive listening activities because it was done in the classroom. I also had the material for the students. At the first time, the students still got difficulties in getting along with the activities because they never had such learning activities. However, the activities could run well. On the next meetings, the students could enjoy the learning process and they felt more relax. They seemed interested and happy in taking parts the activities. It was shown from their willing to do what I

asked to do. At the end of the learning process, the students still felt enthusiastic and understood the important of consonant sound and stressing word. They became more confident when they were asked to read because they could pronounce the words well. In addition, before and after the learning process, I gave pre-test and post-test to the students by reading the poems. The result of the post-test shows that the students make improvement on their pronunciation.

Based on the results of pre-test and post-test, I concludes that before the students took the program most of the students made poor pronunciation. The range of poor pronunciation made by the students is around 5 words up to 13 words. The students made poor pronunciation on the words *luve*, *newly*, *sprung*, *june*, *played*, *dry*, *sun*, *dear*, *run*, *fare*, *thee*, *were* and *mile* at the most. After taking the program, there are three students made good pronunciation of all the words. Besides, other students also made improvement on several words. In the post-test, it can be seen there are two students who still have difficulties. From the results above, it can be concluded that poems are effective to improve the students' achievement in pronouncing English words, although not all of the students can pronounce the words well. However, the students' improvement was also supported by the students' interest in the reading poem and their motivation in taking part the activities of the learning process.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the writer will draw some conclusions about the research that has been reported on the previous chapters and she also would give some suggestions as the contribution to support the teaching-learning process.

A. Conclusion

The research conclusion is presented according with the data which have been analyzed in the previous chapter. From all the data analysis about the use of reading poem to improve students' pronunciation skills in discussion texts (an action research at the eleventh grade of SMA Walisongo Semarang in the academic year of 2014/2015), it concludes:

1. Most of the students are interested in learning English by using poems. It seems that they feel more relax instead of threatened with the theory. Their motivation in learning English increases and they expect that this kind of program will be given regularly and continously. The range of poor pronunciation made by the students is around 5 words up to 13 words. The students made poor pronunciation on the words *luve*, *newly*, *sprung*, *june*, *played*, *dry*, *sun*, *dear*, *run*, *fare*, *thee*, *were* and *mile* at the most. Beside that, it can be seen that the student can make significance progress. It shows from the

mean of the pre-test score (50,24), cycle 1 (59,48), cycle 2 (65,56) and post-test (73,48).

2. The use of poems in the teaching-learning process have some benefit for the students. The students not only learn about how the words pronounced but also master English vocabularies.
3. The students are engaged during the lesson. It is seen from the observation lists that the Students are more active and want to have interaction with the Teacher.

B. Suggestions

It is better for the English teachers to use poems on their teaching-learning process since poems have a very big benefit for the students. Poems can be implemented when the teacher wants to teach vocabulary, grammar, pronunciation, or kind of text. It is known that almost all the students like poems, so it can be used as one of the ways to get the students' participation in the teaching-learning process.

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