

**THE EFFECTIVENESS OF USING TELL ME MORE (TMM)  
IN TEACHING ENGLISH SPEAKING**  
*(An Experimental Research at second Year Students of SMANegeri 5 Barru)*



**Submitted to the Faculty of Teachers Training and Education Makassar  
Muhammadiyah University in Partial Fulfillment of the Requirement for  
Degree of Education in English Department**

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2018**



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4. Apabila saya melanggar perjanjian saya seperti pada butir 1, 2 dan 3, saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

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Yang membuat perjanjian

**Irna Wardani**

**MOTTO**

**The Secret of Getting Ahead is Getting Started**

**“JUST TRY IT FIRST”**

**“If I never stoped and give up, it’s because their  
presecnce is so sincere propping up and always to cheer  
Me”**

**I DEDICATED THIS THESIS FOR:**

**My Beloved Parents (Berahima and Kasmawati)**

**My Beloved Siblings (Irmayanti.B, Firah Fitriah.B and  
Muh.Rizki.B)**

**My Beloved Friends**

## ABSTRACT

**Irna Wardani. 2018. The Effectiveness of Using Tell Me More (TMM) in Teaching English Speaking (An Experimental Research at Second Year Students of SMA Negeri 5 Barru)**, under the thesis of English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, guided by Hj. Andi Tenri Ampa and Nurdevi Bte Abdul.

This research aimed to improved the students' pronunciation ability, particularly vowel and consonant sounds of pronunciation in speaking by using *Tell Me More (TMM)*. The research design was quasi experimental.

It was employed with two classess of the second year students at SMA Negeri 5 Barru. Purposive sampling was applied to select the sample of group pre-test and post-test design. The number of sample selected was 60 students. The data were obtained through pronunciation test.

The findings showed that there were significance difference on the students' consonant and cowel sounds in experimental class and control class taught with Tell Me More and Discussion Method. The students' mean score of experimental class in *consonant* was (5.15 in pre-test to be 6.56 in post-test) and *vowel* was (7.43 in pre-test to be 8.15in post-test). Then, the students' mean score of control class in *consonant* was (4.83 in pre-test to be 5.53in post-test) and *vowel* was (6.89 in pre-test to be 7.51in post-test). Therefore, the result also showed the significant difference between the result in t-test and t-table of pre-test and post-test. Where, in pre-test the result of t-test was smaller than t-table value ( $1.65 < 2.00172$ ). According to the result, it can be concluded that the alternative hypothesis ( $H_0$ ) is rejected. Meanwhile in post-test, the result of t-test was greater than t-table value ( $4.4 > 2.00172$ ). It can be concluded that the alternative hypothesis ( $H_1$ ) is accepted. However, it could be concluded that designing the learning purpose appropriately which considered students' needs and language level might ease teacher to use *Tell Me More(TMM)* in improving students' pronunciation ability.

**Keywords:** Tell Me More (TMM), Discussiom Method (DM), Pronunciation, vowels and consonants.

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Makassar, September 2018

The Writer

**Irna Wardani**

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# CHAPTER I

## INTRODUCTION

### A. Background

English is one of the languages used as a means of sharing ideas on setting information from other people in the world. There are many languages that are interesting to be learned, one of them is English. In Indonesian, English as foreign language has been taught from kindergarten school until the universities. Language is a key in every communication in social life. It has an important role to put people in contact with other to communicate meaning and deliver message they inform. One of the aims of teaching English as a second or foreign language is to make the learners able to communicate information effectively in spoken English.

According to Sariananda (2014: 14) states that speaking is a means of oral communication that gives information involves two elements, namely speaker who gives the message and the listener who the receptive the message. In other word, the communication involves the productive skill of listening. However, there are five components of speaking, such as: pronunciation, vocabulary, structure, comprehension and fluency. From those components, pronunciation is one aspect that important not only in speaking but almost in learning English. Pronunciation is the manner how to pronouncing the sound correctly and it is should be noticed also as a considered difficult elements in learning English.

English pronunciation is a very essential role in communicating, because when speakers mispronounce some words or phrases, people can be

misunderstanding. According to Broughton cited in Rahmah (2010:7) states that pronunciation is the way to sound the words of which to give its meaning. He continues that in teaching pronunciation, the teacher has to repeat the sound of words or the pronunciation as far as the students can get the perfect and how they impact on the listener because it is an integral part of the communication process.

However, poor pronunciation can distract the listener and make comprehension of the message difficult but it can not be denied that pronunciation is not an easy matter to learn. According to Syaefi (1988:1) explains the reasons why English is difficult for Indonesian learners as follows. English is quite difficult for Indonesian learners because of two cases. First, the difficulties are because of the irregular spelling of English. It offers poor guidance to its pronunciation. Second, the difficulties are due to interference (negative transfer) from Indonesian to the target language (English).

Considering that pronunciation has a significant role in language learning and it should receive more attention. It is a duty for the teachers to find and used an appropriate technique, media, or method, which can meet the learners' need to improve students' pronunciation skill. However, media are very important in the teaching and learning process. It help the teacher as a means of communication to deliver the message more concretely and also motivate the students' interest in learning English and also make teaching and learning process run well. That is why the researcher used Tell Me More and Discussion Method in teaching and learning pronunciation. According to Oba & Atwell (2003) reports that Tell Me More (TMM) is able to assist language learners in detecting and giving feedback

for their mispronunciation. Students can learn English based on their culture and background knowledge, that is depends of student which level of the activity suitable of their levels. Earlier on, Hicks (2003) find that practice using the software is beneficial to those students who are began the course with a strong foreign accent but is limited value for students who are began the course with better pronunciation. Another method that using by the teacher in teaching English is discussion method. A teaching method comprises the principles and methods used by teachers to enable student learning. These methods are determined partly on subject matter to be taught and partly by the nature of the learner.

According to Witherspoon, Sykes & Bell (2016: 6) defines that a classroom discussion is a sustain exchange between and among teachers and their students with the purpose of developing students' capabilities or skills and expanding students' understanding both shared and individual of a specific concept or instructional goal. In a discussion class the students is actively involved in processing information and ideas.

Based on explanation above, the importance for the teachers to encourage and motivate the students to speak English and use the correct pronunciation, especially in the class. Therefore, the writer conducted a research under the title "The Effectiveness of Using Tell Me More (TMM) in Teaching English Speaking (An Experimental Research at Second Year Students of SMA Negeri 5 Barru)".

## **B. Research Problem**

Based on the background above, the researcher formulated the problem statement as follows:

1. Is there any significant difference between the students who are taught consonant by using Tell Me More (TMM) and the students who are taught by using discussion method in teaching and learning pronunciation?
2. Is there any significant difference between the students who are taught vowel by using Tell Me More (TMM) and the students who are taught by using discussion method in teaching and learning pronunciation?

## **C. Objective of the Study**

In relation to the problem statements above, the objectives of this research are:

1. To know the significant difference between the students who are taught consonant by using Tell Me More (TMM) and the students who are taught by using discussion method in teaching and learning pronunciation.
2. To know the significant difference between the students who are taught vowel by using Tell Me More (TMM) and the students who taught by using discussion method in teaching and learning pronunciation.

## **D. Significance of the Study**

The result of this research could give some benefits, as follows:

1. For the researcher.

For the researcher, it is expected that it will be useful knowledge and experience for the researcher when she will begin her profession as a

teacher in teaching pronunciation in the future time.

2. For the teacher

By doing this research, could bring some significances and contributions in teaching and learning English such as to be useful information to the teachers in order to know about Tell Me More (TMM). So they can use it in teaching and learning process.

3. For the students

Through this research the researcher expected they can improve their pronunciation ability in order to can speak well in expressing their ideas and accurately not only in the classroom context but also in their every day life.

**E. Scope of the study**

The scope of this research limited on the effectiveness of Tell Me More (TMM) to improve the students' pronunciation ability at the second year students of SMA Negeri 5 Barru. In this research, the pronunciation assessment focused on vowel of (i, , i:, u:) and consonant sounds of ( , , ð, , , and ) that difficult for Indonesian learners.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Concept of Tell Me More (TMM)**

##### **1. Introduction of Tell Me More (TMM)**

TMM is an application software comprises of Cultural, Written, Vocabulary, Grammar, Oral and Lesson Workshops for learning English. The Tell Me More education method offers different types of activities which correspond to precise pedagogical objectives. Tell Me More is language training software that is based on authentic materials which can be customized to suite the teacher's unique class needs and skill levels because Tell Me More is a language solution that contains modules of different topics and context that enable students to practice their listening, speaking, reading and writing skills incorporated in English courses.

TMM is rich in activities that will teach the basics in speaking where users mimic and imitate phonetic activities. Users may not have enough opportunities where they can show the confidence they have obtained from repetitive exposure to the exercises. The advantage of speech recognition in the software is one of the main areas of studies conducted in the use of TMM. According to Hincks (2005) reports that TMM enabled students to receive evaluative feedback for pronunciation aids, and hence, able to meet their needs at progressing levels and in different speaking situations. Earlier on, Hincks (2003) found that practice using the software was beneficial to those students who began the course with a strong foreign accent but was of

limited value for students who began the course with better pronunciation.

Yunus et al (2010: 687-689) defines that Tell Me More (TMM) software is easy to use probably because the students find the language used in the courseware is clear and easy to understand. It is used to cater the learning needs of young and adult learners because has high tech level combined with a high performance pedagogical format will allowed people to understand, write, and speak the language of people choice, regardless of how well people know the basics of the language. This type of learning can be particularly effective due to the immediate feedback that is offered to the user, and indirectly the teacher, a highly significant attribute of visible learning by Hattie (2009). It will automatically be detected by Tell Me More and highlighted in red. Tell Me More (TMM) allows us to personalize an objective according to ability or knowledge area. In other words, students select one or several areas of knowledge and levels they wish to work it. Beside that we are able to remember what we have learnt in the courseware because the activities are fun and suitable for our culture and background knowledge.

After analyzing some theories and research findings above, the writer conclude that in Tell Me More (TMM) students can get enough practice because there are a lot of activities that can be learn. Basically in the courseware, there are certain proficiency levels which are beginner, intermediate and advance so the students can choose which level that is appropriate with their level proficiency actually concern with many

activities or skills involve such as listening, reading, communication and so on; all in one.



**Figure 2.1**  
Tell Me More (TMM)

## 2. The steps in Using Tell Me More (TMM)

Before using Tell Me More (TMM) there is some point that should be known, those are:

- a. In Tell Me More (TMM) main menu, choose the user language we would like to work in. If we choose our mother tongue as the user language, we will have access to translations of the instructions for completing the exercises, as well as words in the glossary, dialogues, and so on. If we choose our target language as the user language, we will be in total immersion and will have no access to any translations.
- b. In addition, help is available for the current screen and for navigating, and the see tips option is found in the help menu located in the upper right-hand side of the screen. We can also print a screen shot at any time by clicking on the tools and Info menu, also located in the upper right-hand corner of the screen.
- c. It is advise us to always keep the headset on, because, depending on the



different activities, we will hear audio recordings and speech recognition may be activated.

- d. It is not necessary to read this guide in its entirety before beginning our training. We can refer to it at any time by simply referring to the relevant sections.

This step-by-step guide is designed to help in use Tell Me More (TMM) effectively when learning a foreign language. It includes descriptions of the different types of activities included in the software, as well as the different ways that can be used to study. Some activities have different options, it is important to keep in mind that the pedagogical objective of the activity can change depending on the option selected.

### **3. The Lesson Mode of Tell Me More (TMM)**

There are three different lesson modes available in Tell Me More that allowing to learn a language according to interests and learning objectives, namely:

#### **a. Free-to-Roam Mode**

This mode is organized by workshops according to the skills or topics to be worked on Lesson Workshop, Cultural Workshop, Vocabulary Workshop, Grammar Workshop, Oral Workshop and Written Workshop. Some activities help to work on several skills and subjects. We will find such activities in more than one workshop. Free-to-Roam Mode gives more freedom in navigation and allows to change the options of different activities, such as the level of difficulty for speech recognition, by clicking

on the tools and info menu in the upper right-hand corner of the screen, and then on functions and options.

<b>Available Activities in Each Workshop</b>	
<b><i>Lesson Workshop (activities organized by topic)</i></b>	
<ul style="list-style-type: none"> <li>⌚ Dialogue</li> <li>⌚ Sentence Pronunciation</li> <li>⌚ Word Pronunciation</li> <li>⌚ Phonetics Exercise</li> <li>⌚ Picture/Word Association</li> <li>⌚ Word Searches</li> <li>⌚ Word Association</li> <li>⌚ The Right Word</li> <li>⌚ Fill-in-the-Blanks</li> <li>⌚ Words and Topics</li> <li>⌚ Words and Functions</li> </ul>	<ul style="list-style-type: none"> <li>⌚ Grammar Practice</li> <li>⌚ Mystery Phrase</li> <li>⌚ Crossword Puzzles</li> <li>⌚ Word Order</li> <li>⌚ Sentence Practice</li> <li>⌚ Dictation</li> <li>⌚ Text Transformation</li> <li>⌚ Written Expression</li> <li>⌚ Video and Questions</li> <li>⌚ Lesson glossary</li> <li>⌚ Grammar explanations for the lesson</li> </ul>
<b><i>Cultural Workshop (activities focusing on the culture of the countries where the language is spoken)</i></b>	
<ul style="list-style-type: none"> <li>⌚ Role Play</li> <li>⌚ Cultural Texts</li> <li>⌚ Maps</li> </ul>	<ul style="list-style-type: none"> <li>⌚ Cultural Quiz</li> <li>⌚ Patchworks</li> <li>⌚ Mapmania</li> </ul>
<b><i>Vocabulary Workshop (activities developing vocabulary)</i></b>	
<ul style="list-style-type: none"> <li>⌚ Glossary</li> <li>⌚ Picture/Word Association</li> <li>⌚ Word Searches</li> <li>⌚ Word Association</li> <li>⌚ The Right Word</li> </ul>	<ul style="list-style-type: none"> <li>⌚ Fill-in-the-Blanks</li> <li>⌚ Words and Topics</li> <li>⌚ Mystery Phrase</li> <li>⌚ Crossword Puzzles</li> </ul>
<b><i>Grammar Workshop (activities developing grammar skills)</i></b>	
<ul style="list-style-type: none"> <li>⌚ Grammar Explanations</li> <li>⌚ The Right Word</li> <li>⌚ Fill-in-the-Blanks</li> <li>⌚ Words and Functions</li> </ul>	<ul style="list-style-type: none"> <li>⌚ Grammar Practice</li> <li>⌚ Sentence Practice</li> <li>⌚ Dictation</li> <li>⌚ Text Transformation</li> </ul>
<b><i>Oral Workshop (activities developing oral expression)</i></b>	
<ul style="list-style-type: none"> <li>⌚ Role Play</li> <li>⌚ Dialogue</li> <li>⌚ Video and Questions</li> <li>⌚ Sentence Pronunciation</li> <li>⌚ Word Pronunciation</li> <li>⌚ Phonetics Exercise</li> </ul>	<ul style="list-style-type: none"> <li>⌚ Picture/Word Association</li> <li>⌚ Word Searches</li> <li>⌚ Crossword Puzzles</li> <li>⌚ Word Order</li> <li>⌚ Dictation</li> </ul>

<i>Written Workshop (activities developing written expression)</i>	
⌚ Dialogue	⌚ Dictation
⌚ Video and Questions	⌚ Text Transformation
⌚ Grammar Practice	⌚ Written Expression
⌚ Word Order	
⌚ Sentence Practice	

**Table 2.1**

Available Activities in Each Workshop of Tell Me More

### **b. Guided Mode**

In this mode, a learning path is offered for each level chosen. Most options cannot be changed from the default settings. However, we can adjust the percentage of activities indicator. After we have completed a certain number of exercises, an arrow at the bottom of the screen will blink, indicating that we can move on to the next activity. The scale is set by default at 50%, meaning we must complete half of the exercises before we can continue.

If we proceed according to the default setting, we will have 50% of each activity marked as “completed” in the progress chart. If we will like to complete the entire path, we must set the scale at 100%. To do this, click on the tools and info menu in the upper right-hand corner of the screen. Then choose Functions/Options/Mode Options/Percentage of activities. By doing this, we will have 100% of each activity marked as completed in the progress chart. The path offered is made up of several lessons, generally organized by theme. There are three types of lessons for each Path:

1. Lessons based on a dialogue. These lessons aim at developing written and oral comprehension and expression through the use of

various types of activities.

2. Lessons based on a Cultural Text, called *Cultural Activities*.

These lessons aim at developing written comprehension, as well as cultural knowledge about the countries where the language is spoken, though the use of various types of activities.

3. Lessons based on a role play activity, called *Film Set*, that aim at

developing oral comprehension and expression, as well as sociolinguistic and cultural knowledge about the countries where the language is spoken.

Through out the path, a succession of activities works the various aspects from different angles. This progression helps us to assimilate, simply and without memorization, the knowledge needed in order to communicate in the target language. We will often find the same activity repeated several times in the same lesson or path, but with different options since the skills worked on are not the same.

**c. Dynamic Mode**

In this mode, the student can choose to work according to one of the objectives offered, after which point Tell Me More(TMM) adapts the linguistic content to help us work on the skills that we need to improve the most, as calculated by their performance in each activity. Tell Me More (TMM) let's do either of the following:

1. Select an objective:

The students choose one of the objectives offered. These

objectives work on either knowledge or skills.

2. Personalize an objective according to skill or knowledge:
  - a. According to skill: students choose one or more skills for which they decide what level or levels of difficulty they want to work on.
  - b. According to knowledge: students choose one or more areas of knowledge for which they decide what level or levels of difficulty they want to work on. If they want an approach where learning evolves and adapts to their profile and needs, the dynamic mode is the best mode for them.

The content and activities are organized into workshops. Some activities work on several skills and areas of knowledge, and as a result they are present in several different workshops. It is recommended that we start with the consultation activities (Resources and Encyclopedia) and the pronunciation activities (Dialogue, Sentence Pronunciation, Word Pronunciation, and the Phonetics Exercise), and then continue with the rest of the exercises, which are sorted in order of increasing difficulty.

Based on lesson modes above, the researcher can conclude that in free to roam mode enables learners to personalise their own learning. Secondly, the guided mode offers learners the progress chart and diary that enable learners to organise their study by selecting activities and proposing a study plan corresponding to their levels, schedules, and objectives. Finally, the dynamic mode enables learners to adjust their learning path. The

software constantly analyse the results obtained in each activity and then suggests which activity to do next, following the learners' needs and objectives.

## **B. Concept of Discussion Method**

### **1. Definition of Discussion Method**

Discussion is one of the most valuable method in the teaching of social studies. It represents a type of teamwork, based on the principle that the knowledge, ideas, and feelings of several members have great merit than those of a single individual. Discussion methods are effective in getting the trainees to think constructively while interacting with the rest of the group. Besides that, teaching method comprises the principles and methods used by teachers to enable student learning.

According to Witherspoon, Sykes & Bell (2016: 6) defines that a classroom discussion is a sustain exchange between and among teachers and their students with the purpose of developing students' capabilities or skills and expanding students' understanding both shared and individual of a specific concept or instructional goal.

However, Discussion Method demands that students come to class well prepared. Compelling them to think out their arguments in advance and to answer their peers' questions and counterarguments, it sharpens their powers of reason, analysis, and articulation. By using discussions as a primary teaching method allows teacher to stimulate critical thinking because Discussion Method (DM) is used to arrive at the solution of

problems and is characteristics of democratic societies. A discussion taking place in a classroom can be either facilitated by a teacher or by a student.

## **2. The Procedure of Discussion Method**

There are some procedure that should be know by teacher in applying Discussion Method in the classroom, namely:

- a. Read the selection carefully before participating in the discussion. This ensures that all participants are equally prepare to talk about the ideas in the work.
- b. Discuss the ideas in the text and explore them fully. Reflecting on what the text means makes the exploration of both the text and related issues more rewarding.
- c. Support interpretations of the text with evidence from the work. This keeps the group focuses on the text and builds a strong foundation for introducing insights and related issues based on personal experience into the discussion.
- d. Listen carefully to other participants and respond to them directly. Shared Inquiry is about the give and take of ideas, the willingness to listen to others and converse with them respectfully. Directing comments and questions to other group members, not always to the leader, will make the discussion livelier and more engaging.
- e. Expect the leader to mainly ask questions rather than offer his or her own interpretations of the text. The leader of a Shared Inquiry discussion asks an opening question and follow-up questions about

participants' comments. This encourages everyone to participate. Group members can enrich discussion by striking a balance between making assertions and questioning others, including the leader, about their ideas.

### **3. The advantages of Discussion Method**

There are a lot of advantages of using discussion in EFL, namely interaction, motivation, cooperative learning and evaluation of student's progress. Cooperative learning helps passive students and low progressive students as well. Group work teaches learners to respect other learners and improve their English language skills. If the atmosphere in a classroom is relaxing, appropriate, than teachers will have success. Students will benefit by communicating in English, apart from that they evaluate what's the problem and will try to do better next time when they will involve themselves in communication. The point is to connect what students know to what is relevant to their life. In a discussion students may be active participants if the teacher connects his/her goals to student's goals.

## **C. Concept of Pronunciation**

### **1. Definition of Pronunciation**

Pronunciation is defined as the way in which a language is spoken to make meaning when speaking. A necessary part of intelligible pronunciation in English also involves knowing how to stress words correctly and how to use intonation appropriately. According to Byne (1981:8) cited in Tsuraya (2014), pronunciation is the sound that the speaker



can imitate from others. In this case, a listener can imitate when he is listening to others and then said same thing to other listeners. In addition, Celce-Murcia, et.al, (1996) also said that pronunciation is taught through intuition and imitation; students imitate a model the teacher or a recording and do their best to approximate the model through imitation and repetition.

Meanwhile, Hay Graft cited in Iskandar (2012), pronunciation is the way of expressing the sounds of the words. He argues that in teaching pronunciation, teacher's model the pronunciation and later asks the students to judge every word he is saying. The words that he says are consisted of two different words but almost it is the same pronunciation namely minimal pairs. The students' task is to judge which one of the words the teacher is saying. He further explains that to teach pronunciation through this way will enable the students to get the differences among several sounds. So pronunciation as a skill includes both recognition and production. Certainly, pronunciation cannot be separated from intonation and stress. Pronunciation, intonation, and stress are largely learned successfully by imitating and repetition.

However in communicate to other people we must use a good pronunciation to make it clear because by using good pronunciation makes the communication easier, more relaxed and more useful. On the other hand, good English pronunciation will make people understand easily and be willing to listen. Meanwhile, bad English pronunciation may confuse people even if we used advanced English grammar structures that make people

understand what we say but we cannot use “simple pronunciation”.

Based on some definition above, the writer concludes that pronunciation as a set of habits of producing sounds and the habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced incorrectly to communication process. It is as a level of language study deals with the physically realization of sound as produced by the organs of speech. Where a person is can deliver message and expressing of ideas.

## **2. The Importance of Pronunciation**

English is the lingua franca of many countries. The knowledge of English language has become an essential asset that facilities us to attain a special status in the modern world. Because of some historical factors, English had spread all over the world. Even though it is spread, each country developed its own variety of English. Language is basically a systematic means of communication which uses sounds and symbols. Pronunciation refers to the way in which we sound or speak a particular language. If the main purpose of language is communication, it can be achieved mainly through proper pronunciation.

However, pronunciation is one of the important aspects in a language. It is cannot denied that pronunciation has an important role in English. Learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. Nobody can understand the people with poor pronunciation

even their word and grammar are good. We know that the broken down communication and misunderstanding can be caused by the use of incorrect pronunciation.

Furthermore, the communication between the speaker and the listener has a relationship each other. It means that the listener can comprehend the meaning of what is said, the speaker has to speak clearly. Whereas, speaking clearly involves intelligible pronunciation. For this reason, pronunciation is one of the crucial aspects of language to learn. It is widely recognized that acquiring good pronunciation is very important because bad pronunciation habits are not easily corrected.

Based on discussion above, the researcher concludes that pronunciation is one of the most important things that students have to master in order to communicate appropriately and fluently. However that it is important to pay attention of pronunciation because if someone cannot hear English well, she or he is cut off from the language. And if someone cannot be understood easily, she or he is cut off from conversation with native speakers. That is why pronunciation gives a significant effect to the meaning of what someone says.

### **3. Kinds of Pronunciation**

According to Yapping (1988:37-38) cited in Iskandar (2012), there are three kinds of pronunciation, namely:

#### **a. Native Pronunciation**

Native pronunciation is the way of expressing words by native

speakers. The style of this pronunciation is a typical one that in countries where English is used as the mother tongue.

#### **b. Native Like Pronunciation**

Native like pronunciation is the way of expressing by non-native speaker that sounds like a native one. The style of this pronunciation is usually found in the countries where English is thought and learned as a second foreign language.

#### **c. Non-Native Like Pronunciation**

The English pronunciation, which involves in this category, is used as a foreign language. The learners and the language users find it very difficult to use native like pronunciation. They use their own ability to pronounce the words as it is. We can find the pronunciation like this in, any countries in Asia.

In all situations, those three categories have a great influence to the students who learn English pronunciation to develop oral skills but serious problem is about the native pronunciation. The foreign language learners of English find it difficult to pronounce like native pronunciation.

### **4. Aspect of pronunciation**

Segmental is the features of pronunciation. It is a minimal units of sound defined in phonetics terms that can make a difference of meaning. It concerns with the phonemes which includes of English vowel and English consonants of a language according to the way the sound is produce.

Those are:

## 1. Vowels

Vowels are voiced sounds produced when there is vibration in vocal cords. If the air is allowed to pass freely out of the glottis, the sound produced is a vowel. The sound can be made by many kinds of closure or impediment to the escape of the air through the mouth. According to Ba'dulu (2004:22) cited in Iskandar (2012) defines that vowels are sounds produced with little obstruction in the vocal tract and are generally voiced.

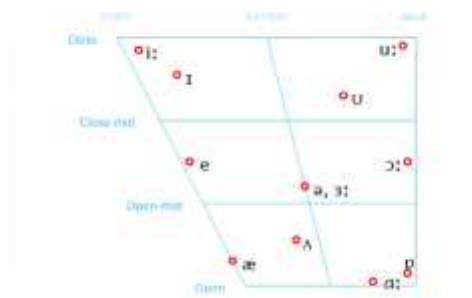
In addition, Jackson (1985:20) cited in Ampa (page 43), there are three parameters that we should know in order to describe the English vowels. The first is related to the height of the tongue or the openness of the mouth. In this case, the categories are '*close, half close, and open*'. The height of the tongue is also related to the levels such as high, high middle, middle, low middle, and low. Notice that close and high are synonymous with each other, as is, open and low, when talking about tongue height.

The second is related to the position of the tongue or the general area of the mouth in which the vowels are made. It is related to '*front, central and back*'. The vowels that are pronounced depend of the position of the tongue, unsurprisingly. The tongue can be pushed forward, and this gives rise to a front vowel. By drawing it back a little, it becomes a central and when fully retracted inside the mouth, a back vowel results.

The third is related to the shape of the lips. It is categorized as '*rounded and spread*'. The formation of the vowel is also dependent on

how the lips are shaped. ‘Rounded’ means that the lips are rounded when we produce the sound. ‘Unrounded’ or ‘spread’ means that the lips are relaxed, and this can involve some measure of lip spreading.

Moreover, vowels consisting of one phoneme are called monophthongs. English phonemic chart is composed of seven short monophthongs: /ɪ/, /e/, /æ/, /ʌ/, /ɒ/; and five long monophthongs: /i:/, /u:/, /ɜ:/, /ɔ:/, /ɑ:/. These differ from one another by the shape of lips and the position of tongue which is described in the following diagram. *Close*, *mid* and *open* describe the distance between tongue and the upper part of the mouth. *Front*, *center* and *back* describe which part of the tongue is raised. The lips are most spread during the front, close vowel /i:/ and most rounded during the back, close vowel /u:/.



**Figure 2.2**  
The Classification of Vowel Sounds

Based on the figure above, it can be seen that, the articulation of vowel can be divided into three categories namely:

a. Front of vowels

In articulation, front of vowel consist of four phonemes: /i:/, /ɪ/, /e/, and /æ/. The manners of articulation of these vowels are voiced such as

consonant and the place of articulation also like consonants that is based on the location of the tongue within the mouth. For the front vowels, the tongue is obviously more forward in the mouth.

#### b. Central Vowel

In articulation, central vowel consists of three /ə/, /ʌ/, and /ɜ:/. There is really only one central vowel in English, but we have different signs for stressed and unstressed sounds. Basically, / / and /ʌ/ are the same sound. The difference in location of the tongue when they are produced is tiny. They have been given different symbols because, in English, it is very important that we distinguish between stressed and unstressed sounds.

#### c. Back Vowel

In articulation of back vowel consists of five /u/, / /, /u: /, / : /, and / :/. Back vowels in English are rounded. The basic problem with this is that they are not all rounded to the same degree. The place of articulation for back vowels, like front vowels and consonants, is based on the location of the tongue within the mouth. Because the tongue does not touch anything, this makes finding the location much harder.

## 2. Consonant

Consonant sounds may be voiced or voiceless. Consonants are sounds that, when produced, obstruct somehow the airflow. There are 24 consonants in English and all these are divided according to three aspects: the place where the sounds are articulated, way how they are articulated, and whether they are

voice or unvoiced (Voiceless).

### 1) Consonants according to the place of articulation

- a. Bilabial consonants, made with two lips, those are /p/, /b/, /m/, /w/.
- b. Labiodentals consonants, made with lower<sup>3</sup> lip and upper front teeth, those are /f/ and /v/.
- c. Dental consonants, made with the tongue tip or the blade of the tongue and the upper front teeth, they are /θ/, /ð/.
- d. Alveolar consonants, made with the tongue blade and the back of the alveolar ridge, they are /t/, /d/, /n/ /s/, /z/, /l/.
- e. Palato-alveolar consonants, made with the tongue blade and the back of the alveolar ridge, they are /tʃ /, /dʒ/, /ʃ /, / /, and /r/.
- f. Palatal consonant, made with the front tongue and the hard palate, which is /j/.
- g. Velar consonants, made with the back of the tongue and the soft palate, they are /k/, /g/, /ŋ/.
- h. Glottal consonant, utilized to produce a sound in the glottis, that is /h/It is hard, the sounds between plosive and fricative. Those sounds are /t/ and /d/ and they are called affricatives.

### 2) Consonants according to the manner of articulations

This system refers to the ways on which the sounds are made or how the air system is modified by the vocal tract to produce the sounds. The consonant identified in six groups of closure discussed below:



- a. Plosive (stop) the sounds which are produced by involved complete closure in the mouth, cannot escape the air through nasal cavity and plosive after the release of the closure. It consists of /p/ in *park*, /b/ in *beak*, /t/ in *town*, /k/ in *could*, /g/ in *good*.
- b. Nasal the sounds which are produced by involving a complete closure in mouth, but unlike to plosive, the soft palate is lowered so that air escape through the nose. Consonants which are produced consist of /m/ in *meat*, /n/ in *next*, and /ŋ/ in *young*.
- c. Fricative is the sound of the air produced by air escape through a small passage and makes a hissing sound. The consonants include /f/ in *leaf*, /v/ in *vast*, /θ/ in *thief*, /ð/ in *cloth*, /s/ in *sea*, /z/ in *zoo*, /ʃ/ in *shoes*, /ʒ/ in *work*, /h/ in *half*.
- d. Affricative sounds which are produced of the related to both plosive and fricatives. Consonants consist of /tʃ/ in *choice*, and /dʒ/ in *ridges*.
- e. Lateral is an obstruction to the air stream at a point along the centre of the oral tract, with incomplete closure between one or both sides of the tongue and the roof of the mouth. Consonants consist of /l/ in *long*.
- f. Approximant the sounds involved a near closure in the mouth but without the friction. Consonants consist of /w/ in *will*, /r/ in *room*, and /j/ in *use*.

### 3) Voice and Unvoiced (Voiceless) Sound

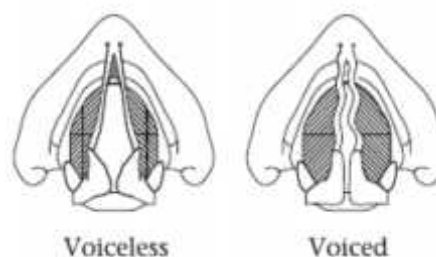
The vocal folds may be positioned in a number of ways to produce different glottal states. According Ampa (page 13), most of the consonant sounds have voiced and voiceless sounds.

#### a. Voiced consonants

Voiced consonants is if the vocal cords are vibrating while saying the sound by lightly touching the fingers to the larynx as we produce it. we can sense the vibration of the vocal folds or plug your ears to hear it more loudly. In voiced sound consist of 15 (/b/, /m/, /v/, /ð/, /d/, /z/, /n/, /l/, /r/, / /, / /, /g/, / /, /j/ and /w/).

#### b. Voiceless consonants

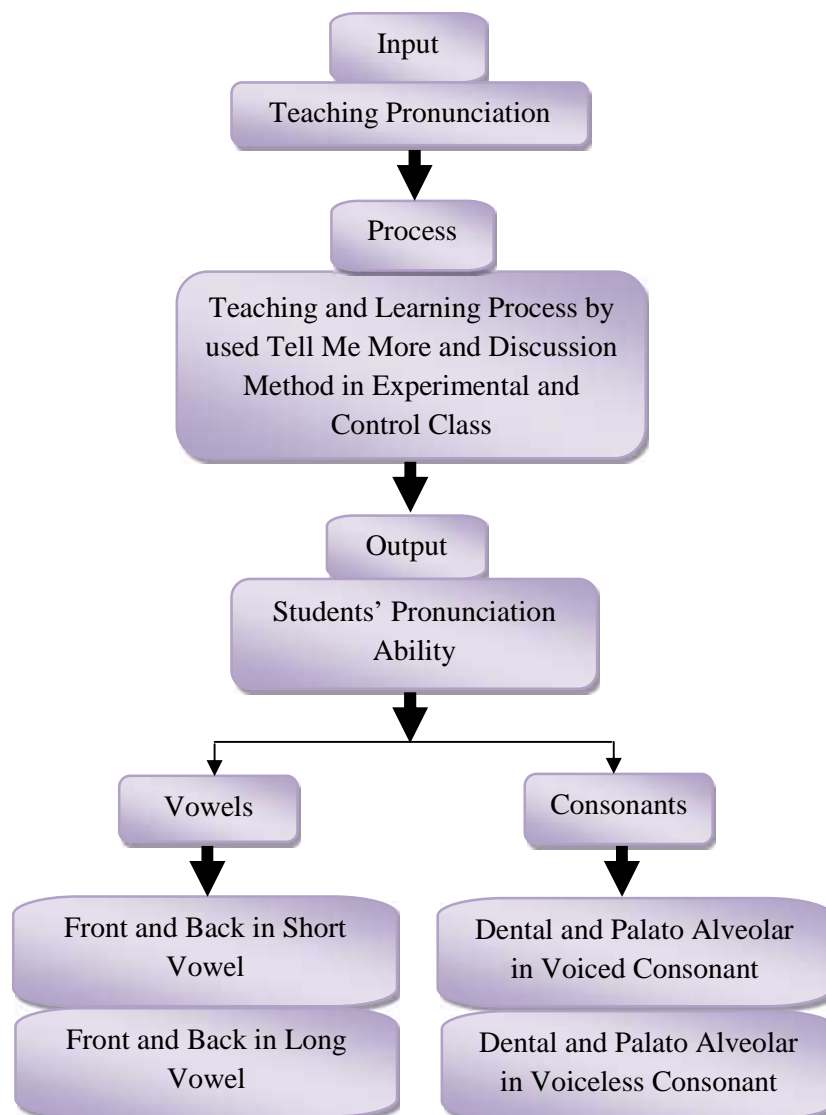
Voiceless consonants is if the vocal cords are not vibrating. we can confirm a sound's voiceless by touching our fingers to the larynx as you produce it. we will not feel vibration from the vocal. When we plug your ears, the sound does not become louder because voiceless is a true speech state distinct from breathing; the vocal folds as far apart during speech voiceless as they are in silent breathing. In voiceless consist of 9 (/p/, /f/, / /, /t/, /s/, / /, / /, /k/ and /h/).



**Figure 2.3**  
Glottal States (Voiced and Voiceless Sounds)

#### D. Conceptual Framework

Pronunciation is crucial skill for students and they have to master it. If the students have a good pronunciation so they are able to speak well and they can be successful to understand communication. The conceptual framework underlying in this research is given in the following diagram.



**Figure 2.4**  
The Conceptual Framework

**INPUT** : Refers to the students' material in pronunciation skill. There are two should be focused by the students' namely vowels (ɪ, ,

i:,u:) and consonant sounds of ( , , ð, , and ).

**PROCESS** : To improve all of them, there is a method of teaching pronunciation skill will apply in this research. The students will be taught using Tell Me More and Discussion Method for six meetings.

**OUTPUT** : Refers to the improving of students' pronunciation skill, students can speak English well by using a good pronunciation and they are can differentiate vowels (i, , i:,u:) and consonant sounds of ( , , ð, , and ).

### **E. Research Hypothesis**

Based on the theoretical framework, the hypothesis can be formulated as follows:

#### **1. Alternative Hypothesis (H<sub>1</sub>)**

There is significant difference between the students' achievement in pronunciation by applying Tell Me More and the students' achievement in pronunciation using Discussion Method.

#### **2. Null Hypothesis (H<sub>0</sub>)**

There is no significant difference between the students' achievement in pronunciation by applying Tell Me More and the students' achievement in pronunciation using Discussion Method.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design.

This research employed “*quasi experimental research*”. The researcher used experimental and control class , where the experimental class was treated by applying Tell Me More and control class was treated by using conventional method (Discussion Method) where the teacher expressed her explanation in front of class and students looked and paid attention to her. The formula of this design is showing in the following table:

**Table 3.1**  
Quasi Experimental Research

Class	Pre- Test	Treatment	Post- Test
E	O <sub>1</sub>	X	O <sub>2</sub>
C	O <sub>3</sub>	Y	O <sub>4</sub>

(Sugiyono, 2017:116).

Where:

E : Experimental Class

C : Control Class

O<sub>1</sub> : Pre-test for the experimental class

O<sub>2</sub> : Post-test for the experimental class

O<sub>3</sub> : Pre-test for the control class

O<sub>4</sub> : Post-test for the control class

X : Treatment using Tell Me More (TMM)

Y : Treatment using Discussion Meethod (DM)

This design involved two classes, experimental class and control class which did pre-test, treatment and doing the post-test. The pre-test and post-test

was aimed to know whether Tell Me More (TMM) and Discussion Method had a significant effect in improving students' pronunciation ability (vowel and consonant sounds) or not.

### **1. Pre-test**

Before doing the treatment, the students were given a pre-test. The students were asked to pronounce words, sentences and phrases. This test was applied to know their prior knowledge.

### **2. Treatment**

The teacher applied Tell Me More (TMM) and Discussion Method in Pronunciation to improved students' pronunciation ability in speaking. It was involved in six meetings:

#### **1) Preliminary activities (10 minutes)**

- a. Greeting and preparing the students psychologically and physically to follow the learning process. After that giving apperception and motivation to learn.
- b. Asking questions prior knowledge linking with the material to be studied.
- c. The teacher delivered the learning objectives.
- d. The teacher delivered the material scope and description of the activities.

#### **2) Core activities (60 minutes)**

##### **The Procedures of Tell Me More (TMM) were:**

- a. The students listened, see and read an explanation from the

teacher of the subject matter.

- b. The teacher gave words materi based on Tell Me More to be listen by students. That also consisted of vowel and consonant sounds.
- c. After that, the teacher played the audio recorder of Tell Me More who pronounced it.
- d. Then the teacher invited the students to pronounce based what they are heard.
- e. The students ask a question about information that was not understand

**The Procedures of Discussion Method were:**

- a. Prepare the material, the teacher chose and defined topics about segmental features of pronunciation (vowel and consonant sounds) provided by the teacher.
- b. The students read the topic about vowel and consonant sounds.
- c. By the consulting of the teacher, the students asked about segmental features of pronunciation (vowel and consonant sounds).
- d. Choosing a discussion leader (chairperson, secretary, and reporters).
- e. Students discussed with their group based on the material and axercise. After that, each group shall report the results of its discussion. The students present by individual what they already learn in a group. The teacher gave a review.

**3) Closing activities (10 minutes)**

- a. The teacher and the students concluded together the lesson of the

day.

- b. The teacher provided feedback on the process and learning outcomes.
- c. The teacher informed the lesson plan activities for the next meeting.

### **3. Post-test**

After doing the entire treatment, the last step was post-test which had given to the students. The students were asked to pronounced words, sentences and phrases. This test was applied to know students' improvement after getting the treatment through Tell Me More and Discussion method.

## **B. Research Variable and Indicator**

### **1. Research Variable**

In this research, there were two variables which involved in this research namely independent variable and dependent variable. The independent variable is Tell Me More used by the researcher in teaching the material. Meanwhile, dependent variable is the students' pronunciationability.

### **2. Research Indicator**

The indicator of this research was the students' pronunciation ability of vowel and consonant sounds.

## **C. Population and Sample**

### **1. Population**

The research population was the second year students of SMA Negeri 5 Barru in 2017/2018 academic year. It consisted of seven classes. (31 students in class XI.IPA 1, 30 students in class XI.IPA 2, 30 students in class



XI.IPA 3, 31 students in class XI.IPA 4, 30 students in class XI.IPS 1, 30 students in class XI.IPA 2, and 30 students in class XI.IPS 3).The numbers of population were 212 students.

## **2. Sample**

The sample of this research was class XI Ipa 3 and XI Ipa 2 of SMA Negeri 5 Barru where each class consisted of 30 students'. Total of the sample was 60 students'.

The samples were chosen by using purposive sampling. The researcher selected class XI Ipa 3 as an experimental class because the students of the class had been familiar and their English abilities had been known by the researcher while the sample for control class was class XI Ipa 2 because the researcher did not know the students English ability yet so that through this research, the researcher would know their abilities.

## **D. Research Instrument**

In this research, the researcher only used a test as a research instrument. The test technique used in this research is pronunciation test which consisted of pre-test and post-test in the experimental class and control class to collect the data about the students result in pronunciation.

## **E. Data Collection**

In collecting data researcher used some procedures as follow:

1. The students were given a pre-test and post-test on speaking. In this activity, all of students were given pronunciation test to measure their

ability in pronunciation and proceeded to account for difference between pre-test and post-test scores by reference to the effects of the treatment.

2. In students scoring of pretest and posttest, firstly students gave a time to read the paper. After that the researcher recording the sound of students.

## F. Data Analysis

In analyzing data, the data was collected through the pre-test and post-test. The procedures of pronunciation assessment consisted of:

1. Scoring Students' Pronunciation ability.

Scoring the students pronunciation ability based on the following criteria, they were:

**Table 3.2**  
Scores and Criteria of Pronunciation

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influence by the mother tongue two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by mother tongue. A few minor grammatical and lexical errors but many utterances are correct.
Good	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two mayor errors cause confusing.
Average	3	Pronunciation seriously influenced by mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, two or more errors cause confusing.
Poor	2	Pronunciation seriously influenced by mother tongue with the errors causing a breakdown in communication. Many grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of

		having mastered any of language skills and areas practiced in the course.
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(Heaton, 1989:100).

2. To score the students' answer of test, the researcher used the formula:

$$\text{Scoring} = \frac{\text{Total Correct Answer}}{\text{Total Number of Items}} \times 10$$

3. The classifications of pronunciation score is classifying into seven levels as follows:

**Table 3.3**  
The Classifying Score of Students' Pronunciation

Score	Classification
9.6 – 10	Excellent
8.6 – 9.5	Very Good
7.6 – 8.5	Good
6.6 – 7.5	Fair
5.6 – 6.5	Fairly Poor
3.6 – 5.5	Poor
0 – 3.5	Very Poor

(Depdikbud 1986:6 in Annisa Shofa Tsuraya).

4. To find out mean scores of students pre-test and post-test, the researcher used the formula as follows:

$$\bar{X} = \frac{X}{N}$$

Where:  $\bar{X}$  = Mean Score

X = Total Sum of All Score

N = Total Respondent

(Gay, 1981: 298).

5. To know the significant difference between the pre-test from the experimental group and post-test from control group by calculating the value of the test through the following t-test formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Note: t = Test of significance

$\bar{x}_1$  = Mean score of experimental group

$\bar{x}_2$  = Mean score of control group

SS<sub>1</sub> = Sum square of experimental group

SS<sub>2</sub> = Sum square of control group

n<sub>1</sub> = Number of students of experimental group

n<sub>2</sub> = Number of students of control group

Where:  $SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1}$

$$SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

(Gay 1981: 327).

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

In this chapter particularly presented the findings and discussions of the data on students' pronunciation ability at the second year students of SMA Negeri 5 Barru. It consists of the students' English consonant and English vowel ability in experimental and control class, the students' pronunciation ability in using Tell Me More in experimental class, the students' pronunciation ability in using Discussion Method in control class.

#### 1. The Significant Difference of Students' Pronunciation Ability Viewed from English Consonants.

The significant difference of the students' pronunciation ability viewed from English consonants, dealing with dental and palato alveolar consonants through the used of Tell Me More (TMM) and Discussion Method (DM) that can be seen clearly based on the following table:

**Table 4.1**

The Students' Mean Score in Pronunciation Viewed from English Consonants  
(Experimental class)

Indicators	Mean Score		Improvement (%)
	Pre-Test	Post-Test	
<b>Dental Consonant</b>	5.75	7.53	35.19
<b>Palato Alveolar</b>	4.85	6.08	25.36
Total Score ( $\bar{X}$ )	<b>154.44</b>	<b>196.94</b>	<b>27.52</b>
Mean Score (X)	<b>5.15</b>	<b>6.56</b>	<b>27.38</b>

**Chart 4.1**

The Students' Mean Score in Pronunciation Viewed from English Consonants  
(Experimental class)

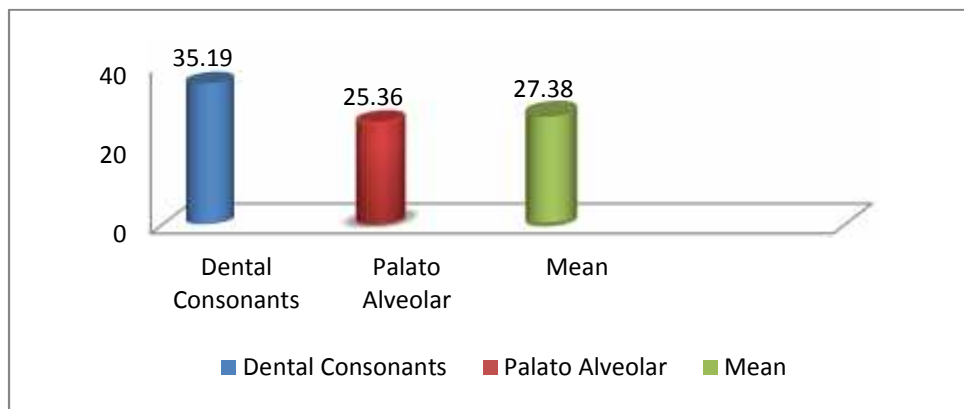


Table and Chart 4.1 showed mean score of dental consonants in post test are greater than in pre-test **of experimental class**. The score of dental consonants in post test was 7.53 then in pretest 5.57, the improvement in dental consonants was 35.19%. Then the mean score of palato alveolar in posttest was 6.08 and pretest was 4.85, the improvement in palato alveolar was 25.36%. Meanwhile, the mean score of English consonants in posttest was 6.56 and in pretest was 5.15, the improvement in dental consonant was 27.38%. Furthermore, to see clearly the students' pronunciation score in consonant can be seen clearly based on the following table:

**Table 4.2**

Rate Percentage and Frequency in Dental Consonants and Palato Alveolar  
Classification (Experimental Class)

Score	Classification	Dental Consonant				Palato Alveolar			
		Pre-Test		Post-Test		Pre-Test		Post-Test	
		F	%	F	%	F	%	F	%
9.6 – 10	Excellent	-	0	3	10	-	0	-	0
8.6 – 9.5	Very Good	-	0	3	10	-	0	-	0
7.6 – 8.5	Good	2	6.6	5	16.7	-	0	4	13.3
6.6 – 7.5	Fair	7	23.3	13	43.3	2	6.6	6	20
5.6 – 6.5	Fairly Poor	10	33.3	3	10	7	23.3	8	26.7
3.6 – 5.5	Poor	10	33.3	3	10	19	63.3	12	40

0 – 3.5	Very Poor	1	3.3	-	0	2	6.6	-	0
<b>Total</b>		30	100	30	100	30	100	30	100

Based on the table above, it showed that in **dental consonants** of pretest and posttest only 3 (10%) students was classified as Excellent and 3 (10%) students was classified as Very Good in posttest, 2 (6.6%) and 5 (16.7) students was classified as Good in pretest and posttest, 7 (23.3%) and 13 (43.3%) students was classified as Fair, 10 (33.3%) and 3 (10%) students was classified as Fairly Poor, 10 (33.3%) and 3 (10%) students was classified as Poor, and there were 1 (3.3%) student in pretest was classified as Very Poor.

While in **palato alveolar** of pretest and posttest only 4 (13.3%) students was classified as Good in posttest, 2 (6.6%) and 6 (20%) students was classified as Fair, 7 (23.3%) and 8 (26.7%) students was classified as Fairly Poor, 19 (63.3%) and 12 (40%) students was classified as Poor and there were 2 (6.6%) students was classified as Very Poor in pretest.

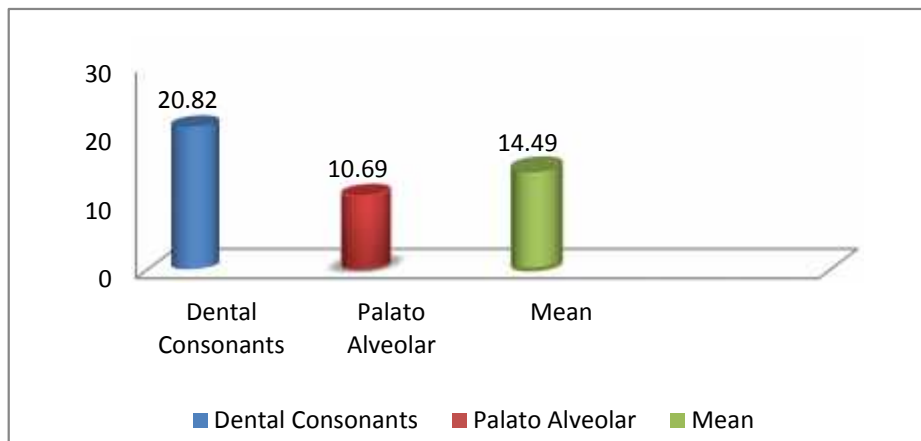
**Table 4.3**

The Students' Mean Score in Pronunciation Viewed from English Consonants (Control class)

Indicators	Mean Score		Improvement (%)
	Pre-Test	Post-Test	
Dental Consonant	5.33	6.44	20.82
Palato Alveolar	4.58	5.07	10.69
<b>Total Score ( X )</b>	<b>145.00</b>	<b>165.83</b>	<b>14.36</b>
<b>Mean Score (X)</b>	<b>4.83</b>	<b>5.53</b>	<b>14.49</b>

**Chart 4.2**

The Students' Mean Score in Pronunciation Viewed from English Consonants  
(Control class)



The table 4.3 and Chart 4.2 showed mean score of dental consonants in post test are greater than in pre-test of **control class**. The score of *dental consonants* in post test was 6.44 then in pretest 5.33, the improvement in dental consonants was 20.82%. Then the mean score of *palato alveolar* in posttest was 5.07 and pretest was 4.58, the improvement in palato alveolar was 10.69%. Meanwhile, the mean score of English consonants in posttest was 5.53 and in pretest was 4.83, the improvement in English consonant was 14.49%. Furthermore, to see clearly the students' pronunciation score in consonant can be seen clearly based on the following table:

**Table 4.4**

Rate Percentage and Frequency in Dental Consonants and Palato Alveolar  
Classification (Control Class)

Score	Classification	Dental Consonant				Palato Alveolar			
		Pre-Test		Post-Test		Pre-Test		Post-Test	
		F	%	F	%	F	%	F	%
9.6 – 10	Excellent	-	0	-	0	-	0	-	0
8.6 – 9.5	Very Good	-	0	-	0	-	0	-	0
7.6 – 8.5	Good	-	0	2	6.6	-	0	-	0
6.6 – 7.5	Fair	7	23.3	16	53.3	2	6.6	6	20
5.6 – 6.5	Fairly Poor	6	20	5	16.7	3	10	3	10



3.6 – 5.5	Poor	16	53.3	7	23.3	21	70	20	66.7
0 – 3.5	Very Poor	1	3.3	-	0	4	13.3	1	3.3
<b>Total</b>		30	100	30	100	30	100	30	100

Based on the table above, it showed that in **dental consonants** of pretest and posttest only 2 (6.6%) students was classified as Good in posttest, 7 (23.3%) and 16 (53.3%) students was classified as Fair, 6 (20%) and 5 (16.7%) students was classified as Fairly Poor, 16 (53.3%) and 7 (23.3%) students was classified as Poor, and there were 1 (3.3%) student in pretest was classified as Very Poor. While in **palato alveolar** of pretest and posttest 2 (6.6%) and 6 (20%) students was classified as Fair, 3 (10%) and 3 (10%) students was classified as Fairly Poor, 21 (70%) and 20 (66.7%) students was classified as Poor, and there were 4 (13.3%) and 1 (3.3%) students was classified as Very Poor. It could be seen also in result of t-test below:

**Table 4.5**

The Students' Calculation of t-test Viewed from English Consonants in Post-Test (Experimental class and Control Class)

Variables	T-Test	T-Table Value	Remark
Dental Consonant and Palato Alveolar	3.75912	2.00172	Significantly

Table showed that t-test was higher then t-table value. It showed that there were a significant difference between the score of t-test and t-table for English Consonant was  $3.75912 > 2.00172$  dealing of Dental Consonant and Palato Alveolar. It was calculated from the final score students in English Consonant both of the class experimental and control class. Where, the mean score of experimental class was 6.56 with the total sum of all score was 196.94 and mean score in control class was 5.53 with the total sum of all score was 165.83.

## 2. The Significant Difference of Students' Pronunciation Ability Viewed from English Vowels.

The significance difference of the students' pronunciation ability viewed from English Vowel dealing with front and back vowels through Tell Me More (TMM) and Discussion Method (DM) can be seen clearly based on the following table:

**Table 4.6**  
The Students' Mean Score in Pronunciation Viewed from English Vowels  
(Experimental class)

Indicators	Mean Score		Improvement (%)
	Pre-Test	Post-Test	
Front Vowel	7.53	8.25	9.56
Back Vowel	7.33	8.06	9.95
<b>Total Score ( <math>\Sigma X</math> )</b>	<b>222.92</b>	<b>244.58</b>	<b>9.72</b>
<b>Mean Score ( <math>\bar{X}</math> )</b>	<b>7.43</b>	<b>8.15</b>	<b>9.69</b>

**Chart 4.3**  
The Students' Improvement in Pronunciation Viewed from English Vowels  
(Experimental class)

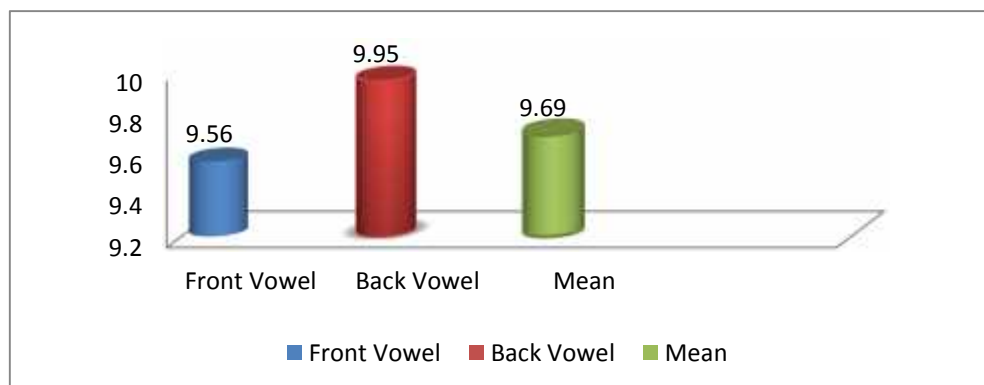


Table 4.6 and Chart 4.3 showed mean score of vowel sounds in post test were greater than in pre-test **of experimental class**. The score of *front vowels* in post test was 8.28 then in pretest 7.53, the improvement in front vowels was 9.56%. Then the score of *back vowels* in pre-test was 7.33 and post-test was 8.06,

then the improvement in back vowels was 9.95%.Meanwhile, the mean score of English vowels in posttest was 8.15 and in pretest was 7.43, the improvement was 9.69%.Furthermore, to see clearly the students' pronunciation score in vowels classification can be seen clearly based on the following table:

**Table 4.7**  
Rate Percentage and Frequency in Front and Back Vowels Classification  
(Experimental Class)

Score	Classification	Front Vowels				Back Vowels			
		Pre-Test		Post-Test		Pre-Test		Post-Test	
		F	%	F	%	F	%	F	%
9.6 – 10	Excellent	-	0	-	0	-	0	3	10
8.6 – 9.5	Very Good	-	0	3	10	-	0	7	23.3
7.6 – 8.5	Good	17	56.6	21	70	12	40	4	13.3
6.6 – 7.5	Fair	8	26.7	6	20	13	43.3	15	50
5.6 – 6.5	Fairly Poor	3	10	-	0	2	6.6	1	3.3
3.6 – 5.5	Poor	2	6.6	-	0	3	10	-	0
0 – 3.5	Very Poor	-	0	-	0	-	0	-	0
<b>Total</b>		30	100	30	100	30	100	30	100

Based on the table above, it showed that in **front vowels** of pretest and posttest only 3 (10%) students was classified as Very Good in posttest, 17 (56.6%) and 21 (70) students was classified as Good, 8 (26.7%) and 6 (20%) students was classified as Fair, 3 (10%) student was classified as Fairly Poor in prtest, and there were 2 (6.7%) student was classified as Poor in pretest. While in **back vowels** of pretest and posttest only 3 (10%) students was classified as excellent in posttest, 7 (23.3%) students was classified as Very Good in posttest, 12 (40%) and 4 (13.3%) students was classified as Good, 2 (6.6%) and 1 (3.3%) student was classified as Fairly Poor, and there were also 3 (10%) student was classified as Poor in pretest.

**Table 4.8**  
The Students' Mean Score in Pronunciation Viewed from English Vowels  
(Control class)

Indicators	Mean Score		Improvement (%)
	Pre-Test	Post-Test	
Front Vowel	6.83	7.33	7.32
Back Vowel	7.06	7.69	8.92
<b>Total Score ( <math>\bar{X}</math> )</b>	<b>206.67</b>	<b>225.42</b>	<b>9.07</b>
<b>Mean Score ( <math>\bar{X}</math> )</b>	<b>6.89</b>	<b>7.51</b>	<b>9.00</b>

**Chart 4.4**  
The Students' Mean Score in Pronunciation Viewed from English Vowels  
(Control class)

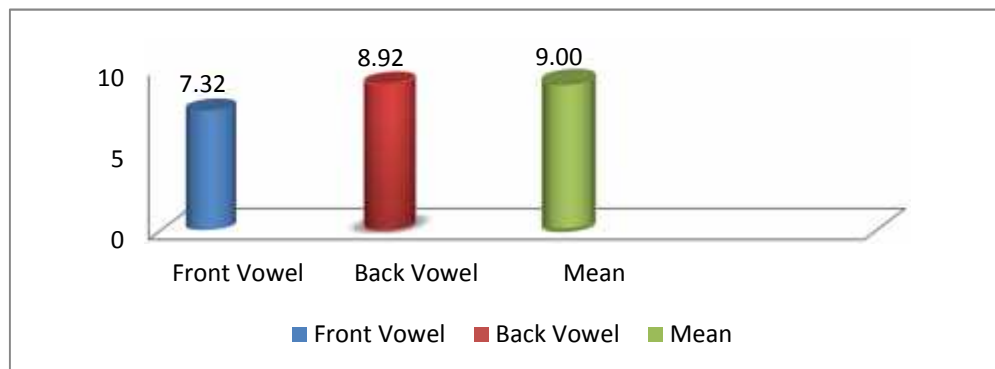


Table 4.8 and Chart 4.4 showed mean score of vowel sounds in post test were greater than in pre-test **of control class**. The score of *front vowels* in post test was 7.33 then in pretest 6.83, the improvement in front vowels was 7.32%. Then the score of *back vowel* in post test was 7.69 and pretest was 7.06, the improvement in back vowels was 8.92%. Meanwhile, the mean score of English vowels in posttest was 7.51 and in pretest was 6.89, the improvement in English vowels was 9.00%. Furthermore, to see clearly the students' pronunciation score in vowels classification can be seen clearly based on the following table:

**Table 4.9**  
Rate Percentage and Frequency in Front vowels and Back Vowels Classification  
(Control Class)

Score	Classification	Front Vowels				Back Vowels			
		Pre-Test		Post-Test		Pre-Test		Post-Test	
		F	%	F	%	F	%	F	%
9.6 – 10	Excellent	-	0	-	0	-	0	-	0
8.6 – 9.5	Very Good	-	0	-	0	-	0	7	23.3
7.6 – 8.5	Good	7	23.3	-	0	2	6.6	7	23.3
6.6 – 7.5	Fair	16	53.3	9	30	28	93.3	13	43.3
5.6 – 6.5	Fairly Poor	2	6.6	5	16.7	-	0	3	10
3.6 – 5.5	Poor	5	16.7	2	6.6	-	0	-	0
0 – 3.5	Very Poor	-	0	-	0	-	0	-	0
<b>Total</b>		30	100	30	100	30	100	30	100

Based on the table above, it showed that in **front vowels** of pretest and posttest 7 (23.3%) students was classified as Good, 16 (53.3%) and 9 (30%) students was classified as Fair, 2 (6.6%) and 5 (16.7%) students was classified as Fairly Poor, and there were 5 (16.7%) and 2 (6.6%) students was classified as Poor. While in **back vowels** of pretest and posttest only 7 (23.3%) students was classified as Very Good in posttest, 2 (6.6%) and 7 (23.3%) students was classified as Good 6, 28 (93.3%) and 13 (43.3%) students was classified as Fair, and there were 3 (10%) students was classified as Fairly Poor in posttest. It could be seen also in result of t-test below:

**Table 4.10**  
The Students' Calculation of t-test Viewed from English Vowels in Post-Test  
(Experimental class and Control Class)

Variables	T-Test	T-Table Value	Remark
Front Vowel and Back Vowel	3.85542	2.00172	Significantly

Table showed that t-test was higher then t-table value. The result of the score showed that there were a significance difference between the score of t-test

and t-table for English Vowels was  $3.85542 > 2.00172$  of Front and Back vowels. It was calculated from the final score students in English Vowels both of the class experimental and control class. Where, the mean score of experimental class was 8.15 with the total sum of all score was 244.58 and mean score in control class was 7.51 with the total sum of all score was 225.42.

In order the result significance between pre-test and post-test of students pronunciation ability, the researcher used t-test analysis on the level of significance ( $\alpha$ ) = 0.05 with the degree of freedom ( $df$ ) =  $n_1 + n_2 - 2 = 58$ , where  $N$  = number of subject (30 students) then the value of t-table was 2.00172. The result of the calculation was shown as follows:

**Table 4.11**  
T-test of the Students' Pronunciation Ability

Experimental and Control Class	t-test value	t-table value	Category
Pre-Test	1.65	< 2.00172	Not Significant
Post-Test	4.4	> 2.00172	Significant

The table above showed that t-test value of pretest (1.65) was smaller than t-table value (2.00172). According to the result, it can be concluded that the alternative hypothesis ( $H_0$ ) is rejected. There was no significance difference between students in experimental and control class. Meanwhile, in posttest (4.4) was greater than t-table value (2.00172). It can be concluded that the alternative hypothesis ( $H_1$ ) is accepted. There was a significant difference between students in experimental and control class.

## **B. Discussion**

The discussion covers the interpretation of the research findings derived from the result of students' pronunciation ability dealing with consonant and vowel in pre-test and post-test between experimental class which taught by using Tell Me More and control class which taught by using Discussion Method in pronunciation.

The research findings indicated that the students' pronunciation achievement by using Tell Me More (TMM) and Discussion Method showed the improvement of the students' pronunciation ability in terms of consonant and vowel sounds. At the beginning, their pronunciation was very bad because their not understood of segmental features (vowel and consonant sounds) it made them confused. It showed that the students could not express their ability to pronounce English. Beside that, almost all students were not able to pronounced into a correctly.

### **1. The Significant Difference of Students' Pronunciation Ability Viewed from English Consonants.**

The significance different of students' mean score and improvement of experimental and control class in English Consonant dealing with Dental Consonant and Palato Alveolar both of them had a different between pretest and posttest. **In experimental class**, the score of dental consonant in pre-test 5.57 with sum score 172.50 to be 7.53 in post-test with sum score 233.36, the improvement in dental consonants was 35.19%. Then the mean score of palato

alveolar in pre-test was 4.85 with sum score 145.42 to be 6.08 in post-test sum score 182.50, the improvement in palato alveolar was 25.36%.

Meanwhile, **in control class**, the mean score dental consonant in pre-test was 5.33 with sum score 160.00 to be 6.44 in post-test with sum score 193.33; the improvement in dental consonants was 20.82%. Then the mean score of palato alveolar in pre-test was 4.58 with sum score 137.50 to be 5.07 with sum score 152.08 and the improvement in palato alveolar was 10.69%.

Based on the explanation aboved, it could be indicated that before the treatment, most of students were difficult to pronounced English Consonant that dealing with dental and palato alveolar based on the materials that have been given by the researcher caused they confused what they want to produced the sounds. For example in **pre-test of Dental Consonant** (/ / and / ð /) most of the students was difficult to pronounced Thief / ɪ:f/, Thumb / θm/, Northern /n : tɪn/, Threw/ ru:/, Rather/'r :ð r/, Another / 'n ð (r)/, Heather /'heð (r)/, Weather /weð (r)/ and Grandmother /grændm :ð (r)/. Then, **of Palato Alveolar** (/ /, / /, / / and / /) most of the students mispronounced of wods Short/ :t /, Washington /'w i t :n/, Fishing /fi i /, Vacation /v keI n/, Ocean /' n/, Casual /'kæ u l/, Decision /dI'sI n/, Garage /'gær : /, Beige /bei /, Leisure /'le r/, Charge / :d / and / b/. The researcher found that most of students were still poor and difficulties to generate their idea to pronounce correctly.

Meanwhile in **post-test of Dental Consonant** (/ / and / ð /) after giving treatment, some of the students' just difficult to pronounced Thistle / 'ɪsl/, Throught / ru:/, and Weather /weð (r)/. Then, **of Palato Alveolar** (/ /, / /, / /



and / /) they were just mispronounced of Shirts / :t/, Washing /'w i /, Machine /'məʃi:n/, Pleasure /'ple (r)/, Treasure /'tre r/, and Major /'meɪdʒə(r)/. It could be concluded that, there were significant result different about the students' understanding before and after giving treatment by using Tell Me More, they could produced the consonant sounds of their pronunciation easily.

As stated by Oba & Atwell (2003) reports that Tell Me More (TMM) is able to assist language learners in detecting and giving feedback for their mispronunciation. Students can learn English based on their culture and background knowledge, that is depends of student which level of the activity suitable of their levels.

The other reserch also supported by Hincks (2005) reports that TMM enabled students to receive evaluative feedback for pronunciation aids, and hence, able to meet their needs at progressing levels and in different speaking situations.

## **2. The Significant Difference of Students' Pronunciation Ability Viewed from English Vowels.**

The significance different of students' mean score and improvement of experimental and control class in English Vowel dealing with Front and Back Vowel both of them had a different between pretest and posttest. **In experimental class**, the score of front vowel in pre-test 7.53 with sum score 225.83 to be 8.25 in post-test with sum score 247.50; the improvement in front vowel was 9.56%. Then the mean score of back vowel in pre-test was 7.33 with sum score 220.00 to be 8.06 in post-test sum score 241.67, the improvement in back vowel was 9.95%.

Meanwhile, **in control class**, the mean score of front vowel in pre-test was 6.83 with sum score 205.00 to be 7.33 in post-test with sum score 220.00; the improvement in front vowel was 7.32%. Then the mean score of back vowel in pre-test was 7.06 with sum score 211.67 to be 7.69 with sum score 230.83 and the improvement in back vowel was 8.92%.

Based on the explanation aboved, it could be indicated that before the treatment, most of students were difficult to pronounced English Vowel that dealing with front and back vowel based on the materials that have been given by the researcher caused they confused what they want to produced in vowel sounds. For example in **pre-test of Front Vowel** (/ ɪ : / and / ɪ /) most of the students was difficult to pronounced Peak /pɪ:k/, Seen /si:n/, Expensive /ɪk'spensɪv/, Sister /'sɪst(r)/, Is /ɪz/, and Give /gɪv/. Then, of Back Vowel (/ u: / and / ʊ /) most of the students mispronounced of wods Movie /'mu:vi/, New /nju:/, Zoo /zu:/, Pull /p l/, Sugar /' g (r)/, Cookies /k ki/ and Took /t k/. The researcher found that most of students were still poor and difficulties to generate their idea to pronounce correctly and also changed the position between front and back vowel.

Meanwhile in **post-test of Front Vowel** (/ ɪ : / and / ɪ /) after giving treatment, some of the students' just difficult to pronounced He /hɪ:/, Expensive /ɪk'spensɪv/, and Pretty /prɪti/. Then, of Back Vowel (/ u: / and / ʊ /) they were just mispronounced of Uniform /nju:nɪf :m/, Goose /gu:s/, Sugar /' g r/, and Looks /l k/. It could be concluded that, there were significant result different about the students' understanding before and after giving treatment by using Tell Me More, they could produced the English vowel sounds of their pronunciation easily.

As stated by Ba'dulu (2004:22) cited in Iskandar (2012) defines that vowels are sounds produced with little obstruction the vocal tract and are generally voiced. Furthermore, by Yunus et al (2010: 687-689) defines that Tell Me More (TMM) software is easy to use probably because the students find the language used in the courseware is clear and easy to understand. It is used to cater the learning needs of young and adult learners because has high tech level combined with a high performance pedagogical format will allowed people to understand, write, and speak the language of people choice, regardless of how well people know the basics of the language to overcome the students' learning problems and achieve the language learning goals.

After comparing the result of this research and previous research findings, the researcher concludes that the use of Tell Me More (TMM) is effective to be applied and it is also indicated that the use of Tell Me More gives contribution in improving the students' pronunciation ability at the Second Year Students' of SMA Negeri 5 Barru.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part presents some conclusion based on the data analysis and findings in the previous chapter. Then, the second part presents some suggestions based on the findings and conclusions of this research.

#### A. Conclusions

Based on the result of data analysis of findings and conclusions in the previous chapter, the researcher concludes that:

1. The use of Tell Me More (TMM) was effective in teaching pronunciation in terms of consonant dealing with dental and palato alveolar at the second year students of SMA Negeri 5 Barru.
2. The use of Tell Me More (TMM) was effective in teaching pronunciation in terms of vowel dealing with front and back vowels at the second year students of SMA Negeri 5 Barru.

It is proved by the result showed that there were a significant difference between the score of t-test and t-table for English Consonant and English Vowel. In pre-test of t-test was less than t-table value ( $1.65 < 2.00172$ ). According to the result, it can be concluded that the alternative hypothesis ( $H_0$ ) is rejected. Meanwhile, in post-test of t-test was grather tahn t-table value ( $4.4 > 2.00172$ ). It can be concluded that the alternative hypothesis ( $H_1$ ) is accepted. It was happened because Tell Me More (TMM) method provided fun, interesting and enjoyable was in learning pronunciation that made students

active in the classroom.

## **B. Suggestions**

Based on the conclusion presented above, the researcher tried to give some suggestions for English teacher, students, the next researcher and anyone who read this thesis as follows:

### 1. For the teachers

The teacher should be active and creative to arrange English material and manage the class to make the students more active in teaching pronunciation (vowel and consonant sounds) in speaking. Therefore, the teachers of English who taught in senior high school level were suggested that they develop students' pronunciation ability to gain the pronunciation competence in speaking and communicative competence because pronunciation was the first assessment of English speaking to deliver direct information among the whole skill of English. The teacher should provide easy and fun activities in speaking; therefore the students may follow the class more active and responsive.

### 2. For the students

The students should be active and serious in studying English, especially in pronunciation ability because it was very important to improve the English subject in speaking. Then, the students should be diligent to speaking practice not only in the classroom context but also in every day life. So their pronunciation can be improved.

### 3. For the next researchers

It was suggested to the next researcher to applied this method. It was suitable to be applied in experimental research since the students' improvement can be gained and observed directly in the classroom. There were still many things have to be observed by the next researcher related to the English subject, especially in pronunciation ability in speaking.

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# **APPENDIX A**

## **Lesson Plans**

### **A.1 Experimental Class**

### **A.2 Control Class**

## APPENDIX A.1 (*Lesson Plan for Experimental Class*)

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

Satuan Pendidikan	: SMA Negeri 5 Barru
Nama Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI / Ganjil
Alokasi Waktu	: 4 x 45 menit (2 x pertemuan)
Aspek Skill	: Speaking (Pronunciation)
Sub Topik	: Vowels and Consonant Sounds

#### A. Kompetensi Inti

3. Berbicara dan mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari.

#### B. Kompetensi Dasar

- 3.1 Mengungkapkan makna dalam percakapan transaksional (to get things dan interpersonal (bersosialisasi) sangat sederhana dengan mengungkapkan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melihat tindak tutur sederhana yang cukup untuk fungsi-fungsi dasar.

#### C. Indikator Pencapaian Kompetensi

##### Pertemuan 1 :

1. Mengidentifikasi vowels sound (*short vowels*) pada huruf / ɪ / and / ʊ / sesuai dengan penggunaannya dengan penuh percaya diri dan bertanggung jawab.
2. Mengurai gambaran vowels sound (*short vowels*) dari perbedaan pada huruf / ɪ / and / ʊ / dengan penuh percaya diri dan bertanggung jawab.
3. Mencontohkan penggunaan vowels sound (*short vowels*) pada huruf / ɪ / and / ʊ / dengan tepat.

## **Pertemuan 2 :**

1. Mengidentifikasi vowels sound (*long vowels*) pada huruf / ɪ: / and / u: / sesuai dengan penggunaannya dengan penuh percaya diri dan bertanggung jawab.
2. Mengurai gambaran vowels sound (*long vowels*) dari perbedaan pada huruf / ɪ: / and / u: / dengan penuh percaya diri dan bertanggung jawab.
3. Mencontohkan penggunaan vowels sound (*long vowels*) pada huruf / ɪ: / and / u: / dengan tepat.

## **Pertemuan 3 :**

1. Mengidentifikasi consonant sounds (*voiced consonants*) pada huruf /dʒ/, /ʒ/ and /ð/ sesuai dengan penggunaannya dengan penuh percaya diri dan bertanggung jawab.
2. Mengurai gambaran consonant sounds (*voiced consonants*) pada huruf /dʒ/, /ʒ/ and /ð/ dengan penuh percaya diri dan bertanggung jawab.

## **Pertemuan 4 :**

1. Mencontohkan penggunaan consonant sounds (*voiced consonants*) pada huruf /dʒ/, /ʒ/ and /ð/ dengan tepat.
2. Menentukan consonant sounds (*voiced consonants*) pada huruf /dʒ/, /ʒ/ and /ð/ berdasarkan text sesuai dengan penggunaannya dengan penuh percaya diri dan bertanggung jawab.

## **Pertemuan 5 :**

1. Mengidentifikasi consonant sounds (*voiceless consonants*) pada huruf / θ /, / ʃ /, and / tʃ / sesuai dengan penggunaannya dengan penuh percaya diri dan bertanggung jawab.
2. Mengurai gambaran consonant sounds (*voiceless consonants*) pada huruf / θ /, / ʃ /, and / tʃ / dengan penuh percaya diri dan bertanggung jawab.

## **Pertemuan 6 :**

1. Mencontohkan penggunaan consonant sounds (*voiceless consonants*) pada huruf / θ /, / ʃ /, and / tʃ / dengan tepat.
2. Menentukan consonant sounds (*voiceless consonants*) pada huruf / θ /, / ʃ /, and / tʃ / text sesuai dengan penggunaannya dengan penuh percaya diri dan bertanggung jawab.

#### D. Tujuan Pembelajaran

1. Melalui proses mendengarkan, menonton, dan berdiskusi peserta didik mampu mengidentifikasi vowels sound (*short vowels*) pada huruf / ɪ / and / ʊ /, (*long vowels*) pada huruf / ɪː / and / uː /, consonant sounds (*voiced consonants*) pada huruf / dʒ/, /ʒ/ and /ð/, and (*voiceless consonants*) pada huruf / θ /, /ʃ/, and / ʧ / dalam bentuk lisan dan tulis.
2. Melalui proses mendengarkan, menonton, dan berdiskusi peserta didik mampu menyimpulkan fungsi vowels sound (*short vowels*) pada huruf / ɪ / and / ʊ /, (*long vowels*) pada huruf / ɪː / and / uː /, consonant sounds (*voiced consonants*) pada huruf / dʒ/, /ʒ/ and /ð/, and (*voiceless consonants*) pada huruf / θ /, /ʃ/, and / ʧ /.
3. Melalui proses mendengarkan, menonton, dan berdiskusi peserta didik mampu mengidentifikasi ciri-ciri vowels sound (*short vowels*) pada huruf / ɪ / and / ʊ /, (*long vowels*) pada huruf / ɪː / and / uː /, consonant sounds (*voiced consonants*) pada huruf / dʒ/, /ʒ/ and /ð/, and (*voiceless consonants*) pada huruf / θ /, /ʃ/, and / ʧ /.

#### E. Materi Pembelajaran

1. Short Vowels

/ ɪ /	This is a very relaxed sound. The tongue lies with no tension on the bottom of the mouth, the lips are relaxed, slightly spread.
/ ʊ /	Is more open than the previous sound and the lips are extremely relaxed.

#### Example:

- / ɪ / : *sit, fill, ship, hill, fit, lives, primitive, ministry, distinguishing, Mississippi, thick-skinned, British history, fish and chips*
- / ʊ / : *good, put, should*

#### Note:

No.	Classifications	Positions		
		Initial	Middle	Final
1.	Front Vowels / ɪ /	Is	fill	easy
2.	Back Vowels / ʊ /	-	pull	-

## 2. Long Vowels

/ɪ:/	Is articulated with the jaws very close together and the lips tensely spread. This is a tense vowel.
/u:/	Is articulated with the jaws very close together and the lips closely rounded and slightly protruded.

### Example:

/ɪ:/ : *seat, feel, sheep, heel, feet, leaves*

/u:/ : *do, fool, nuisance, queue, shoe, you, fuse, few, true, juice, huge, lose, who, museum*

### Note:

No.	Classifications	Positions		
		Initial	Middle	Final
1.	Front Vowels /ɪ:/	Eat	feel	sea
2.	Back Vowels /u:/	-	shoed	shoe

## 3. Voiced Consonants

/ð/	Is a voiced dental fricative. In the production of [ð], the tip of the tongue is put very close to the upper teeth or the tongue is put between the lower and upper teeth, and the vocal cords are vibrated.
/ʒ/	Is a voiced blade-alveolar fricative. In the production of /ʒ/, the blade of the tongue is raised toward a point midway between the teeth ridge and the hard palate. The lips are rounded. The vocal cords are vibrating.
/dʒ/	Is a voiced palato-alveolar affricate. In the production of /dʒ/, the air passage is completely blocked up by the tip of the tongue touching the back part of the teeth ridge. The stoppage is gradually released. The lips are rounded. The vocal cords are vibrating.

### Example:

/ð/ : *father, this, they, thus, though*

/ʒ/ : *vision, word, her, third, hurt, burn*

/dʒ/ : *jeep, edge, jewel, gym, page*

### Note:

No.	Classifications	Positions		
		Initial	Middle	Final
1.	Dental /ð/	Those	father	bathe

2.	Palato Alveolar /ʒ/	-	Vision	Beige
3.	Palato Alveolar /dʒ/	Joke	ridges	language

#### 4. Voiceless Consonants

/θ/	Is a voiceless dental fricative. In the production of [θ], the tip of the tongue is put very close to the upper teeth or the tongue is put between the upper and lower teeth, and the vocal cords are not vibrated.
/ʃ/	Is a voiceless palate-alveolar fricative. In the production of [ʃ], the blade of the tongue is raised towards a point midway between the teeth ridge and the hard palate. The lips are rounded. The vocal cords are not vibrating.
/tʃ/	Is a voiceless palato-alveolar affricate. In the production of [tʃ], the air passage is completely blocked up by the tip of the tongue touching the back part of the teeth ridge. The stoppage is gradually released. The lips are rounded. The vocal cords are not vibrating.

#### Example:

/θ/ : *with, thin, thief, thought, thousand, third, thank*

/ʃ/ : *sheep, shells, shock, she, fish, wishes,*

/tʃ/ : *choke, riches, catch, cheap, etch*

#### Note:

No.	Classifications	Positions		
		Initial	Middle	Final
1.	Dental /θ/	Thin	earthy	with
2.	Palato Alveolar /ʃ/	Sheep	wishing	wash
3.	Palato Alveolar /tʃ/	choice	kitchen	match

#### F. Metode Pembelajaran

Metode : Tell Me More (TMM)

#### G. Langkah-langkah Pembelajaran

Langkah-langkah kegiatan pembelajaran

##### Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)



- c. Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan yaitu tentang *vowels sound (short and long vowels) and consonant sounds (voiced and voiceless)*
- d. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.
- e. Guru menjelaskan metode Tell Me More (TMM) yang akan digunakan dalam proses belajar.

### **Kegiatan Inti (70')**

#### ***Eksplorasi***

Dalam kegiatan explorasi guru:

- a. Memberikan stimulus berupa pemberian materi cara mengucapkan vowel sounds (short and long vowels) and consonant sounds (voiced and voiceless consonant).
- b. Mendiskusikan materi bersama siswa (Buku: bahan ajar bahasa inggris mengenai cara mengucapkan vowel sounds (short and long vowels) and consonant sounds (voiced and voiceless consonant).
- c. Memberikan kesempatan pada peserta didik mengkonikasikan secara lisan dan tulisan atau mempresentasikan mengenai cara mengucapkan vowel sounds (short and long vowels) and consonant sounds (voiced and voiceless consonant).
- d. Siswa diminta membahas contoh soal mengenai vowel sounds (short and long vowels) and consonant sounds (voiced and voiceless consonant).

#### ***Elaborasi***

Dalam kegiatan elaborasi guru:

- a. Membiasakan siswa cara membedakan dan mengucapkan vowel sounds (short and long vowels) and consonant sounds (voiced and voiceless consonant).
- b. Memfasilitasi siswa melalui pemberian tugas, mengerjakan latihan soal mengenai vowel sounds (short and long vowels) and consonant sounds (voiced and voiceless consonant) untuk dikerjakan secara individu dan kelompok

### ***Komfirmasi***

Dalam kegiatan konfirmasi guru:

- a. Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya
- b. Memberikan konfirmasi pada hasil pekerjaan yang sudah dikejakan oleh siswa melalui sumber buku lain
- c. Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan
- d. Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai (short and long vowels) and consonant sounds (voiced and voiceless consonant).

### **Kegiatan Akhir (10')**

- a. Siswa dan guru melakukan refleksi terhadap kegiatan yang sudah dilakukan
- b. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

**H. Sumber, Bahan atau Alat :** New Horizons in English Pronunciation, letpop

### **I. Penilaian**

1. Teknik Penilaian: Pronunciation Test
2. Instrumen Penilaian pada vowel sounds (Short Vowels of / ɪ / and / ʊ /) and (long vowels of / ɪ : / and / u : /) and consonant sounds (Voiced consonants of / dʒ /, / ʒ / and / ð /) and voiceless consonants (/ θ /, / ʃ, and / tʃ /).

#### Scores and Criteria of Pronunciation

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influence by the mother tongue two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by mother tongue. A few minor grammatical and lexical errors but many utterances are correct.
Good	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors.

Average	3	A few grammatical and lexical errors but only one or two mayor errors cause confusing. Pronunciation seriously influenced by mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, two or more errors cause confusing.
Poor	2	Pronunciation seriously influenced by mother tongue with the errors causing a breakdown in communication. Many grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of language skills and areas practiced in the course.

(Heaton, 1989:100).

To score the students' answer of test, the researcher used the formula:

$$\text{Scoring} = \frac{\text{Total Correct Answer}}{\text{Total Number of Items}} \times 10$$

Makassar, 2017

**Mahasiswa Peneliti**

**Irna Wardani**

**NIM : 10535 5425 13**

## APPENDIX A.2 (*Lesson Plan for Control Class*)

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

Satuan Pendidikan	: SMA Negeri 5 Barru
Nama Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI / Ganjil
Alokasi Waktu	: 4 x 45 menit (2 x pertemuan)
Aspek Skill	: Speaking (Pronunciation)
Sub Topik	: Vowels and Consonant Sounds

#### A. Kompetensi Inti

3. Berbicara dan mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari.

#### B. Kompetensi Dasar

3.1 Mengungkapkan makna dalam percakapan transaksional (to get things dan interpersonal (bersosialisasi) sangat sederhana dengan mengungkapkan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melihat tindak tutur sederhana yang cukup untuk fungsi-fungsi dasar.

#### C. Indikator Pencapaian Kompetensi

##### Pertemuan 1 :

1. Mengidentifikasi vowels sound (*short vowels*) pada huruf / ɪ / and / ʊ / sesuai dengan penggunaannya dengan penuh percaya diri dan bertanggung jawab.
2. Mengurai gambaran vowels sound (*short vowels*) dari perbedaan pada huruf / ɪ / and / ʊ / dengan penuh percaya diri dan bertanggung jawab.
3. Mencontohkan penggunaan vowels sound (*short vowels*) pada huruf / ɪ / and / ʊ / dengan tepat.

## **Pertemuan 2 :**

1. Mengidentifikasi vowels sound (*long vowels*) pada huruf / ɪ: / and / u: / sesuai dengan penggunaannya dengan penuh percaya diri dan bertanggung jawab.
2. Mengurai gambaran vowels sound (*long vowels*) dari perbedaan pada huruf / ɪ: / and / u: / dengan penuh percaya diri dan bertanggung jawab.
3. Mencontohkan penggunaan vowels sound (*long vowels*) pada huruf / ɪ: / and / u: / dengan tepat.

## **Pertemuan 3 :**

1. Mengidentifikasi consonant sounds (*voiced consonants*) pada huruf /dʒ/, /ʒ/ and /ð/ sesuai dengan penggunaannya dengan penuh percaya diri dan bertanggung jawab.
2. Mengurai gambaran consonant sounds (*voiced consonants*) pada huruf /dʒ/, /ʒ/ and /ð/ dengan penuh percaya diri dan bertanggung jawab.

## **Pertemuan 4 :**

1. Mencontohkan penggunaan consonant sounds (*voiced consonants*) pada huruf /dʒ/, /ʒ/ and /ð/ dengan tepat.
2. Menentukan consonant sounds (*voiced consonants*) pada huruf /dʒ/, /ʒ/ and /ð/ berdasarkan text sesuai dengan penggunaannya dengan penuh percaya diri dan bertanggung jawab.

## **Pertemuan 5 :**

1. Mengidentifikasi consonant sounds (*voiceless consonants*) pada huruf / θ /, / ʃ /, and / tʃ / sesuai dengan penggunaannya dengan penuh percaya diri dan bertanggung jawab.
2. Mengurai gambaran consonant sounds (*voiceless consonants*) pada huruf / θ /, / ʃ /, and / tʃ / dengan penuh percaya diri dan bertanggung jawab.

## **Pertemuan 6 :**

1. Mencontohkan penggunaan consonant sounds (*voiceless consonants*) pada huruf / θ /, / ʃ /, and / tʃ / dengan tepat.
2. Menentukan consonant sounds (*voiceless consonants*) pada huruf / θ /, / ʃ /, and / tʃ / text sesuai dengan penggunaannya dengan penuh percaya diri dan bertanggung jawab.

#### D. Tujuan Pembelajaran

1. Melalui proses mendengarkan, menonton, dan berdiskusi peserta didik mampu mengidentifikasi vowels sound (*short vowels*) pada huruf / ɪ / and / ʊ /, (*long vowels*) pada huruf / ɪ: / and / u: /, consonant sounds (*voiced consonants*) pada huruf / dʒ/, /ʒ/ and /ð/, and (*voiceless consonants*) pada huruf / θ /, /ʃ/, and /tʃ/ dalam bentuk lisan dan tulis.
2. Melalui proses mendengarkan, menonton, dan berdiskusi peserta didik mampu menyimpulkan fungsi vowels sound (*short vowels*) pada huruf / ɪ / and / ʊ /, (*long vowels*) pada huruf / ɪ: / and / u: /, consonant sounds (*voiced consonants*) pada huruf / dʒ/, /ʒ/ and /ð/, and (*voiceless consonants*) pada huruf / θ /, /ʃ/, and /tʃ/.
3. Melalui proses mendengarkan, menonton, dan berdiskusi peserta didik mampu mengidentifikasi ciri-ciri vowels sound (*short vowels*) pada huruf / ɪ / and / ʊ /, (*long vowels*) pada huruf / ɪ: / and / u: /, consonant sounds (*voiced consonants*) pada huruf / dʒ/, /ʒ/ and /ð/, and (*voiceless consonants*) pada huruf / θ /, /ʃ/, and /tʃ/.

#### E. Materi Pembelajaran

##### 1. Short Vowels

/ ɪ /	This is a very relaxed sound. The tongue lies with no tension on the bottom of the mouth, the lips are relaxed, slightly spread.
/ ʊ /	Is more open than the previous sound and the lips are extremely relaxed.

##### Example:

- / ɪ / : *sit, fill, ship, hill, fit, lives, primitive, ministry, distinguishing, Mississippi, thick-skinned, British history, fish and chips*
- / ʊ / : *good, put, should*

##### Note:

No.	Classifications	Positions		
		Initial	Middle	Final
1.	Front Vowels / ɪ /	is	fill	easy
2.	Back Vowels / ʊ /	-	pull	-

## 2. Long Vowels

/ɪ:/	Is articulated with the jaws very close together and the lips tensely spread. This is a tense vowel.
/u:/	Is articulated with the jaws very close together and the lips closely rounded and slightly protruded.

### Example:

/ɪ:/ : *seat, feel, sheep, heel, feet, leaves*

/u:/ : *do, fool, nuisance, queue, shoe, you, fuse, few, true, juice, huge, lose, who, museum*

### Note:

No.	Classifications	Positions		
		Initial	Middle	Final
1.	Front Vowels /ɪ:/	Eat	feel	sea
2.	Back Vowels /u:/	-	shoed	shoe

## 3. Voiced Consonants

/ð/	Is a voiced dental fricative. In the production of [ð], the tip of the tongue is put very close to the upper teeth or the tongue is put between the lower and upper teeth, and the vocal cords are vibrated.
/ʒ/	Is a voiced blade-alveolar fricative. In the production of /ʒ/, the blade of the tongue is raised toward a point midway between the teeth ridge and the hard palate. The lips are rounded. The vocal cords are vibrating.
/dʒ/	Is a voiced palato-alveolar affricate. In the production of /dʒ/, the air passage is completely blocked up by the tip of the tongue touching the back part of the teeth ridge. The stoppage is gradually released. The lips are rounded. The vocal cords are vibrating.

### Example:

/ð/ : *father, this, they, thus, though*

/ʒ/ : *vision, word, her, third, hurt, burn*

/dʒ/ : *jeep, edge, jewel, gym, page*

### Note:

No.	Classifications	Positions		
		Initial	Middle	Final
1.	Dental /ð/	Those	father	bathe

2.	Palato Alveolar /ʒ/	-	Vision	Beige
3.	Palato Alveolar /dʒ/	Joke	ridges	language

#### 4. Voiceless Consonants

/θ/	Is a voiceless dental fricative. In the production of [θ], the tip of the tongue is put very close to the upper teeth or the tongue is put between the upper and lower teeth, and the vocal cords are not vibrated.
/ʃ/	Is a voiceless palate-alveolar fricative. In the production of [ʃ], the blade of the tongue is raised towards a point midway between the teeth ridge and the hard palate. The lips are rounded. The vocal cords are not vibrating.
/tʃ/	Is a voiceless palato-alveolar affricate. In the production of [tʃ], the air passage is completely blocked up by the tip of the tongue touching the back part of the teeth ridge. The stoppage is gradually released. The lips are rounded. The vocal cords are not vibrating.

#### Example:

/θ/ : *with, thin, thief, thought, thousand, third, thank*

/ʃ/ : *sheep, shells, shock, she, fish, wishes,*

/tʃ/ : *choke, riches, catch, cheap, etch*

#### Note:

No.	Classifications	Positions		
		Initial	Middle	Final
1.	Dental /θ/	Thin	earthy	with
2.	Palato Alveolar /ʃ/	Sheep	wishing	wash
3.	Palato Alveolar /tʃ/	choice	kitchen	match

#### F. Metode Pembelajaran

Metode : Tell Me More (TMM)

#### G. Langkah-langkah Pembelajaran

Langkah-langkah kegiatan pembelajaran

##### Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)



- c. Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan yaitu tentang *vowel sound (short and long vowels) and consonant sounds (voiced and voiceless)*
- d. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.
- e. Guru menjelaskan metode Tell Me More (TMM) yang akan digunakan dalam proses belajar.

### **Kegiatan Inti (70')**

#### ***Eksplorasi***

Dalam kegiatan explorasi guru:

- a. Memberikan stimulus berupa pemberian materi cara mengucapkan vowel sounds (short and long vowels) and consonant sounds (voiced and voiceless consonant).
- b. Mendiskusikan materi bersama siswa (Buku: bahan ajar bahasa inggris mengenai cara mengucapkan vowel sounds (short and long vowels) and consonant sounds (voiced and voiceless consonant)).
- c. Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan dan tulisan atau mempresentasikan mengenai cara mengucapkan vowel sounds (short and long vowels) and consonant sounds (voiced and voiceless consonant).
- d. Siswa diminta membahas contoh soal mengenai vowel sounds (short and long vowels) and consonant sounds (voiced and voiceless consonant).

#### ***Elaborasi***

Dalam kegiatan elaborasi guru:

- a. Membiasakan siswa cara membedakan dan mengucapkan vowel sounds (short and long vowels) and consonant sounds (voiced and voiceless consonant).
- b. Memfasilitasi siswa melalui pemberian tugas, mengerjakan latihan soal mengenai vowel sounds (short and long vowels) and consonant sounds (voiced and voiceless consonant) untuk dikerjakan secara individu dan kelompok

### ***Konfirmasi***

Dalam kegiatan konfirmasi guru:

- a. Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya
- b. Memberikan konfirmasi pada hasil pekerjaan yang sudah dikejakan oleh siswa melalui sumber buku lain
- c. Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan
- d. Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai (short and long vowels) and consonant sounds (voiced and voiceless consonant).

### **Kegiatan Akhir (10')**

- a. Siswa dan guru melakukan refleksi terhadap kegiatan yang sudah dilakukan
- b. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

**H. Sumber, Bahan atau Alat :** New Horizons in English Pronunciation, lepton

### **I. Penilaian**

1. Teknik Penilaian: Pronunciation Test
2. Instrumen Penilaian pada vowel sounds (Short Vowels of / ɪ / and / ʊ /) and (long vowels of / ɪ : / and / u : /) and consonant sounds (Voiced consonants of / dʒ /, / ʒ / and / ð /) and voiceless consonants (/θ/, /ʃ, and / ʧ/).

#### Scores and Criteria of Pronunciation

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influence by the mother tongue two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by mother tongue. A few minor grammatical and lexical errors but many utterances are correct.
Good	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one

Average	3	or two mayor errors cause confusing. Pronunciation seriously influenced by mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, two or more errors cause confusing.
Poor	2	Pronunciation seriously influenced by mother tongue with the errors causing a breakdown in communication. Many grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of language skills and areas practiced in the course.

(Heaton, 1989:100).

To score the students' answer of test, the researcher used the formula:

$$\text{Scoring} = \frac{\text{Total Correct Answer}}{\text{Total Number of Items}} \times 10$$

Makassar, 2017

**Mahasiswa Peneliti**

**Irna Wardani**

**NIM : 10535 5425 13**

# **APPENDIX B**

## **Teaching Materials**

### **B.1 Experimental Class**

### **B.2 Control Class**

## APPENDIX B.1

### TEACHING MATERIAL

#### (Experimental Class)

#### 1<sup>st</sup> & 2<sup>nd</sup> Meetings

Theme : Pronunciation

Subtheme : Vowel sounds (short of / ɪ / and / ʊ / and long vowels of / ɪ: /  
and / u: /)

#### Practice

- a. Try to pronounce correctly with your member by select oral workshop of Tell Me More (TMM) and then choose an activity you would like to practice!

#### Sentences Pronunciation

Select the sentence you would like to practice:

- |                     |                     |
|---------------------|---------------------|
| a. Saying hello     | d. Acity tour       |
| b. Your family      | e. Date & Time      |
| c. A birthday party | f. Number & Letters |

#### Words Pronunciation

Select a lexical group, then click on the words you would like to practice

- |                         |                            |
|-------------------------|----------------------------|
| a. Daily life           | c. Society and instruction |
| b. Intellect and reason | d. Professional life       |

#### Saying Hello

Hi, how are you?  
Good morning, how are you?  
I am Adam and this is Wendy  
She is from England, but I am Scottish  
I am from Wales  
Yes, and Wendy is from London  
No, I am from Cardiff  
Yes we are married  
No, I am single  
My birthday is in March  
In January  
She is a teacher, but I am a doctor  
No, I am a policeman  
No, I have got a brother  
I have a sister and Wendy has a brother  
Yes, he is the village milkman  
My brother is the village postman  
Goodbye, Mark

- b. You must working together with peers (group) to solve the problem or exchange your opinions about the pronounce of words
- c. One student in every goup pronounce the words in front of class to present his or her opinion about the words.
- d. The other group can give their question or comment and the presenter's members can give additional explanation or clarification.

**Note:**

No.	Classifications	Positions		
		Initial	Middle	Final
1.	Front Vowels / ɪ /	is	fill	easy
2.	Back Vowels / ʊ /	-	pull	-

No.	Classifications	Positions		
		Initial	Middle	Final
1.	Front Vowels / ɪ: /	Eat	feel	sea
2.	Back Vowels / u: /	-	shoed	shoe

**Exercise:**

Practice the following dialogue. And be sure that your pronunciation is correct! Don't forget to underline the words (vowels sound of / ɪ /, / ʊ /, / ɪ: / and / u: /).

A: Are you busy now?

B: No. Not quite busy.

A: But, what are you doing now?

B: I'm thinking. I sometimes think of my sheep.

A: May I see your ship?

B: No. I do not have a ship but sheep.

A: I'm sorry. My pronunciation is incorrect.

B: Yes. These two words have different vowels.

A: Good! By the way, are you really free today?

B: Yes. I'll not work today. I must take a rest.

A: are you tired?

B: That's right. I'm very tired.

A: Are you also sleepy?

B: Yes. I' tired and sleepy.

A: Didn't you sleep last night?

B: Yes, I did. But I got up at 3 a.m.

A: Well, are you hungry now?

B: No. I'm full. But, I'm thirsty.

### **3<sup>rd</sup> & 4<sup>th</sup> Meetings**

Theme : Pronunciation

Subtheme : Consonant sounds (voice consonants of /dʒ /, /ʒ / and / ð /)

#### **Practice**

- a. Try to pronounce correctly with your member by select oral workshop of Tell Me More (TMM) and then choose an activity you would like to practice!

#### **Sentences Pronunciation**

Select the sentence you would like to practice:

- |                        |                     |
|------------------------|---------------------|
| a. Arriving in England | d. Everyday actions |
| b. Streets of London   | e. Choosing a gift  |
| c. Finding your way    |                     |

#### **Words Pronunciation**

Select a lexical group, then click on the words you would like to practice

- |                         |                             |
|-------------------------|-----------------------------|
| a. Daily life           | c. Society and instructions |
| b. Intellect and reason | d. Professional life        |

#### **You're Family**

I'm well, thanks, Carol.

Fine, thanks. Please come in.

Hello, I'm fine, thanks.

Yes, our home is very old. It's old and cosy.

No, my house is new.

Yes, my family is very big. We're a large family.

I have a lot of brothers and sisters. Yes, they're my parents.

My mum is the short woman.

Yes, have you got brothers?

And he is very clever.

Yes, are your sisters pretty?

Their names are Jane and Kate.

Nut they are not nice.

No, she is me German pen pal.

She is my Spanish pen pal.

Her name is Carla, she is Italian.

Oh, is she from Paris? I have got a friend in Paris.

Are you hungry?

Is it really teatime?

Yes, I'm hungry and thirsty.

See you later, Carol.

Goodbve. Carol.

- b. You must working together with peers (group) to solve the problem or exchange your opinions about the pronounce of words
- c. One student in every goup pronounce the words in front of class to present his or her opinion about the words.
- d. The other group can give their question or comment and the presenter's members can give additional explanation or clarification.

**Note:**

No.	Classifications	Positions		
		Initial	Middle	Final
1.	Dental / ð /	Those	father	bathe
2.	Palato Alveolar /ʒ /	-	Vision	Beige
3.	Palato Alveolar /dʒ /	Joke	ridges	language

**Exercise:**

Read aloud the following sentences, and be sure that your pronunciation is correct. Then underline words /dʒ /, /ʒ / and / ð /.

- a. None of our friends will come to her wedding party.
- b. Those shirts were bought by his mother yesterday.
- c. A young woman has something to tell you.
- d. Your house is far from the zoo, isn't it?
- e. We hear with our ears.
- f. Your bed is as bad as mine.
- g. Practice your pronunciation in aloud voice.
- h. This worker is more diligent than that one.
- i. Remember to keep your keys.
- j. Unless you work hard this week, you will fail.
- k. My feeling says that she is not a rich person.
- l. I know nothing about this problem.
- m. A number of facts will be shown to you.
- n. Some students are in the library now.
- o. I do not understand what you mean.
- p. It is not a logical reason to say about it.
- q. Let's practice our English every time.
- r. My native language is Indonesian.



- s. Don is a diligent labour.
- t. Ken should drink much water.
- u. Her mother went to the market a few minutes ago.
- v. Listen to his conclusions!
- w. It is important to conclude our discussion.

### 5<sup>th</sup> & 6<sup>th</sup> Meetings

Theme : Pronunciation

Subtheme : Consonants sound (voiceless consonants of / θ /, / ʃ /, and / ʒ /)

#### **Practice:**

- a. Try to pronounce correctly with your member by select oral workshop of Tell Me More (TMM) and then choose an activity you would like to practice!

#### **Sentences Pronunciation**

Select the sentence you would like to practice:

- a. The menu
- b. Organising a meal
- c. Setting the table
- d. Playing games

#### **Words Pronunciation**

Select a lexical group, then click on the words you would like to practice

- a. Daily life
- b. Intellect and reason
- c. Society and instructions
- d. Professional life

### **DESSERTS**

These two want some chocolate mousse, as well  
 No, that'll be enough, thank you  
 You know, I've never tasted anything as good as that!  
 Yes, we're all having coffee  
 Four white and two black coffees, please  
 Do you have herbal tea?  
 Make it three verbena and two mint teas  
 If I have one, I'll fall asleep!  
 Mint teas, please. Could we also have the bill?  
 The food was good, but the service was a bit slow  
 Could we have three separate bills, please?  
 We had a very good meal, thank you  
 And what's this "almond dream"?  
 I shouldn't have any of this!  
 That's a perfect birthday treat!  
 That must be delicious!

- b. must working together with peers (group) to solve the problem or exchange your opinions about the pronounce of words
- c. One student in every goup pronounce the words in front of class to present his or her opinion about the words.
- d. The other group can give their question or comment and the presenter's members can give additional explanation or clarification.

**Note:**

No.	Classifications	Positions		
		Initial	Middle	Final
1.	Dental / θ /	Thin	earthy	with
2.	Palato Alveolar / ʃ /	Sheep	wishing	wash
3.	Palato Alveolar / tʃ /	choice	kitchen	match

**Exercise:**

Read the following statements, and be sure that your pronunciation is correct. Then underline words / θ /, / ʃ /, and / tʃ /.

- a. She wishes that she could go to the shop.
- b. But, the shop had been closed.
- c. It was closed a few seconds ago.
- d. Every faculty has visions and missions.
- e. My son wanted to watch television last night.
- f. You may search Yahoo or Google waebbsite.
- g. Or, you may choose another that you know.
- h. My sons have had their clothes washed.
- i. Someone has washed my sons' clothes.
- j. It is not easy to look for a good job nowadays.
- k. Thus, outputs and outcomes are both necessary.

## B.2

### TEACHING MATERIAL

(Controll Class)

#### 1<sup>st</sup> & 2<sup>nd</sup> Meetings

Theme : Pronunciation

Subtheme : Vowel sounds (short of / ɪ / and / ʊ / and long vowels of / ɪ: / and / u: /)

#### Practice:

Pronounced the words below!

- a. Eat                      c. Sheep                      e. See                      g. Pool                      i. could  
b. It                          d. Lick                          f. Hobby                      h. Zoo                          j. Put

#### Note:

No.	Classifications	Positions		
		Initial	Middle	Final
1.	Front Vowels / ɪ /	is	fill	easy
2.	Back Vowels / ʊ /	-	pull	-

No.	Classifications	Positions		
		Initial	Middle	Final
1.	Front Vowels / ɪ: /	Eat	feel	sea
2.	Back Vowels / u: /	-	shoed	shoe

#### Exercise:

Practice the following dialogue. And be sure that your pronunciation is correct!

Don't forget to underline the words (vowels sound of / ɪ /, / ʊ /, / ɪ: / and / u: /)

A: Are you busy now?

B: No. Not quite busy.

A: But, what are you doing now?

B: I'm thinking. I sometimes think of my sheep.

A: May I see your ship?

B: No. I do not have a ship but sheep.

A: I'm sorry. My pronunciation is incorrect.

B: Yes. These two words have different vowels.

A: Good! By the way, are you really free today?

B: Yes. I'll not work today. I must take a rest.

A: are you tired?

B: That's right. I'm very tired.  
 A: Are you also sleepy?  
 B: Yes. I' tired and sleepy.  
 A: Didn't you sleep last night?  
 B: Yes, I did. But I got up at 3 a.m.  
 A: Well, are you hungry now?  
 B: No. I'm full. But, I'm thirsty.

### 3<sup>rd</sup> & 4<sup>th</sup> Meetings

Theme : Pronunciation

Subtheme : Consonant sounds (voice consonants of /dʒ /, /ʒ / and / ð /)

#### Practice:

Read the words below!

- |           |            |              |             |
|-----------|------------|--------------|-------------|
| a. Rather | d. Smooth  | g. Joined    | j. Decision |
| b. Usual  | e. Leisure | h. Gather    |             |
| c. Juni   | f. Jump    | i. Knowledge |             |

#### Note:

No.	Classifications	Positions		
		Initial	Middle	Final
1.	Dental / ð /	Those	father	bathe
2.	Palato Alveolar /ʒ /	-	Vision	Beige
3.	Palato Alveolar /dʒ /	Joke	ridges	language

#### Exercise:

Read aloud the following sentences, and be sure that your pronunciation is correct. Then underline words /dʒ /, /ʒ / and / ð /.

- x. None of our friends will come to her wedding party.
- y. Those shirts were bought by his mother yesterday.
- z. A young woman has something to tell you.
- aa. Your house is far from the zoo, isn't it?
- bb. We hear with our ears.
- cc. Your bed is as bad as mine.
- dd. Practice your pronunciation in aloud voice.
- ee. This worker is more diligent than that one.

- ff. Remember to keep your keys.
- gg. Unless you work hard this week, you will fail.
- hh. My feeling says that she is not a rich person.
- ii. I know nothing about this problem.
- jj. A number of facts will be shown to you.
- kk. Some students are in the library now.
- ll. I do not understand what you mean.
- mm. It is not a logical reason to say about it.
- nn. Let's practice our English every time.
- oo. My native language is Indonesian.
- pp. Don is a diligent labour.
- qq. Ken should drink much water.
- rr. Her mother went to the market a few minutes ago.
- ss. Listen to his conclusions!
- tt. It is important to conclude our discussion.

### 5<sup>th</sup> & 6<sup>th</sup> Meetings

Theme : Pronunciation

Subtheme : Consonants sound (voiceless consonants of / θ /, / ʃ /, and / tʃ /)

#### Practice:

pronounce the words below!

- a. Think
- b. Cash
- c. Match
- d. Conclusion
- e. Nature
- f. Both
- g. Thief
- h. Choose
- i. Sharp
- j. Batches
- k. earthy

#### Note:

No.	Classifications	Positions		
		Initial	Middle	Final
1.	Dental / θ /	Thin	earthy	with
2.	Palato Alveolar / ʃ /	Sheep	wishing	wash
3.	Palato Alveolar / tʃ /	Choice	kitchen	match

#### Exercise:

Read the following statements, and be sure that your pronunciation is correct. Then underline words / θ /, / ʃ /, and / tʃ /.

1. She wishes that she could go to the shop.

- m. But, the shop had been closed.
- n. It was closed a few seconds ago.
- o. Every faculty has visions and missions.
- p. My son wanted to watch television last night.
- q. You may search Yahoo or Google waebite.
- r. Or, you may choose another that you know.
- s. My sons have had their clothes washed.
- t. Someone has washed my sons' clothes.
- u. It is not easy to look for a good job nowadays.
- v. Thus, outputs and outcomes are both necessary.

# **APPENDIX C**

## **Instruments**

## **INSTRUMENT for EXPERIMENT and CONTROL CLASS**

### **(Evaluation Pre- test)**

A. Pronounce the following words! These words consist of vowels and consonants sounds.

- |             |           |            |                |
|-------------|-----------|------------|----------------|
| 1. Short    | 6. Pull   | 11. Rather | 16. Easy       |
| 2. Movie    | 7. Zoo    | 12. Thumb  | 17. Put        |
| 3. Diligent | 8. Charge | 13. Sin    | 18. Television |
| 4. Peak     | 9. Thief  | 14. Casual | 19. Another    |
| 5. Ship     | 10. Seen  | 15. Job    | 20. Chair      |

B. Read the following sentences, and be sure that your pronunciation is correct!

1. I made a decision to paint garage beige. I usually paint or watch television in any leisure time.
2. This is heather Washington; here to give your another weather report, the weather is rather rainy in northern areas.
3. She threw the letter away without reading it.
4. Sherry took a short vacation to Washington. She went fishing and found shells along the ocean shore.
5. Little red riding hood walked through the woods to bring a basket of cooked goods and sugar cookies to her grandmother.

C. Pronounce the following phrases!

1. It's fine
2. This room is the guest bedroom
3. Your sister rang while you were at the shop
4. The new car in the garage
5. An expensive car bought by my father last week



## **INSTRUMENT for EXPERIMENT and COTROL CLASS**

### **(Evaluation Post- test)**

A. Pronounce the following words! These words consist of vowels and consonants sounds.

- |          |          |             |           |
|----------|----------|-------------|-----------|
| 1. Sheep | 6. Show  | 11. Leisure | 16. Both  |
| 2. That  | 7. Child | 12. Vision  | 17. This  |
| 3. Look  | 8. Feel  | 13. Pick    | 18. Check |
| 4. Peal  | 9. Jump  | 14. Beat    | 19. Major |
| 5. Thick | 10. Pool | 15. Hood    | 20. Shoot |

B. Read the following sentences, and be sure that your pronunciation is correct!

1. The successful thistle sifter, in sifting a siveful throught the thick.
2. I usually dress casually on this kind of occasion, a great pleasure to share the treasure beige.
3. She is nervous about using the washing mechine to wash the shirts, in case it breaks down again.
4. Through they are mothers, there is goose at the zoo.
5. Shawn went shopping and bought some shirts to her father and mother, then pay it case.

C. Pronounce the following phrases!

1. Every time I see him he is wearing no shoes
2. She look an expensive sugar and put on her bag.
3. Through the weather television to watch
4. A pretty girl said the food looks good.
5. You can took a new uniform.

Ocean /' n/KEY ANSWER

**A. Pre-Test Answer**

**1. Palato alveolar fricatives/ / and / /**

1) / / = 14

- |                           |                           |
|---------------------------|---------------------------|
| a. Short/ :t/             | h. Washington /'w i t :n/ |
| b. Ship / Ip/             | i. She / i:/              |
| c. Washington /'w i t :n/ | j. Fishing /fi i /        |
| d. She / i:/              | k. Shells / el/           |
| e. Sherry/' eri/          | l.                        |
| f. Short / :t/            | m. Shore / :(t)/          |
| g. Vacation /v keI n/     | n. Shop / p/              |

2) / / = 9

- |                          |                          |
|--------------------------|--------------------------|
| a. Casual/'kæ u l/       | f. Usually /'ju: u l/    |
| b. Television /telivi n/ | g. Television /telivi n/ |
| c. Decision /dI'sI n/    | h. Leisure /'le r/       |
| d. Garage /'gær : /      | i. Garage /'gær : /      |
| e. Beige /bei /          |                          |

**2. Palato alveolar affricative / / and / /**

1) / / = 3

- Charge / :d /
- Chair / e (r)/
- Watch /w /

2) / / = 2

- Diligent /'dIII nt/
- Job / b/

**3. Dental fricative / / and / ð /**

1) / / = 5

- |                      |                   |
|----------------------|-------------------|
| a. Thief / r:f/      | d. Threw/ ru:/    |
| b. Thumb / m/        | e. Through / ru:/ |
| c. Northern /n : tn/ |                   |

2) / ð / = 20

- |                    |                      |
|--------------------|----------------------|
| a. Rather/'r :ð r/ | k. Without /wɪ'ðə t/ |
|--------------------|----------------------|

- b. Another / 'n ð (r)/
- c. This /ðIs/
- d. Heather /'heð (r)/
- e. Another / 'n ð (r)/
- f. Weather /weð (r)/
- g. The /ð /
- h. Weather /weð (r)/
- i. Rather /'r :ð r/
- j. The /ð /
- l. The /ð /
- m. The /ð /
- n. Grandmother /grændm :ð (r)/
- o. This /ðIs/
- p. The /ð /
- q. The /ð /
- r. The /ð /
- s. The /ð /
- t. Father /'f :ð (r)/

**4. Front vowels / ɪ : / and / ɪ /**

**1) / ɪ : / = 4**

- a. Peak /pɪ:k/
- b. Seen /si:n/
- c. Reading /'ri:di /
- d. Week /wi:k/

**2) / ɪ / = 14**

- a. Sin /sɪn/
- b. Lick /lɪk/
- c. In /ɪn/
- d. Is /ɪz/
- e. Give /gɪv/
- f. Is /ɪz/
- g. In /ɪn/
- h. Little /'lɪtl/
- i. It's /ɪt/
- j. Is /ɪz/
- k. Sister /'sɪst(r)/
- l. In /ɪn/
- m. Expensive /ɪk'spensɪv/
- n. It/ɪt/

**5. Back vowels / u : / and / u /**

**1) / u : / = 11**

- a. Movie/'mu:vi/
- b. Zoo /zu:/
- c. To /tu:/
- d. To /tu:/
- e. To /tu:/
- f. To /tu:/
- g. Room /ru:m/
- h. Bedroom /bedu:m/
- i. New /nju:/
- j.. You /ju:/
- k. To /tu:/

**2) / u / = 9**

- a. Pull /p l/
- b. Put /p t/
- f. Woods /w d/
- g. Goods /g d/

- c. Took /t k/
- d. Hood /h d/
- e. Cooked /k k/

- h. Sugar /' g (r)/
- i. Cookies /k ki/

## B. Post-Test Answer

### 1. Palato alveolar fricatives/ / and / /

#### 1) / / = 14

- a. Sheep /ʃi:p/
- b. Show / /
- c. Share / e (r)/
- d. She / i:/
- e. Washing /'w i /
- f. Machine /'mæʃi:n/
- g. Wash /w /

- h. Shirts / :t/
- i. Shown / :/
- j. Shopping / pi /
- k. Shirts / :t/
- l. Cash /kæ /
- m. Shoes / u:/
- n. She / i:/

#### 2) / / = 9

- a. Leisure /'le r/
- b. Vision /'viʒn/
- c. Usually /'ju: u l/
- d. Casually /'kæ u l/
- e. Pleasure /'ple (r)/

- f. Treasure /'tre r/
- g. Beige /bei /
- h. Television /telivi n/
- i. Occasion / 'keiʒn/

### 2. Palato alveolar affricative / / and / /

#### 1) / / = 3

- a. Child / aild/
- b. Check / ek/
- c. Watch/w /

#### 2) / / = 2

- a. Jump / mp/
- b. Major /'meiɔʒ (r)/

### 3. Dental fricative / / and / ð /

#### 1) / / = 5

- a. Thick / i:k/
- b. Both /b u /
- c. Thistle /'isl/

- d. Throught / ru:/
- e. Thick/ i:k/

**2. / ð / = 20**

- a. That / ð /
- b. This /ðɪs/
- c. The /ð /
- d. The /ð /
- e. This /ð /
- f. The /ð /
- g. The /ð /
- h. The /ð /
- i. Through / ru: /
- j. They /ðəɪ /
- k. Mothers /m :ð (r) /
- l. There / ðe (r) /
- m. The /ð /
- n. Father /'f :ð (r) /
- o. Mother /m :ð (r) /
- p. Then /ðæn /
- q. Through / ru: /
- r. The /ð /
- s. Weather /weð (r) /
- t. The /ð /

**3. Front vowels / ɪ : / and / ɪ /**

**1) / ɪ : / = 4**

- a. Peal /pɪ:l /
- b. Feel /fi:l /
- c. See /si: /
- d. He /hi: /

**2) / ɪ / = 14**

- a. Pick /pɪk /
- b. Beat /bi:t /
- c. Sifter /sɪftɪ /
- d. In /ɪn /
- e. Sifting /sɪftɪn /
- f. Sieveful /sɪvful /
- g. Is /ɪz /
- h. In /ɪn /
- i. It /ɪt /
- j. Is /ɪz /
- k. It /ɪt /
- l. Is /ɪz /
- m. Expensive /ɪk'spensɪv /
- n. Pretty /prɪti /

**4. Back vowels / u : / and / u /**

**1) / u : / = 11**

- g. Pool /pu:l /
- h. Shoot / u:t /
- i. To /tu: /
- j. To /tu: /
- k. Zoo /zu: /
- l. Goose /gu:s /
- g. To /tu: /
- h. Food /fu:d /
- i. You /ju: /
- j. New /nju: /
- k. Uniform /nju:nɪfɔ:m /

2) / / = 9

a. Look /l k/

b. Hood /h d/

c. Look /l k/

d. Sugar /' g r/

e. Looks /l k/

f. Good /g d/

g. Took /l k/

h. Put /p t/

# APPENDIX D

**D.1. The Students' Pronunciation Pre-Test and Post-Test Result of  
Experimental and Control Class**

**D.2. The Students' Calculation T-Test of Consonant and Vowel Score on  
Post-Test in Experimental and Control Class**

**D.3. The Students' Calculation T-Test on Pre-Test and Post-Test in Final  
Score**

**D.4. Calculating the Mean Score of and the Improvement of  
Students' Pronunciation in Experimental and Control Class**

**D.5. The Students' Classification of the Pre Test and Post Test in Dental  
Consonants, Palato Alveolar, Front Vowel and Back Vowel  
Category**

**D.6. Table Distribution of T-Value**

## APPENDIX D.1

### 1. The Students' Pronunciation Pre-Test Result of Experimental Class

Sample	The Students' Pronunciation Result										Total	Score	Classification
	English Consonant						English Vowel						
	Dental Consonant		Palato Alveolar				Front Vowel		Back Vowel				
		ð					ɪ	ɪ:		u:			
A-01	1	5	3	3	3	3	5	3	4	4	34	5.67	Fairly Poor
A-02	1	4	1	1	2	2	5	2	4	2	24	4.00	Poor
A-03	1	4	4	3	2	3	4	3	3	3	30	5.00	Poor
A-04	1	4	2	2	2	3	5	2	2	3	26	4.33	Poor
A-05	1	4	1	2	2	2	4	2	4	4	26	4.33	Poor
A-06	3	6	1	2	3	3	5	5	5	4	37	6.17	Fairly Poor
A-07	3	4	2	1	4	3	2	3	4	4	30	5.00	Poor
A-08	4	5	1	2	4	3	5	5	5	4	38	6.33	Fairly Poor
A-09	4	6	1	3	2	3	5	5	4	5	38	6.33	Fairly Poor
A-10	2	5	2	4	3	3	5	3	5	5	37	6.17	Fairly Poor
A-11	3	4	4	4	3	3	5	5	5	5	41	6.83	Fair
A-12	1	4	3	5	4	3	5	3	4	5	37	6.17	Fairly Poor
A-13	3	5	3	4	2	3	5	5	5	5	40	6.67	Fair
A-14	4	4	2	2	4	3	5	5	4	4	37	6.17	Fairly Poor
A-15	4	4	4	4	4	3	5	5	5	5	43	7.17	Fair
A-16	3	4	2	1	3	3	5	5	4	5	35	5.83	Fairly Poor
A-17	2	4	2	2	4	3	4	5	5	4	35	5.83	Fairly Poor
A-18	3	4	4	3	4	3	5	5	5	5	41	6.83	Fair
A-19	1	3	2	1	4	3	5	5	3	4	31	5.17	Poor
A-20	2	5	5	4	4	3	5	5	5	4	42	7.00	Fair
A-21	3	5	1	2	3	3	5	5	5	5	37	6.17	Fairly Poor
A-22	3	4	4	3	4	3	4	5	5	5	40	6.67	Fair
A-23	2	4	3	2	3	3	5	5	5	5	37	6.17	Fairly Poor
A-24	1	5	4	4	3	3	5	4	5	5	39	6.50	Fairly Poor
A-25	1	6	3	3	3	3	5	5	5	5	39	6.50	Fairly Poor
A-26	2	5	6	5	4	3	4	5	4	6	44	7.33	Fair
A-27	2	4	2	2	3	2	5	5	3	4	32	5.33	Poor
A-28	4	6	5	3	4	3	5	5	5	5	45	7.50	Fair
A-29	2	5	4	2	2	3	4	5	4	5	36	6.00	Fairly Poor
A-30	2	6	3	4	3	3	5	5	5	4	40	6.67	Fair



## 2. The Students' Pronunciation Pre-Test Result of Control Class

Sample	The Students' Pronunciation Result										Total	Score	Classification
	English Consonant						English Vowel						
	Dental Consonant		Palato Alveolar				Front Vowel		Back Vowel				
		ð					ɪ	ɪ:		u:			
B-01	2	4	2	2	2	2	4	2	4	4	28	4.67	Poor
B-02	1	4	4	4	1	3	3	3	4	5	32	5.33	Poor
B-03	3	3	3	4	2	3	4	5	3	5	35	5.83	Fairly Poor
B-04	4	4	4	5	4	3	3	5	4	4	40	6.67	Fair
B-05	2	4	2	3	2	2	4	5	5	4	33	5.50	Poor
B-06	3	4	2	2	2	2	5	3	4	4	31	5.17	Poor
B-07	4	5	4	1	4	3	5	5	4	5	40	6.67	Fair
B-08	3	5	2	2	4	3	4	5	3	5	36	6.00	Fairly Poor
B-09	3	4	2	3	4	2	5	3	5	4	35	5.83	Fairly Poor
B-10	2	5	2	2	2	3	3	3	4	4	30	5.00	Poor
B-11	3	5	3	2	3	4	4	3	5	5	37	6.17	Fairly Poor
B-12	4	4	2	2	4	3	5	5	3	5	37	6.17	Fairly Poor
B-13	3	5	1	2	3	3	4	5	4	5	35	5.83	Fairly Poor
B-14	3	4	2	1	3	3	3	2	4	4	29	4.83	Poor
B-15	2	4	3	2	3	3	5	3	3	5	33	5.50	Poor
B-16	2	4	3	2	2	2	4	3	5	4	31	5.17	Poor
B-17	1	4	2	1	3	3	4	5	4	5	32	5.33	Poor
B-18	2	3	4	3	4	3	5	3	5	4	36	6.00	Fairly Poor
B-19	2	4	2	2	3	2	5	3	4	4	31	5.17	Poor
B-20	1	2	2	2	1	2	4	2	4	5	25	4.17	Poor
B-21	2	3	2	3	2	3	4	4	4	4	31	5.17	Poor
B-22	3	3	1	4	3	3	5	5	4	4	35	5.83	Fair Poor
B-23	2	3	3	3	4	4	3	5	4	4	35	5.83	Fairly Poor
B-24	2	4	3	2	3	3	5	5	5	5	37	6.17	Fairly Poor
B-25	3	5	4	2	4	4	5	5	3	5	40	6.67	Fair
B-26	2	4	2	3	3	2	4	3	4	4	31	5.17	Poor
B-27	3	4	3	3	4	3	5	4	4	5	38	6.33	Fairly Poor
B-28	2	4	4	4	4	4	5	3	3	5	38	6.33	Fairly Poor
B-29	3	4	3	2	4	3	5	5	4	4	37	6.17	Fairly Poor
B-30	2	3	3	3	2	3	5	5	4	4	34	5.67	Fairly Poor

### 3. The Students' Pronunciation Post-Test Result of Experimental Class

Sample	The Students' Pronunciation Result										Total	Score	Classification
	English Consonant					English Vowel							
	Dental Consonant		Palato Alveolar			Front Vowel		Back Vowel					
		ð					ɪ	ɪ:		u:			
A-01	3	6	3	3	4	3	5	5	5	5	42	7.00	Fair
A-02	3	6	2	2	4	2	5	5	4	4	37	6.17	Fair
A-03	2	5	2	4	2	3	5	4	6	5	38	6.33	Fairly Poor
A-04	2	4	2	2	4	3	5	5	5	4	36	6.00	Fairly Poor
A-05	2	4	2	2	3	2	5	5	3	4	32	5.33	Poor
A-06	4	5	3	4	4	3	5	4	4	6	42	7.00	Fair
A-07	4	4	4	4	4	3	5	5	5	4	42	7.00	Fair
A-08	2	6	2	2	4	3	5	5	4	6	39	6.50	Fairly Poor
A-09	4	5	4	4	5	4	6	5	4	5	46	7.67	Good
A-10	3	6	5	4	4	2	5	5	4	4	42	7.00	Fair
A-11	4	5	5	4	5	4	5	5	5	6	48	8.00	Good
A-12	4	5	5	4	4	3	5	4	4	5	43	7.17	Fair
A-13	2	5	5	5	4	3	4	5	4	4	41	6.83	Fair
A-14	4	5	3	3	3	4	5	5	6	5	43	7.17	Fair
A-15	6	5	4	3	4	3	5	5	6	6	47	7.83	Good
A-16	5	5	4	2	4	3	5	5	6	5	44	7.33	Fair
A-17	2	4	3	2	5	3	5	5	5	6	40	6.67	Fair
A-18	5	5	3	4	4	3	5	4	4	5	42	7.00	Fair
A-19	3	4	4	3	3	4	4	5	5	6	41	6.83	Fair
A-20	4	6	5	5	5	4	5	5	6	6	51	8.50	Good
A-21	6	5	3	2	4	3	5	5	4	5	42	7.00	Fair
A-22	6	6	3	2	4	4	5	5	5	4	44	7.33	Fair
A-23	4	5	4	4	4	3	5	5	4	4	42	7.00	Fair
A-24	4	6	5	4	4	4	5	5	5	4	46	7.67	Good
A-25	4	6	3	4	4	4	5	5	4	5	44	7.33	Fair
A-26	6	6	6	5	5	4	6	5	6	6	55	9.17	Very Good
A-27	3	5	3	4	4	2	5	5	4	4	39	6.50	Fairly Poor
A-28	6	6	6	5	5	4	5	5	4	5	51	8.50	Good
A-29	3	5	4	5	4	3	6	5	5	5	45	7.50	Fair
A-30	5	6	6	5	5	4	5	5	5	6	52	8.67	Very Good

#### 4. The Students' Pronunciation Post-Test Result of Control Class

Sample	The Students' Pronunciation Result										Total	Score	Classification
	English Consonant						English Vowel						
	Dental Consonant		Palato Alveolar				Front Vowel		Back Vowel				
		ð					ɪ	ɪ:		u:			
B-01	2	4	3	2	3	3	3	3	5	5	33	5.50	Poor
B-02	3	6	5	3	3	3	5	4	5	5	42	7.00	Fair
B-03	4	5	5	4	4	3	3	4	4	4	40	6.67	Fair
B-04	3	5	5	5	5	3	4	5	5	6	46	7.67	Good
B-05	2	4	1	3	3	2	5	2	4	4	30	5.00	Poor
B-06	4	4	2	2	3	2	5	5	3	4	34	5.67	Fairly Poor
B-07	4	6	4	2	4	3	4	4	5	6	42	7.00	Fair
B-08	3	5	4	3	4	2	4	5	6	5	41	6.83	Fair
B-09	4	4	3	2	4	2	5	5	4	4	37	6.17	Fairly Poor
B-10	3	5	3	4	3	3	5	5	5	6	42	7.00	Fair
B-11	3	4	4	3	3	3	4	3	5	6	38	6.33	Fairly Poor
B-12	4	5	1	2	4	3	5	5	5	4	38	6.33	Fairly Poor
B-13	4	5	3	4	4	3	5	5	4	4	41	6.83	Fair
B-14	3	4	1	2	2	2	4	2	6	4	30	5.00	Poor
B-15	3	5	3	2	4	3	5	5	4	6	40	6.67	Fair
B-16	2	5	2	2	4	2	5	5	4	4	35	5.83	Fairly Poor
B-17	2	4	3	1	3	2	4	4	4	4	31	5.17	Poor
B-18	3	5	5	4	4	2	3	4	6	4	40	6.67	Fair
B-19	2	4	3	2	3	3	5	5	4	5	36	6.00	Fairly Poor
B-20	2	4	3	1	3	2	4	5	6	4	34	5.67	Fairly Poor
B-21	3	5	2	2	3	3	5	5	4	5	37	6.17	Fairly Poor
B-22	4	6	3	3	4	3	5	5	5	4	42	7.00	Fair
B-23	3	4	2	2	3	3	4	3	4	5	33	5.50	Poor
B-24	4	4	2	2	3	3	4	4	5	5	36	6.00	Fairly Poor
B-25	3	6	5	4	5	3	5	5	3	4	43	7.17	Fair
B-26	2	4	3	2	2	2	5	5	5	6	36	6.00	Fairly Poor
B-27	5	4	6	5	3	3	4	5	4	4	43	7.17	Fair
B-28	4	5	5	5	5	3	5	5	5	6	48	8.00	Good
B-29	3	4	4	3	5	3	5	5	4	4	40	6.67	Fair
B-30	2	4	2	2	3	2	3	5	3	4	30	5.00	Poor

## D.2 The Students' Calculation T-Test of Consonant and Vowel Score on Post-Test

### 1. The Students' English Consonant Score on Post-Test

Sample	Experimental Class ( $X_1$ )	Control Class ( $X_2$ )	$(X_1)^2$	$(X_2)^2$
S-01	6.11	8.33	37.35	69.44
S-02	5.28	7.50	27.85	56.25
S-03	5.00	8.33	25.00	69.44
S-04	4.72	7.92	22.30	62.67
S-05	4.17	7.08	17.36	50.17
S-06	6.39	7.92	40.82	62.67
S-07	6.39	7.92	40.82	62.67
S-08	5.28	8.33	27.85	69.44
S-09	7.22	8.33	52.16	69.44
S-10	6.67	7.50	44.44	56.25
S-11	7.50	8.75	56.25	76.56
S-12	6.94	7.50	48.23	56.25
S-13	6.67	7.08	44.44	50.17
S-14	6.11	8.75	37.35	76.56
S-15	6.94	9.17	48.23	84.03
S-16	6.39	8.75	40.82	76.56
S-17	5.28	8.75	27.85	76.56
S-18	6.67	7.50	44.44	56.25
S-19	5.83	8.33	34.03	69.44
S-20	8.06	9.17	64.89	84.03
S-21	6.39	7.92	40.82	62.67
S-22	6.94	7.92	48.23	62.67
S-23	6.67	7.50	44.44	56.25
S-24	7.50	7.92	56.25	62.67
S-25	6.94	7.92	48.23	62.67
S-26	8.89	9.58	79.01	91.84
S-27	5.83	7.50	34.03	56.25
S-28	8.89	7.92	79.01	62.67
S-29	6.67	8.75	44.44	76.56
S-30	8.61	8.75	74.15	76.56
N= 32	$X_1 = 6.56$	$X_2 = 5.53$	$X_1 = 44.37$	$X_2 = 31.71$
	$\bar{x}_1 = 196.94$	$\bar{x}_2 = 165.83$	$\bar{x}_1 = 1331.10$	$\bar{x}_2 = 951.31$

## CALCULATION OF T – TEST of Consonant in post-test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \cdot \frac{1}{n_1} + \frac{1}{n_2}}$$

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1}$$

$$SS_1 = 1331.10 - \frac{196.94^2}{30}$$

$$SS_1 = 1331.10 - \frac{38.785.363}{30}$$

$$SS_1 = 1331.10 - 1292.845$$

$$SS_1 = 38.255$$

$$SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

$$SS_2 = 951.31 - \frac{165.83^2}{30}$$

$$SS_2 = 951.31 - \frac{27.499.588}{30}$$

$$SS_2 = 951.31 - 916.652$$

$$SS_2 = 34.648$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \cdot \frac{1}{n_1} + \frac{1}{n_2}}$$

$$t = \frac{6.56 - 5.53}{\frac{38.255 + 34.648}{30 + 30 - 2} \cdot \frac{1}{30} + \frac{1}{30}}$$

$$t = \frac{1.03}{\frac{72.903}{58} \cdot \frac{2}{30}}$$

$$t = \frac{1.03}{1.256 \cdot 0.06}$$

$$t = \frac{1.03}{\sqrt{0.075.36}}$$

$$t = \frac{1.03}{0.274}$$

$$t = 3.75912$$

The value of t – table:

For level of significance (a) = 0,05  
 Degree of freedom (df) =  $n_1 + n_2 - 2$   
 =  $30 + 30 - 2$   
 = 58

t-Table = 2.00172

## 2. The Students' English Vowel Score on Post-Test

Sample	Experimental Class ( $X_1$ )	Control Class ( $X_2$ )	$(X_1)^2$	$(X_2)^2$
S-01	4.72	6.67	22.30	44.44
S-02	6.39	7.92	40.82	62.67
S-03	6.94	6.25	48.23	39.06
S-04	7.22	8.33	52.16	69.44
S-05	4.17	6.25	17.36	39.06
S-06	4.72	7.08	22.30	50.17
S-07	6.39	7.92	40.82	62.67
S-08	5.83	8.33	34.03	69.44
S-09	5.28	7.50	27.85	56.25
S-10	5.83	8.75	34.03	76.56
S-11	5.56	7.50	30.86	56.25
S-12	5.28	7.92	27.85	62.67
S-13	6.39	7.50	40.82	56.25
S-14	3.89	6.67	15.12	44.44
S-15	5.56	8.33	30.86	69.44
S-16	4.72	7.50	22.30	56.25
S-17	4.17	6.67	17.36	44.44
S-18	6.39	7.08	40.82	50.17
S-19	4.72	7.92	22.30	62.67
S-20	4.17	7.92	17.36	62.67
S-21	5.00	7.92	25.00	62.67
S-22	6.39	7.92	40.82	62.67
S-23	4.72	6.67	22.30	44.44
S-24	5.00	7.50	25.00	56.25
S-25	7.22	7.08	52.16	50.17
S-26	4.17	8.75	17.36	76.56
S-27	7.22	7.08	52.16	50.17
S-28	7.50	8.75	56.25	76.56
S-29	6.11	7.50	37.35	56.25
S-30	4.17	6.25	17.36	39.06
<b>N= 32</b>	<b><math>X_1 = 8.15</math></b>	<b><math>X_2 = 7.51</math></b>	<b><math>X_1 = 66.86</math></b>	<b><math>X_2 = 57.00</math></b>
	<b><math>\bar{x}_1 = 244.58</math></b>	<b><math>\bar{x}_2 = 225.42</math></b>	<b><math>\bar{x}_1 = 2005.73</math></b>	<b><math>\bar{x}_2 = 1709.00</math></b>

**CALCULATION OF T – TEST of Vowels in post-test**

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1}$$

$$SS_1 = 2005.73 - \frac{244.58^2}{30}$$

$$SS_1 = 2005.73 - \frac{59.819.376}{30}$$

$$SS_1 = 2005.73 - 1993.979$$

$$SS_1 = 11.751$$

$$SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

$$SS_2 = 1709.00 - \frac{225.42^2}{30}$$

$$SS_2 = 1709.00 - \frac{50.814.176}{30}$$

$$SS_2 = 1709.00 - 1693.805$$

$$SS_2 = 15.195$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t = \frac{8.15 - 7.51}{\sqrt{\frac{11.751 + 15.195}{30 + 30 - 2} \left( \frac{1}{30} + \frac{1}{30} \right)}}$$

$$t = \frac{0.64}{\sqrt{\frac{26.946}{58} \cdot \frac{2}{30}}}$$

$$t = \frac{0.64}{\sqrt{0.464 \cdot 0.06}}$$

$$t = \frac{0.64}{\sqrt{0.02784}}$$

$$t = \frac{0.64}{0.166}$$

$$t = 3.85542$$

The value of t – table:  
 For level of significance (a) = 0,05  
 Degree of freedom (df) =  $n_1 + n_2 - 2$   
 =  $30 + 30 - 2$   
 = 58  
 t-Table = 2.00172

### D.3 The Students' Calculation T-Test on Pre-Test and Post-Test in Final Score

#### 1. The Students' Score on Pre-Test

Sample	Experimental ( $X_1$ )	Control Class ( $X_2$ )	$(X_1)^2$	$(X_2)^2$
S-01	5.67	4.67	32.11	21.78
S-02	4.00	5.33	16.00	28.44
S-03	5.00	5.83	25.00	34.03
S-04	4.33	6.67	18.78	44.44
S-05	4.33	5.50	18.78	30.25
S-06	6.17	5.17	38.03	26.69
S-07	5.00	6.67	25.00	44.44
S-08	6.33	6.00	40.11	36.00
S-09	6.33	5.83	40.11	34.03
S-10	6.17	5.00	38.03	25.00
S-11	6.83	6.17	46.69	38.03
S-12	6.17	6.17	38.03	38.03
S-13	6.67	5.83	44.44	34.03
S-14	6.17	4.83	38.03	23.36
S-15	7.17	5.50	51.36	30.25
S-16	5.83	5.17	34.03	26.69
S-17	5.83	5.33	34.03	28.44
S-18	6.83	6.00	46.69	36.00
S-19	5.17	5.17	26.69	26.69
S-20	7.00	4.17	49.00	17.36
S-21	6.17	5.17	38.03	26.69
S-22	6.67	5.83	44.44	34.03
S-23	6.17	5.83	38.03	34.03
S-24	6.50	6.17	42.25	38.03
S-25	6.50	6.67	42.25	44.44
S-26	7.33	5.17	53.78	26.69
S-27	5.33	6.33	28.44	40.11
S-28	7.50	6.33	56.25	40.11
S-29	6.00	6.17	36.00	38.03
S-30	6.67	5.67	44.44	32.11
<b>N=30</b>	<b><math>X_1 = 181.83</math></b>	<b><math>X_2 = 170.33</math></b>	<b><math>X_1 = 1124.86</math></b>	<b><math>X_2 = 978.61</math></b>
	<b><math>\bar{x}_1 = 6.06</math></b>	<b><math>\bar{x}_2 = 5.68</math></b>	<b><math>\bar{x}_1 = 37.50</math></b>	<b><math>\bar{x}_2 = 32.61</math></b>



## CALCULATION OF T – TEST

### Pre – Test

$$\begin{aligned}
 t &= \frac{\bar{x}_1 - \bar{x}_2}{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \cdot \frac{1}{n_1} + \frac{1}{n_2}} \\
 SS_1 &= \sum X_1^2 - \frac{(\sum X_1)^2}{n_1} \\
 &= 1124.86 - \frac{(181.83)^2}{30} \\
 &= 1124.86 - \frac{33062.15}{30} \\
 &= 1124.86 - 1102.07 \\
 &= 22.79 \\
 SS_2 &= \sum X_2^2 - \frac{(\sum X_2)^2}{n_2} \\
 &= 978.28 - \frac{170.33^2}{30} \\
 &= 978.28 - \frac{29012.30}{30} \\
 &= 978.28 - 967.07 \\
 &= 11.21 \\
 t &= \frac{\bar{x}_1 - \bar{x}_2}{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \cdot \frac{1}{n_1} + \frac{1}{n_2}} \\
 &= \frac{6.06 - 5.68}{\frac{22.79 + 11.21}{30 + 30 - 2} \cdot \frac{1}{30} + \frac{1}{30}} \\
 &= \frac{0.38}{\frac{34}{58} \cdot \frac{2}{30}} \\
 &= \frac{0.38}{0.59 (0.06)} \\
 &= \frac{0.38}{\sqrt{0.0534}} \\
 &= \frac{0.38}{0.23} \\
 &= 1.65
 \end{aligned}$$

The value of t – table:

For level of significance (a) = 0,05

Degree of freedom (df) =  $n_1 + n_2 - 2$

$$= 30 + 30 - 2$$

$$= 58$$

$$t\text{-Table} = 2.00172$$

## 2. The Students' Score on Post-Test

Sample	Experimental ( $X_1$ )	Control Class ( $X_2$ )	$(X_1)^2$	$(X_2)^2$
S-01	7.00	5.50	49.00	30.25
S-02	6.17	7.00	38.03	49.00
S-03	6.33	6.67	40.11	44.44
S-04	6.00	7.67	36.00	58.78
S-05	5.33	5.00	28.44	25.00
S-06	7.00	5.67	49.00	32.11
S-07	7.00	7.00	49.00	49.00
S-08	6.50	6.83	42.25	46.69
S-09	7.67	6.17	58.78	38.03
S-10	7.00	7.00	49.00	49.00
S-11	8.00	6.33	64.00	40.11
S-12	7.17	6.33	51.36	40.11
S-13	6.83	6.83	46.69	46.69
S-14	7.17	5.00	51.36	25.00
S-15	7.83	6.67	61.36	44.44
S-16	7.33	5.83	53.78	34.03
S-17	6.67	5.17	44.44	26.69
S-18	7.00	6.67	49.00	44.44
S-19	6.83	6.00	46.69	36.00
S-20	8.50	5.67	72.25	32.11
S-21	7.00	6.17	49.00	38.03
S-22	7.33	7.00	53.78	49.00
S-23	7.00	5.50	49.00	30.25
S-24	7.67	6.00	58.78	36.00
S-25	7.33	7.17	53.78	51.36
S-26	9.17	6.00	84.03	36.00
S-27	6.50	7.17	42.25	51.36
S-28	8.50	8.00	72.25	64.00
S-29	7.50	6.67	56.25	44.44
S-30	8.67	5.00	75.11	25.00
<b>N=30</b>	<b><math>X_1 = 216.00</math></b>	<b><math>X_2 = 189.67</math></b>	<b><math>X_1 = 1574.78</math></b>	<b><math>X_2 = 1217.39</math></b>
	<b><math>\bar{x}_1 = 7.20</math></b>	<b><math>\bar{x}_2 = 6.32</math></b>	<b><math>\bar{x}_1 = 52.49</math></b>	<b><math>\bar{x}_2 = 40.58</math></b>

## CALCULATION OF T – TEST

Post – Test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\begin{aligned} SS_1 &= \sum X_1^2 - \frac{(\sum X_1)^2}{n_1} \\ &= 1574.78 - \frac{(216.00)^2}{30} \\ &= 1574.78 - \frac{46656}{30} \\ &= 1574.78 - 1555.2 \\ &= 19.58 \end{aligned}$$

$$\begin{aligned} SS_2 &= \sum X_2^2 - \frac{(\sum X_2)^2}{n_2} \\ &= 1217.39 - \frac{(189.67)^2}{30} \\ &= 1217.39 - \frac{35974.71}{30} \\ &= 1217.39 - 1199.16 \\ &= 18.23 \end{aligned}$$

$$\begin{aligned} t &= \frac{\bar{x}_1 - \bar{x}_2}{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\ &= \frac{7.20 - 6.32}{\frac{19.58 + 18.23}{30 + 30 - 2} \sqrt{\frac{1}{30} + \frac{1}{30}}} \\ &= \frac{0.88}{\frac{437.81}{58} \sqrt{\frac{2}{30}}} \\ &= \frac{0.88}{0.65 (0.06)} \\ &= \frac{0.88}{\sqrt{0.039}} \\ &= \frac{0.88}{0.20} \\ &= 4.4 \end{aligned}$$

The value of t – table:

For level of significance (a) = 0,05

Degree of freedom (df) =  $n_1 + n_2 - 2$   
 =  $30 + 30 - 2$   
 = 58

t-Table = 2.00172

**D.4.**

**Calculating the Mean Score of and the Improvement of Students' Pronunciation in Experimental Class**

Code of Students	Pre Test					Post Test				
	Dental Consonant	Palato Alveolar	Front Vowel	Back Vowel	Final Score	Dental Consonant	Palato Alveolar	Front Vowel	Back Vowel	Final Score
A-01	5.00	5.00	6.67	6.67	5.67	7.50	5.42	8.33	8.33	7.00
A-02	4.17	2.50	5.83	5.00	4.00	7.50	4.17	8.33	6.67	6.17
A-03	4.17	5.00	5.83	5.00	5.00	5.83	4.58	7.50	9.17	6.33
A-04	4.17	3.75	5.83	4.17	4.33	5.00	4.58	8.33	7.50	6.00
A-05	4.17	2.92	5.00	6.67	4.33	5.00	3.75	8.33	5.83	5.33
A-06	7.50	3.75	8.33	7.50	6.17	7.50	5.83	7.50	8.33	7.00
A-07	5.83	4.17	4.17	6.67	5.00	6.67	6.25	8.33	7.50	7.00
A-08	7.50	4.17	8.33	7.50	6.33	6.67	4.58	8.33	8.33	6.50
A-09	8.33	3.75	8.33	7.50	6.33	7.50	7.08	9.17	7.50	7.67
A-10	5.83	5.00	6.67	8.33	6.17	7.50	6.25	8.33	6.67	7.00
A-11	5.83	5.83	8.33	8.33	6.83	7.50	7.50	8.33	9.17	8.00
A-12	4.17	6.25	6.67	7.50	6.17	7.50	6.67	7.50	7.50	7.17
A-13	6.67	5.00	8.33	8.33	6.67	5.83	7.08	7.50	6.67	6.83
A-14	6.67	4.58	8.33	6.67	6.17	7.50	5.42	8.33	9.17	7.17
A-15	6.67	6.25	8.33	8.33	7.17	9.17	5.83	8.33	10.00	7.83
A-16	5.83	3.75	8.33	7.50	5.83	8.33	5.42	8.33	9.17	7.33
A-17	5.00	4.58	7.50	7.50	5.83	5.00	5.42	8.33	9.17	6.67
A-18	5.83	5.83	8.33	8.33	6.83	8.33	5.83	7.50	7.50	7.00
A-19	3.33	4.17	8.33	5.83	5.17	5.83	5.83	7.50	9.17	6.83
A-20	5.83	6.67	8.33	7.50	7.00	8.33	7.92	8.33	10.00	8.50
A-21	6.67	3.75	8.33	8.33	6.17	9.17	5.00	8.33	7.50	7.00
A-22	5.83	5.83	7.50	8.33	6.67	10.00	5.42	8.33	7.50	7.33
A-23	5.00	4.58	8.33	8.33	6.17	7.50	6.25	8.33	6.67	7.00
A-24	5.00	5.83	7.50	8.33	6.50	8.33	7.08	8.33	7.50	7.67
A-25	5.83	5.00	8.33	8.33	6.50	8.33	6.25	8.33	7.50	7.33
A-26	5.83	7.50	7.50	8.33	7.33	10.00	8.33	9.17	10.00	9.17
A-27	5.00	3.75	8.33	5.83	5.33	6.67	5.42	8.33	6.67	6.50
A-28	8.33	6.25	8.33	8.33	7.50	10.00	8.33	8.33	7.50	8.50
A-29	5.83	4.58	7.50	7.50	6.00	6.67	6.67	9.17	8.33	7.50
A-30	6.67	5.42	8.33	7.50	6.67	9.17	8.33	8.33	9.17	8.67
<b>Total</b>	<b>172.5</b>	<b>145.42</b>	<b>225.83</b>	<b>220.00</b>	<b>181.83</b>	<b>233.36</b>	<b>182.50</b>	<b>247.50</b>	<b>241.67</b>	<b>216.00</b>

1. Dental Consonant classification

a. Mean score of Pre Test

$$\bar{X} = \frac{\Sigma x}{N}$$
$$\bar{X} = \frac{172.50}{30} = 5.57$$

b. Mean score of Post Test

$$\bar{X} = \frac{\Sigma x}{N}$$
$$\bar{X} = \frac{233.36}{30} = 7.53$$

c. Improvement percentage

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$
$$= \frac{7.53 - 5.57}{5.57} \times 100\%$$
$$= 35.19\%$$

2. Palato Alveolar classification

a. Mean score of Pre Test

$$\bar{X} = \frac{\Sigma x}{N}$$
$$\bar{X} = \frac{145.42}{30} = 4.85$$

b. Mean score of Post Test

$$\bar{X} = \frac{\Sigma x}{N}$$
$$\bar{X} = \frac{182.50}{30} = 6.08$$

c. Improvement percentage

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$
$$= \frac{6.08 - 4.85}{4.85} \times 100\%$$
$$= 25.36\%$$

3. Front Vowels classification

a. Mean score of Pre Test

$$\bar{X} = \frac{\Sigma x}{N}$$
$$\bar{X} = \frac{225.83}{30} = 7.53$$

b. Mean score of Post Test

$$\bar{X} = \frac{\Sigma x}{N}$$
$$\bar{X} = \frac{247.50}{30} = 8.25$$

c. Improvement percentage

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$
$$= \frac{8.25 - 7.53}{7.53} \times 100\%$$
$$= 9.56\%$$

4. Back Vowels Classification

- a. Mean score of Pre Test

$$\bar{X} = \frac{\sum x}{N}$$
$$\bar{X} = \frac{220.00}{30} = 7.33$$

- b. Mean score of Post Test

$$\bar{X} = \frac{\sum x}{N}$$
$$\bar{X} = \frac{241.67}{30} = 8.06$$

- c. Improvement percentage

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$
$$= \frac{8.06 - 7.33}{7.33} \times 100\%$$
$$= 9.95\%$$

5. Pronunciation final score

- a. Mean score of Pre Test

$$\bar{X} = \frac{\sum x}{N}$$
$$\bar{X} = \frac{181.83}{30} = 6.06$$

- b. Mean score of Post Test

$$\bar{X} = \frac{\sum x}{N}$$
$$\bar{X} = \frac{216.00}{30} = 7.20$$

- c. Improvement percentage

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$
$$= \frac{7.20 - 6.06}{6.06} \times 100\%$$
$$= 18.81\%$$

**Calculating the Mean Score of and the Improvement of Students'  
Pronunciation in Control Class**

Code of Students	Pre Test					Post Test				
	Dental Consonant	Palato Alveolar	Front Vowel	Back Vowel	Final Score	Dental Consonant	Palato Alveolar	Front Vowel	Back Vowel	Final Score
B-01	5.00	3.33	5.00	6.67	4.67	5.00	4.58	5.83	8.33	5.50
B-02	4.17	5.00	5.00	7.50	5.33	7.50	5.83	7.50	8.33	7.00
B-03	5.00	5.00	7.50	6.67	5.83	7.50	6.67	6.67	6.67	6.67
B-04	6.67	6.67	6.67	6.67	6.67	6.67	7.50	5.00	9.17	7.67
B-05	5.00	3.75	7.50	7.50	5.50	5.00	3.75	8.33	6.67	5.00
B-06	5.83	3.33	6.67	6.67	5.17	6.67	3.75	7.50	5.83	5.67
B-07	7.50	5.00	8.33	7.50	6.67	8.33	5.42	7.50	9.17	7.00
B-08	6.67	4.58	7.50	6.67	6.00	6.67	5.42	7.50	9.17	6.83
B-09	5.83	4.58	6.67	7.50	5.83	6.67	4.58	8.33	6.67	6.17
B-10	5.83	3.75	5.00	6.67	5.00	6.67	5.42	6.67	9.17	7.00
B-11	6.67	5.00	5.83	8.33	6.17	5.83	5.42	7.50	9.17	6.33
B-12	6.67	4.58	8.33	6.67	6.17	7.50	4.17	8.33	7.50	6.33
B-13	6.67	3.75	7.50	7.50	5.83	7.50	5.83	5.83	6.67	6.83
B-14	5.83	3.75	4.17	6.67	4.83	5.83	2.92	7.50	8.33	5.00
B-15	5.00	4.58	6.67	6.67	5.50	6.67	5.00	8.33	8.33	6.67
B-16	5.00	3.75	5.83	7.50	5.17	5.83	4.17	7.50	6.67	5.83
B-17	4.17	3.75	7.50	7.50	5.33	5.00	3.75	6.67	6.67	5.17
B-18	4.17	5.83	6.67	7.50	6.00	6.67	6.25	6.67	8.33	6.67
B-19	5.00	3.75	6.67	6.67	5.17	5.00	4.58	8.33	7.50	6.00
B-20	2.50	2.92	5.00	7.50	4.17	5.00	3.75	7.50	8.33	5.67
B-21	4.17	4.17	6.67	6.67	5.17	6.67	4.17	8.33	7.50	6.17
B-22	5.00	4.58	8.33	6.67	5.83	8.33	5.42	6.67	7.50	7.00
B-23	4.17	5.83	6.67	6.67	5.83	5.83	4.17	6.67	7.50	5.50
B-24	5.00	4.58	8.33	8.33	6.17	6.67	4.17	7.50	8.33	6.00
B-25	6.67	5.83	8.33	6.67	6.67	7.50	7.08	8.33	5.83	7.17
B-26	5.00	4.17	5.83	6.67	5.17	5.00	3.75	8.33	9.17	6.00
B-27	5.83	5.42	7.50	7.50	6.33	7.50	7.08	7.50	6.67	7.17
B-28	5.00	6.67	6.67	6.67	6.33	7.50	7.50	8.33	9.17	8.00
B-29	5.83	5.00	8.33	6.67	6.17	5.83	6.25	8.33	6.67	6.67
B-30	4.17	4.58	8.33	6.67	5.67	5.00	3.75	2.50	5.83	5.00
<b>Total</b>	<b>160.00</b>	<b>137.50</b>	<b>205.00</b>	<b>211.67</b>	<b>17.33</b>	<b>193.33</b>	<b>152.08</b>	<b>217.50</b>	<b>230.83</b>	<b>189.67</b>

1. Dental Consonant classification

a. Mean score of Pre Test

$$\bar{X} = \frac{\sum x}{N}$$
$$\bar{X} = \frac{160.00}{30} = 5.33$$

b. Mean score of Post Test

$$\bar{X} = \frac{\sum x}{N}$$
$$\bar{X} = \frac{193.33}{30} = 6.44$$

c. Improvement percentage

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$
$$= \frac{6.44 - 5.33}{5.33} \times 100\%$$
$$= 20.82\%$$

2. Palato Alveolar classification

a. Mean score of Pre Test

$$\bar{X} = \frac{\sum x}{N}$$
$$\bar{X} = \frac{137.50}{30} = 4.58$$

b. Mean score of Post Test

$$\bar{X} = \frac{\sum x}{N}$$
$$\bar{X} = \frac{152.08}{30} = 5.07$$

c. Improvement percentage

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$
$$= \frac{5.07 - 4.58}{4.58} \times 100\%$$
$$= 10.69\%$$

3. Front Vowels classification

a. Mean score of Pre Test

$$\bar{X} = \frac{\sum x}{N}$$
$$\bar{X} = \frac{205.00}{30} = 6.83$$

b. Mean score of Post Test

$$\bar{X} = \frac{\sum x}{N}$$
$$\bar{X} = \frac{220.00}{30} = 7.33$$

c. Improvement percentage

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$
$$= \frac{7.33 - 6.83}{6.83} \times 100\%$$



$$= 7.32\%$$

4. Back Vowels Classification

- a. Mean score of Pre Test

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{211.67}{30} = 7.06$$

- b. Mean score of Post Test

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{230.83}{30} = 7.69$$

- c. Improvement percentage

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$= \frac{7.69 - 7.06}{7.06} \times 100\%$$

$$= 8.92\%$$

5. Pronunciation final score

- a. Mean score of Pre Test

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{170.33}{30} = 5.68$$

- b. Mean score of Post Test

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{189.67}{30} = 6.32$$

- c. Improvement percentage

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$= \frac{6.32 - 5.68}{5.68} \times 100\%$$

$$= 11.27\%$$

D.5

The Students' Classification of the Pre Test and Post Test in Dental Consonants Category

Experimental Class										Control Class							
No	Sample	Pre Test				Post Test				Pre Test				Post Test			
		Row Score		Final Score	Classification	Row Score		Final Score	Classification	Row Score		Final Score	Classification	Row Score		Final Score	Classification
			ð				ð				ð				ð		
1	S-01	1	5	5.00	Poor	3	6	7.50	Fair	2	4	5.00	Poor	2	4	5.00	Poor
2	S-02	1	4	4.17	Poor	3	6	7.50	Fair	1	4	4.17	Poor	3	6	7.50	Fair
3	S-03	1	4	4.17	Poor	2	5	5.83	Fairly Poor	3	3	5.00	Poor	4	5	7.50	Fair
4	S-04	1	4	4.17	Poor	2	4	5.00	Poor	4	4	6.67	Fair	3	5	6.67	Fair
5	S-05	1	4	4.17	Poor	2	4	5.00	Poor	2	4	5.00	Poor	2	4	5.00	Poor
6	S-06	3	6	7.50	Fair	4	5	7.50	Fair	3	4	5.83	Fairly Poor	4	4	6.67	Fair
7	S-07	3	4	5.83	Fairly Poor	4	4	6.67	Fair	4	5	7.50	Fair	4	6	8.33	Good
8	S-08	4	5	7.50	Fair	2	6	6.67	Fair	3	5	6.67	Fair	3	5	6.67	Fair
9	S-09	4	6	8.33	Good	4	5	7.50	Fair	3	4	5.83	Fairly Poor	4	4	6.67	Fair
10	S-10	2	5	5.83	Fairly Poor	3	6	7.50	Fair	2	5	5.83	Fairly Poor	3	5	6.67	Fair
11	S-11	3	4	5.83	Fairly Poor	4	5	7.50	Fair	3	5	6.67	Fair	3	4	5.83	Fairly Poor
12	S-12	1	4	4.17	Poor	4	5	7.50	Fair	4	4	6.67	Fair	4	5	7.50	Fair
13	S-13	3	5	6.67	Fair	2	5	5.83	Fairly Poor	3	5	6.67	Fair	4	5	7.50	Fair
14	S-14	4	4	6.67	Fair	4	5	7.50	Fair	3	4	5.83	Fairly Poor	3	4	5.83	Fairly Poor

15	S-15	4	4	6.67	Fair	6	5	9.17	Very Good	2	4	5.00	Poor	3	5	6.67	Fair
16	S-16	3	4	5.83	Fairly Poor	5	5	8.33	Good	2	4	5.00	Poor	2	5	5.83	Fairly Poor
17	S-17	2	4	5.00	Poor	2	4	5.00	Poor	1	4	4.17	Poor	2	4	5.00	Poor
18	S-18	3	4	5.83	Fairly Poor	5	5	8.33	Good	2	3	4.17	Poor	3	5	6.67	Fair
19	S-19	1	3	3.33	Very Poor	3	4	5.83	Fairly Poor	2	4	5.00	Poor	2	4	5.00	Poor
20	S-20	2	5	5.83	Fairly Poor	4	6	8.33	Good	1	2	2.50	Very Poor	2	4	5.00	Poor
21	S-21	3	5	6.67	Fair	6	5	9.17	Very Good	2	3	4.17	Poor	3	5	6.67	Fair
22	S-22	3	4	5.83	Fairly Poor	6	6	10.00	Excellent	3	3	5.00	Poor	4	6	8.33	Good
23	S-23	2	4	5.00	Poor	4	5	7.50	Fair	2	3	4.17	Poor	3	4	5.83	Fairly Poor
24	S-24	1	5	5.00	Poor	4	6	8.33	Good	2	4	5.00	Poor	4	4	6.67	Fair
25	S-25	1	6	5.83	Fairly Poor	4	6	8.33	Good	3	5	6.67	Fair	3	6	7.50	Fair
26	S-26	2	5	5.83	Fairly Poor	6	6	10.00	Excellent	2	4	5.00	Poor	2	4	5.00	Poor
27	S-27	2	4	5.00	Poor	3	5	6.67	Fair	3	4	5.83	Fairly Poor	5	4	7.50	Fair
28	S-28	4	6	8.33	Good	6	6	10.00	Excellent	2	4	5.00	Poor	4	5	7.50	Fair
29	S-29	2	5	5.83	Fairly Poor	3	5	6.67	Fair	3	4	5.83	Fairly Poor	3	4	5.83	Fairly Poor
30	S-30	2	6	6.67	Fair	5	6	9.17	Very Good	2	3	4.17	Poor	2	4	5.00	Poor

**The Students' Classification of the Pre Test and Post Test in Palato Alveolar Category**

Experiment Class													Control Class											
Sample	Pre-Test				Final Score	Classification	Post-Test				Final Score	Classification	Pre-Test				Final Score	Classification	Post-Test				Final Score	Classification
	Row Score						Row Score						Row Score											
S-01	3	3	3	3	5.00	Poor	3	3	4	3	5.42	Poor	2	2	2	2	3.33	Very Poor	3	2	3	3	4.58	Poor
S-02	1	1	2	2	2.50	Very Poor	2	2	4	2	4.17	Poor	4	4	1	3	5.00	Poor	5	3	3	3	5.83	Fairly Poor
S-03	4	3	2	3	5.00	Poor	2	4	2	3	4.58	Poor	3	4	2	3	5.00	Poor	5	4	4	3	6.67	Fair
S-04	2	2	2	3	3.75	Poor	2	2	4	3	4.58	Poor	4	5	4	3	6.67	Fair	5	5	5	3	7.50	Fair
S-05	1	2	2	2	2.92	Very Poor	2	2	3	2	3.75	Poor	2	3	2	2	3.75	Poor	1	3	3	2	3.75	Poor
S-06	1	2	3	3	3.75	Poor	3	4	4	3	5.83	Fairly Poor	2	2	2	2	3.33	Very Poor	2	2	3	2	3.75	Poor
S-07	2	1	4	3	4.17	Poor	4	4	4	3	6.25	Fairly Poor	4	1	4	3	5.00	Poor	4	2	4	3	5.42	Poor
S-08	1	2	4	3	4.17	Poor	2	2	4	3	4.58	Poor	2	2	4	3	4.58	Poor	4	3	4	2	5.42	Poor
S-09	1	3	2	3	3.75	Poor	4	4	5	4	7.08	Fair	2	3	4	2	4.58	Poor	3	2	4	2	4.58	Poor
S-10	2	4	3	3	5.00	Poor	5	4	4	2	6.25	Fairly Poor	2	2	2	3	3.75	Poor	3	4	3	3	5.42	Poor
S-11	4	4	3	3	5.83	Fairly Poor	5	4	5	4	7.50	Fair	3	2	3	4	5.00	Poor	4	3	3	3	5.42	Poor
S-12	3	5	4	3	6.25	Fairly Poor	5	4	4	3	6.67	Fair	2	2	4	3	4.58	Poor	1	2	4	3	4.17	Poor
S-13	3	4	2	3	5.00	Poor	5	5	4	3	7.08	Fair	1	2	3	3	3.75	Poor	3	4	4	3	5.83	Fairly Poor
S-14	2	2	4	3	4.58	Poor	3	3	3	4	5.42	Poor	2	1	3	3	3.75	Poor	1	2	2	2	2.92	Very Poor
S-15	4	4	4	3	6.25	Fairly Poor	4	3	4	3	5.83	Fairly Poor	3	2	3	3	4.58	Poor	3	2	4	3	5.00	Poor
S-16	2	1	3	3	3.75	Poor	4	2	4	3	5.42	Poor	3	2	2	2	3.75	Poor	2	2	4	2	4.17	Poor

S-17	2	2	4	3	4.58	Poor	3	2	5	3	5.42	Poor	2	1	3	3	3.75	Poor	3	1	3	2	3.75	Poor
S-18	4	3	4	3	5.83	Fairly Poor	3	4	4	3	5.83	Fairly Poor	4	3	4	3	5.83	Fairly Poor	5	4	4	2	6.25	Fairly Poor
S-19	2	1	4	3	4.17	Poor	4	3	3	4	5.83	Fairly Poor	2	2	3	2	3.75	Very Poor	3	2	3	3	4.58	Poor
S-20	5	4	4	3	6.67	Fair	5	5	5	4	7.92	Good	2	2	1	2	2.92	Very Poor	3	1	3	2	3.75	Poor
S-21	1	2	3	3	3.75	Poor	3	2	4	3	5.00	Poor	2	3	2	3	4.17	Poor	2	2	3	3	4.17	Poor
S-22	4	3	4	3	5.83	Fairly Poor	3	2	4	4	5.42	Poor	1	4	3	3	4.58	Poor	3	3	4	3	5.42	Poor
S-23	3	2	3	3	4.58	Poor	4	4	4	3	6.25	Fairly Poor	3	3	4	4	5.83	Fairly Poor	2	2	3	3	4.17	Poor
S-24	4	4	3	3	5.83	Fairly Poor	5	4	4	4	7.08	Fair	3	2	3	3	4.58	Poor	2	2	3	3	4.17	Poor
S-25	3	3	3	3	5.00	Poor	3	4	4	4	6.25	Fairly Poor	4	2	4	4	5.83	Fairly Poor	5	4	5	3	7.08	Fair
S-26	6	5	4	3	7.50	Fair	6	5	5	4	8.33	Good	2	3	3	2	4.17	Poor	3	2	2	2	3.75	Poor
S-27	2	2	3	2	3.75	Poor	3	4	4	2	5.42	Poor	3	3	4	3	5.42	Poor	6	5	3	3	7.08	Fair
S-28	5	3	4	3	6.25	Fairly Poor	6	5	5	4	8.33	Good	4	4	4	4	6.67	Fair	5	5	5	3	7.50	Fair
S-29	4	2	2	3	4.58	Poor	4	5	4	3	6.67	Fair	3	2	4	3	5.00	Poor	4	3	5	3	6.25	Fair
S-30	3	4	3	3	5.42	Poor	6	5	5	4	8.33	Good	3	3	2	3	4.58	Poor	2	2	3	2	3.75	Poor

**The Students' Classification of the Pre Test and Post Test in Front Vowels Category**

Experimental Class										Control Class							
No	Sample	Pre Test				Post Test				Pre Test				Post Test			
		Row Score		Final Score	Classification	Row Score		Final Score	Classification	Row Score		Final Score	Classification	Row Score		Final Score	Classification
		I	I:			I	I:			I	I:			I	I:		
1	S-01	5	3	6.67	Fair	5	5	8.33	Good	4	2	5.00	Poor	3	3	5.00	Poor
2	S-02	5	2	5.83	Fairly Poor	5	5	8.33	Good	3	3	5.00	Poor	5	4	7.50	Fair
3	S-03	4	3	5.83	Fairly Poor	5	4	7.50	Fair	4	5	7.50	Fair	3	4	5.83	Fairly Poor
4	S-04	5	2	5.83	Fairly Poor	5	5	8.33	Good	3	5	6.67	Fair	4	5	7.50	Fair
5	S-05	4	2	5.00	Poor	5	5	8.33	Good	4	5	7.50	Fair	5	2	5.83	Fairly Poor
6	S-06	5	5	8.33	Good	5	4	7.50	Fair	5	3	6.67	Fair	5	5	8.33	Good
7	S-07	2	3	4.17	Poor	5	5	8.33	Good	5	5	8.33	Good	4	4	6.67	Fair
8	S-08	5	5	8.33	Good	5	5	8.33	Good	4	5	7.50	Fair	4	5	7.50	Fair
9	S-09	5	5	8.33	Good	6	5	9.17	Very Good	5	3	6.67	Fair	5	5	8.33	Good
10	S-10	5	3	6.67	Fair	5	5	8.33	Good	3	3	5.00	Poor	5	5	8.33	Good
11	S-11	5	5	8.33	Good	5	5	8.33	Good	4	3	5.83	Fairly Poor	4	3	5.83	Fairly Poor
12	S-12	5	3	6.67	Fair	5	4	7.50	Fair	5	5	8.33	Good	5	5	8.33	Good
13	S-13	5	5	8.33	Good	4	5	7.50	Fair	4	5	7.50	Fair	5	5	8.33	Good
14	S-14	5	5	8.33	Good	5	5	8.33	Good	3	2	4.17	Poor	4	2	5.00	Poor
15	S-15	5	5	8.33	Good	5	5	8.33	Good	5	3	6.67	Fair	5	5	8.33	Good

16	S-16	5	5	8.33	Good	5	5	8.33	Good	4	3	5.83	Fairly Poor	5	5	8.33	Good
17	S-17	4	5	7.50	Fair	5	5	8.33	Good	4	5	7.50	Fair	4	4	6.67	Fair
18	S-18	5	5	8.33	Good	5	4	7.50	Fair	5	3	6.67	Fair	3	4	5.83	Fairly Poor
19	S-19	5	5	8.33	Good	4	5	7.50	Fair	5	3	6.67	Fair	5	5	8.33	Good
20	S-20	5	5	8.33	Good	5	5	8.33	Good	4	2	5.00	Poor	4	5	7.50	Fair
21	S-21	5	5	8.33	Good	5	5	8.33	Good	4	4	6.67	Fair	5	5	8.33	Good
22	S-22	4	5	7.50	Fair	5	5	8.33	Good	5	5	8.33	Good	5	5	8.33	Good
23	S-23	5	5	8.33	Good	5	5	8.33	Good	3	5	6.67	Fair	4	3	5.83	Fairly Poor
24	S-24	5	4	7.50	Fair	5	5	8.33	Good	5	5	8.33	Good	4	4	6.67	Fair
25	S-25	5	5	8.33	Good	5	5	8.33	Good	5	5	8.33	Good	5	5	8.33	Good
26	S-26	4	5	7.50	Fair	6	5	9.17	Very Good	4	3	5.83	Fair	5	5	8.33	Good
27	S-27	5	5	8.33	Good	5	5	8.33	Good	5	4	7.50	Fair	4	5	7.50	Fair
28	S-28	5	5	8.33	Good	5	5	8.33	Good	5	3	6.67	Fair	5	5	8.33	Good
29	S-29	4	5	7.50	Fair	6	5	9.17	Very Good	5	5	8.33	Good	5	5	8.33	Good
30	S-30	5	5	8.33	Good	5	5	8.33	Good	5	5	8.33	Good	3	5	6.67	Fair

**The Students' Classification of the Pre Test and Post Test in Back Vowels Category**

Experimental Class										Control Class							
No	Sample	Pre Test				Post Test				Pre Test				Post Test			
		Row Score	Final Score	Classification	Row Score	Final Score	Classification	Row Score	Final Score	Classification	Row Score	Final Score	Classification	Row Score	Final Score	Classification	
																	u:
1	S-01	4	4	6.67	Fair	5	5	8.33	Good	4	4	6.67	Fair	5	5	8.33	Good
2	S-02	4	2	5.00	Poor	4	4	6.67	Fair	4	5	7.50	Fair	5	5	8.33	Good
3	S-03	3	3	5.00	Poor	6	5	9.17	Very Good	3	5	6.67	Fair	4	4	6.67	Fair
4	S-04	2	3	4.17	Poor	5	4	7.50	Fair	4	4	6.67	Fair	5	6	9.17	Very Good
5	S-05	4	4	6.67	Fair	3	4	5.83	Fairly Poor	5	4	7.50	Fair	4	4	6.67	Fair
6	S-06	5	4	7.50	Fair	4	6	8.33	Good	4	4	6.67	Fair	3	4	5.83	Fairly Poor
7	S-07	4	4	6.67	Fair	5	4	7.50	Fair	4	5	7.50	Fair	5	6	9.17	Very Good
8	S-08	5	4	7.50	Fair	4	6	8.33	Good	3	5	6.67	Fair	6	5	9.17	Very Good
9	S-09	4	5	7.50	Fair	4	5	7.50	Fair	5	4	7.50	Fair	4	4	6.67	Fair
10	S-10	5	5	8.33	Good	4	4	6.67	Fair	4	4	6.67	Fair	5	6	9.17	Very Good
11	S-11	5	5	8.33	Good	5	6	9.17	Very Good	5	5	8.33	Good	5	6	9.17	Very Good
12	S-12	4	5	7.50	Fair	4	5	7.50	Fair	3	5	6.67	Fair	5	4	7.50	Fair
13	S-13	5	5	8.33	Good	4	4	6.67	Fair	4	5	7.50	Fair	4	4	6.67	Fair
14	S-14	4	4	6.67	Fair	6	5	9.17	Very Good	4	4	6.67	Fair	6	4	8.33	Good
15	S-15	5	5	8.33	Good	6	6	10.00	Excellent	3	5	6.67	Fair	4	6	8.33	Good



16	S-16	4	5	7.50	Fair	6	5	9.17	Very Good	5	4	7.50	Fair	4	4	6.67	Fair
17	S-17	5	4	7.50	Fair	5	6	9.17	Very Good	4	5	7.50	Fair	4	4	6.67	Fair
18	S-18	5	5	8.33	Good	4	5	7.50	Fair	5	4	7.50	Fair	6	4	8.33	Good
19	S-19	3	4	5.83	Fairly Poor	5	6	9.17	Very Good	4	4	6.67	Fair	4	5	7.50	Fair
20	S-20	5	4	7.50	Fair	6	6	10.00	Excellent	4	5	7.50	Fair	6	4	8.33	Good
21	S-21	5	5	8.33	Good	4	5	7.50	Fair	4	4	6.67	Fair	4	5	7.50	Fair
22	S-22	5	5	8.33	Good	5	4	7.50	Fair	4	4	6.67	Fair	5	4	7.50	Fair
23	S-23	5	5	8.33	Good	4	4	6.67	Fair	4	4	6.67	Fair	4	5	7.50	Fair
24	S-24	5	5	8.33	Good	5	4	7.50	Fair	5	5	8.33	Good	5	5	8.33	Good
25	S-25	5	5	8.33	Good	4	5	7.50	Fair	3	5	6.67	Fair	3	4	5.83	Fairly Poor
26	S-26	4	6	8.33	Good	6	6	10.00	Excellent	4	4	6.67	Fair	5	6	9.17	Very Good
27	S-27	3	4	5.83	Fairly Poor	4	4	6.67	Fair	4	5	7.50	Fair	4	4	6.67	Fair
28	S-28	5	5	8.33	Good	4	5	7.50	Fair	3	5	6.67	Fair	5	6	9.17	Very Good
29	S-29	4	5	7.50	Fair	5	5	8.33	Good	4	4	6.67	Fair	4	4	6.67	Fair
30	S-30	5	4	7.50	Fair	5	6	9.17	Very Good	4	4	6.67	Fair	3	4	5.83	Fairly Poor

## D. 6 TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) =  $N_1 + N_2 - 2$ .  $30 + 30 - 2 = 58$ , T- table= **2.00172**

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.7062	31.82052	63.6567	318.308
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.3271
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.2145
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67572	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67373	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.67182	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	1.00030	2.39012	2.66028	3.23171

# **APPENDIX E**

## **Documentations**





## CURRICULUM VITAE



**Irna Wardani** was born on December 28<sup>th</sup>, 1994 in Ralla kabupaten Barru. She is a child from the couple of Berahima and Kasmawati. She has two sisters (Irmayanti.B and Firah Fitria.B) and one brother (Muh.Rizky.B). She started her education, first was in kindergaten at TK Dharma Wanita Ralla and graduated in 2001. Then, she continued in elementary school at SDN Kompleks Ralla and graduated in 2007. Then, she continued her junior high school SMP N 1 Tanete Riaja and graduated in 2010 and senior high school SMA N 1 Tanete Riaja and graduated in 2013. Then she entered to the English Education Department at Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis with title **The Effectiveness of Using Tell Me More (TMM) in Teaching English Speaking (An Experimental Research at second Year Students of SMA Negeri 5 Barru).**