

**IMPROVING THE STUDENTS' PRONUNCIATION IN
SPEAKING THROUGH PROSODY PYRAMID METHOD**

**(An Experimental Research at the Twelfth Grade Students of
SMA Muhammadiyah Limbung)**



A THESIS

*Submitted to the FKIP University of Muhammadiyah Makassar in
Partial Fulfillment of the Requirement for the Degree of Sarjana
Pendidikan in English Department*

By

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2018**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

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MOTTO

*Cukuplah Allah sebagai penolong kami dan Allah adalah
sebaik-baik pelindung.
(QS. Ali 'Imran : 173)*

*“Sesungguhnya sesudah kesulitan ada kemudahan,
Maka apabila engkau telah selesai (dari suatu urusan),
tetaplah bekerja untuk urusan lain, Dan hanya kepada
Tuhanmulah engkau berharap...”
(QS. Al Insyurah : 6,7,8)*

I DEDICATE THIS THESIS TO MY FAMILY
ESPECIALLY TO MY PARENTS,
BEST FRIENDS,
AND ALL PEOPLE WHO KNOW ME.

ABSTRACT

HASLINDA. 2017. *Improving the Students' Pronunciation in Speaking through Prosody Pyramid Method (An Experimental Research at the Twelfth Grade Students of SMA Muhammadiyah Limbung.* (Supervised by Sulfasyah and Nunung Anugrawati)

This research presented an experimental study dealing with the use of Prosody Pyramid Method and Non Prosody Pyramid Method in teaching pronunciation. The objective of this research was to prove Prosody Pyramid Method was more effective to enhance the pronunciation of the twelfth grade students of SMA Muhammadiyah Limbung rather than Non Prosody Pyramid Method.

This research employed quasi experimental design which involved two Group classes. The experimental class was taught by using Prosody Pyramid Method and the Control class was taught by using Non Prosody Pyramid Method (Noticing Reformulation Technique). The instruments of this research was speaking test. The population of this research was the twelfth grade students of SMA Muhammadiyah Limbung. This research took 44 students as the sample. XII IPA 2 as samples in experimental class and XII IPA 1 as samples in control class.

The result of this research showed that the students' pronunciation which were taught by using Prosody Pyramid Method is higher than the students which were taught by using Non Prosody Pyramid Method. It is supported by the mean score of the students in Experiment Class was 6.636 higher than the mean score of the students in Control Class was 4.614. Therefore, H_1 (alternative hypothesis) of this research which said Prosody Pyramid Method is more effective than Non Prosody Pyramid Method to enhance students' pronunciation could be accepted. It means that the use of Prosody Pyramid Method could improve the students' pronunciation in speaking at class XII IPA 2 of SMA Muhammadiyah Limbung.

Keywords: Prosody Pyramid Method, pronunciation.

ACKNOWLEDGEMENTS

Bismillahirrahmanirrahiim...

In the name of Allah Most Gracious Most Merciful

First of all, praise to Allah SWT, who gives his blessing and grace so that the researcher can accomplish this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW.

The researcher would like to give her gratitude, respect, and appreciation to the following people who have supported her and made this thesis possible:

1. The researcher's beloved parents A. Saleng and Murniati, for their love, support and prayers to the researcher.
2. The researcher also wants to express her gratitude and appreciation for her beloved brother and sister, Abd. Rahman and Alfina, also for her big family for their help and support.
3. Dr. H. Abd. Rahman Rahim, S.E., M.M., the Rector of Muhammadiyah University of Makassar for his academic advisor to the researcher during the researcher's study.
4. Erwin Akib, M.Pd., Ph.D, the Dean of Teacher Training and Education Faculty, Muhammadiyah University of Makassar for his motivation and academic advisor to the researcher during the researcher's study.
5. My high appreciation and great thankful are due to consultants Sulfasyah, M.A., Ph.D and Nunung Anugrawati, S.Pd., M.Pd., for their guidance,

encouragement, motivation and their patience from the beginning until the end of writing this thesis.

6. The researcher also thank the Head of English Education Department, Umami Khaerati Syam, S.Pd., M.Pd. for her academic advisor, also for all lecturers and staffs of English Education Department for giving the knowledge and guidance and help during the researcher's study.
7. Thank you for the headmaster of SMA Muhammadiyah Limbung Sylviani Djafar S.Pd., M.Pd.
8. Thank you for the students of SMA Muhammadiyah Limbung especially Class XII IPA 1 and XII IPA 2.
9. Thank you for my beloved community, ELANG Community for being a great place to get any experiences and for the founders and members that I could not mention their name one by one.
10. Thank you for my beloved organization ever, English Department Student Association (EDSA) and UKM Seni dan Budaya TALAS.
11. Thank you for all the researcher's friends at English Education Department, My classmates in DAMN Class.
12. To Nur Fadilah, Fitri Rahmayanti, A. Nimas Humaerah, Puji Astuti, A. Annisa Almirah and Nasrah for their company at any times and also to all of my friends that I could not mention one by one, may Allah bless us now and forever.

Makassar, Januari 2018

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CHAPTER I

INTRODUCTION

A. Background

Teaching speaking is considered to be difficult among the four skills of language. Chastain in Fitriyah (2010: 1) stated that learning to speak is obviously more difficult. It means that more effort is required by the students and various interesting activities are also required by the teacher. Furthermore, he stated that it is not enough for the students to hear or to listen to speech only. The teacher will need to give the students ample opportunity to practice their speaking.

As a language skill, speaking is an essential way of communication particularly in the globalization era where people of various nation are demanded to make relationship with each other in the world. Through speaking the students can stimulate to speak with others in social interaction or in the classroom.

In English language teaching, there are four language elements namely: structure, vocabulary, pronunciation, and spelling. Those elements are though in order to develop the students' skill in the language learning. One of them should be noticed that pronunciation is considered as difficult element method that can be applied in learning pronunciation.

There have been many differences of opinion over the years about the role of pronunciation in language teaching and about how best to teach it. The grammar translation method and reading-based approaches have viewed pronunciation as irrelevant. In the direct method, pronunciation is very important;

however, the methodology is primitive: The teacher is ideally a native or near-native speaker of the target language presenting pronunciation inductively and correcting through modelling. In the audio-lingual approach, pronunciation is likewise very important and there is a great emphasis on the traditional notions of pronunciation, minimal pairs, drills and 102 short conversations (Celce Murcia and Goodwin 1991: 136). Situational language teaching, developed in Britain between 1940 and 1960, also reflected the audio-lingual view of the pronunciation class (Richards and Rodgers 1986). Morley (1991:484) states, “The pronunciation class was one that gave primary attention to phonemes and their meaningful contrasts, environmental allophonic variations, and combinatory phonotactic.

Since the conventional wisdom of the late 1960’s and early 1970’s held that native-like pronunciation could not be totally taught anyway, the cognitive code approach de-emphasized pronunciation in favour of grammar and vocabulary. It was during these years that questions were asked about the role of pronunciation in the ESL/EFL curriculum, whether the focus of the programs and the instructional methods were effective or not. Pronunciation programs until then were “viewed as meaningless non-communicative drill-and-exercise gambits” (Morley 1991:485-6). In many language programs, the teaching of pronunciation was eliminated because many studies concluded “that little relationship exists between teaching pronunciation in the classroom and attained proficiency in pronunciation; the strongest factors found to affect pronunciation (i.e. native language and motivation) seem to have little to do with classroom activities” (Suter 1976:233-53, Purcell and Suter 1980:271-87). However, with the

emergence of the communicative approach to foreign language teaching, pronunciation has been regarded within the framework of real communication.

Pronunciation sometimes makes students feel lazy to learn English. Some students said English is a hypocrite language because different writing different pronounce, students also feel bored with the teachers' way when teaching English because it only concerns in grammar and do the exercises. Based on the observation, the students' of twelfth grade at SMA Muhammadiyah Limbung that speaking ability of students was still lacking, especially in pronunciation. The teacher of SMA Muhammadiyah Limbung said that the motivation of the students was low. When the teacher gave oral tests to students, they were afraid to make mistake and sometimes shy to speak. Considering this problem, the researcher had an alternative to apply a teaching method to improve the student pronunciation. The method is Prosody Pyramid method.

B. Research Question

Related to the background mentioned, the researcher formulated a research question as follows: Does Prosody Pyramid method improve the students' ability in pronunciation in terms of word stressing and intonation at the twelfth grade students of SMA Muhammadiyah Limbung?

C. Objective of the Study

Based on the question above, the purpose of this research was to find out whether or not Prosody Pyramid method improves the students' ability in

pronunciation in terms of word stressing and intonation at the twelfth grade students of SMA Muhammadiyah Limbung.

D. Significance of the Study

The results of study beneficial to individual and institutions as follows:

1. For students: The implementation of Prosody Pyramid in pronunciation expects students to be better.
2. For the teacher: The application of Prosody Pyramid can be used as an alternative in improving students' pronunciation.
3. For Researcher : Prosody Pyramid application can be used as an exercise in trying that ideas in writing, as well as a material consideration in preparing to plunge into the world of education.

E. Scope of the Study

This study uses Prosody Pyramid method in improving pronunciation of the students. The pronunciation assesment focused on word stressing and intonation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Some researchers have done studies on speaking technique and its contribution on English teaching. Their findings as follows:

1. Merdiani (2013). Thesis, Teaching Pronunciation using Prosody Pyramid at the Eighth Grade of SMPN 2 Depok Kab. Cirebon concludes that the result of the statistic calculation shows that H_0 was rejected and H_a is accepted because t_{account} is (12.44) is not acceptance region (2.042) or t_{account} falls out of the area t_{table} this result shown that this research has positive influence. So, the hypothesis in this research is accepted.
2. Yangklang (2013). Thesis, Improving English stress and intonation Pronunciation of the First Year students of Nakhon Rachasima Rajabhat University through an E-learning concludes that the pre-test result of stress pronunciation test was 5.17 while the post-test was 13.95 and the result of intonation pre-test was 3.1 while the post-test was 9.85. It means the E-learning program can improve the students' pronunciation in terms of stress and intonation.
3. Puspita (2007). Thesis, an analysis of students' errors in pronouncing English vowels the result of analysis shows the students are considered "Excellent" in pronunciation vowels. The total percentage of various errors in pronouncing English vowels is 23.33%. There are five of dominant errors .There are vowels

[i:] (5.31%), vowel [æ](6.22%), vowel [a:](6.67%), vowel [u:](6.67%), vowel [e:](6.67%), and vowel [o:](0.76%).

Based on the previous findings above, this research uses a same method with Merdiani's research but her research concerns on the place of articulation in terms of alveolar practice sound such as /s/ and /z/, while this research concerns on word stressing and intonation.

This research is same as Yangklang's research where these both researches concern on word stressing and intonation but Yangklang used an E-learning while this research used Prosody Pyramid Method. This research is also different with Puspita's research where Puspita only focused on English vowels and it used a different research design.

Based on the explanation above, the resesarcher concludes that Pronunciation material in various ways could improve the student's pronunciation in speaking. Therefore, they need exercise to improve their pronunciation. In this case, the researcher is expected to give many kinds of technique, method, or model to teaching Pronunciation.

B. Some Pertinent Ideas

1. Concept of Prosody Pyramid

1.1. Definition of Prosody Pyramid

Communication in spoken English is organized by "musical signals." There are two aspects of these signals – rhythm and melody and the combination of these two aspects may be called prosody (Gilbert 2008:2). Often, the term prosody is used

to mean rhythm alone, while the term intonation is used to refer specifically to melody (or pitch patterns).

Prosody is understood to comprise the 'musical' attributes of speech auditory effects such as melody, dynamics, rhythm, tempo and pause - then it is surely no exaggeration to state the large part of this field has been left untilled by modern structural linguistics (Kuhlen 2004:1).

Gilbert (2008:10) stated that Prosody Pyramid is the English prosodic system can be illustrated visually with a pyramid shape. The base of the system is the thought group. This is a group of words that may be a short sentence, a clause, or a phrase within a longer sentence. Within that base unit, there is a focus word- the most important word in the thought group. Within the focus word, one syllable is given the main stress. That syllable functions as the peak of information within the thought group. It is sometimes called the nucleus, or the peak. The sounds in this syllable must be clear and easily recognized, because this is the center of meaning of the thought group.

The characteristics that make perceive these effects are collectively referred to as prosody. Humans use prosody for deriving information such as emotion, focus word/sentence, speaker characteristics and language characteristics, which are in turn used for recognition. Prosodic cues include stress, rhythm, intonation and fluency.

a. Stress

Stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence. A fair number of languages of the world employ stress. Stress is a structural, linguistic property of a word that specifies

which syllable in the word is, in some sense, stronger than any of the others (Gilbert 2008).

In speech, some syllables will be pronounced with greater force – they are stressed. Many teachers advocate starting with stress as the basic building block of pronunciation teaching. Stress refers to the prominence given to certain syllables within words, and to certain syllables or words within utterances.

b. Rhythm

Rhythm corresponds to the ensemble speech sound durations. Several experiments have undertaken to study the rhythmic pattern of speech by replacing the original syllables by nonsense syllables, preserving the original timing/duration and stress patterns of the original (Gilbert 2008).

c. Intonation

Intonation, or change of pitch, is crucial in signaling speaker meaning, particularly interpersonal attitudes. As we saw in the previous section, pitch changes are crucially linked with stress. Since intonation patterns are language-specific, learners will need to acquire new ones for English in order to avoid inappropriate transfer from their first language (Gilbert 2008).

Pitch is a perceptual attribute of sound which can be described as a sensation of the relative “altitude” of sound. The physical correlate of pitch is the fundamental frequency determined by the rate of vibration of the vocal chords. The ensemble of pitch variations in the course of an utterance is defined as intonation (Gilbert 2008).

d. Fluency

Fluency in pronunciation is about the ability to speak at a suitable speed without too much hesitation and false starts. In this sense all skills in (oral) language get together in fluency: pronunciation of individual sounds, rhythm, and intonation (Gilbert 2008).

1.2. The Component of Prosody Pyramid

The English prosodic system can be illustrated visually with a pyramid shape. The base of the system is the thought group. This is a group of words that may be a short sentence, a clause, or a phrase within a longer sentence. Within that base unit, there is a focus word that is the most important word in the thought group. Within the focus word, one syllable is given the main stress. The syllable functions as the peak of information within the thought group. It is sometime called the nucleus, or the peak.



Figure 2.1 The Component of Prosody Pyramid

While the various levels of pronunciation are interdependent, they will be more easily understood if separated and presented one step at a time. In the section

that follows, we will consider each level of the Prosody Pyramid in turn and explain how each level relates to the others.

1. The Thought Group

A thought group is a group of approximately two to five words that form a unit of meaning. A thought group could also be called a phrase. This is a group of words that may be a short sentence, a clause, or a phrase within a longer sentence. Within that base unit, there is a focus word the most important word in the thought group (Gilbert 2008:10).

The most important way that English speakers help their listeners to follow their meaning is by grouping words so that they can be more easily processed. The stream of talk in English does not flow smoothly; it is composed of a series of brief spurts. Interestingly, when native speakers listen to English speech, they do not generally notice this intermittent quality. Rather they get an impression of smooth continuity. But this seeming stream is really made up of longer and shorter chunks. These chunks of speech are the organization of the speaker's thoughts into groups. As mentioned earlier, a thought group of words can be a short sentence, a clause, or even a phrase. While, the English system for grouping words seems logical to native speakers of English, many languages either do not rely on the same signals to indicate thought boundaries, or they put the boundaries in different places.

Teachers sometimes ask for rules to give their students about how to decide where to begin and end a thought group. Although linguists have been studying this question for decades, no one seems to have developed rules that are sufficiently simple and practical for language learners. Instead of attempting to teach complex

rules, it is far more useful to help students learn to hear the signals of thought grouping and think about grouping in their own speech.

2. The Focus Word

Every English thought group has a focus word. This is the most important word in the group. It is the word that the speaker wants the listener to notice most, and it is therefore emphasized. To achieve the necessary emphasis on the focus word, English makes particular use of intonation (Gilbert 2008:12). The basic principle at play when emphasizing a focus word is contrast. Notice the butterfly in the picture on the right is easy to see because it is highlighted, and the rest of the drawing is shaded. The butterfly in the picture on the left blends in with the rest of the drawing and is therefore difficult to see. Intonation emphasis, when properly applied in a thought group.

3. Stress and Peak Syllable

Every English multi-syllabic word has a syllable that receives the main stress. This is part of each word's signature, so to speak. But in the focus word, this stressed syllable gets special attention, because it represents the peak of information in the thought group (Gilbert 2008:14).

It is the most important syllable within the most important word, and, therefore, the sounds in the peak syllable must be heard clearly, English learners tend to ignore stress when they learn speaking and failure to learn the stress pattern of new words often leads to an inability to recognize those words in spoken form. Earlier, we considered this and other reasons why learning stress patterns are important. But the present discussion of peak syllables, and the role they play in

thought groups, leads us to a more crucial reason why learners should develop a familiarity with English word stress: When students learn a new word, they need to know which syllable in that word will be the peak syllable when the word is chosen as the focus of a thought group. In other words, learners need to know the stress pattern of a word if they are going to use it as a focus word. In linguistics, stress is the relative emphasis that may be given to certain syllables in a word. The term is also used for similar patterns of phonetic prominence inside syllables. The word accent is sometimes also used with this sense.

1.3.The Importance of Prosody Pyramid

The term prosody pyramid is used by Gilbert as a model for teaching English pronunciation. So, as the term seems, in order to improve the students' pronunciation Gilbert (2008) noted that it refers to rhythm and melody (intonation). Henceforth, as the prosody model metaphorically consists of levels beginning with a base and ending with a sharp edge, thus the word pyramid is used accordingly. The prosody pyramid has a base called the thought group, and in every thought group there is a word which has the most important meaning, it is called the focused word, and every focused word has a syllable which received the stressed, it is called the peak/nucleus (Gilbert, 2008). Therefore, each level of the prosody pyramid will be useful to be explained by the teacher in terms of teaching and learning process.

1.4. The Stages of Implementing Prosody pyramid

As cited in Gilbert (2008), she states that to make the teaching process is successful, Prosody Pyramid is implemented into three stages, those are:

1. The Thought Group

The first stage of teaching prosody is thought group, it refers "to a discrete stretch of speech that forms a semantically and grammatically coherent segment of discourse" (Gilbert) (2008). Thus, native speaker's speech is grouped into thoughts; such taught is determined by listeners depending on pauses or changing the pitch of their melody. In this stage, the teacher asks the students to analyze native speakers' speech as the pause or drop the pitch at the end of each thought group. Teachers can do so by bringing short script recorded by native speakers and play it to several times. As soon as learners figure out the thought group, teachers then write the same sentences on the board or on any postures and motivate students to imitate the melody of native speakers. Teachers can find various examples on YouTube. There are some links that teachers themselves can get benefit from them and bring them to their students

2. The Focused Word

In this stage, the teacher asks the students figure out the beginning and end of each thought group in other words, teachers can then transfer to train their students to notice the focused word in each thought group. As cited in Gilbert (2008) defined the focused word as the most important word that the speakers want their interlocutors to notice. Therefore, native speaker use intonations differently when they pronounce the focused word. Generally, contents words (noun, verb, adjective and adverb) are

usually stressed, whereas functional or structural words, (articles, prepositions, helping verb are usually unstressed).

3. The Stressed and Peak Syllable

In the last step, the students practices much about figuring out the beginning and ending of thought groups as well as picking up the focused word in each thought group, it is time for teachers to accustom them with comprehending the peak syllables in the multisyllabic focused word. Gilbert (2008: 14) stated that whenever a multisyllabic word is intended to be the focused word in any thought group, teachers should train their students about which syllable in the focused word should receive the stress. At this phase, it is the time for practicing the sounds that students mispronounced as teachers noticed them at the first earlier stages.

1.5.The Benefits and Weaknesses of Teaching Pronunciation Using Prosody

Pyramid

Based on the explanation above, the Prosody Pyramid has benefits and weaknesses in teaching learning process, those are:

1. The Benefits

- a. The Prosody Pyramid has 3 levels in teaching so that it will easier to help the students in pronouncing the words and it has combination between rhythm and intonation.
- b. The students can learn about the rhythm and melody of English and practiced using the prosodic signals that native speakers use.

- c. The prosody of pyramid is focused on helping to make a student's speech intelligible and "listener friendly" by breaking down the teaching of rhythm and intonation.

2. The Weaknesses

The weaknesses of the use of Prosody Pyramid in teaching pronunciation as follows:

- a. In teaching process, the teacher usually needs more time for explaining, it is caused it consists of three stages.
- b. This teaching process is only focusing on rhythm and intonation.
- c. Especially for adult, not many adults enjoy pronunciation drilling or parroting in class.

2. Concept of Pronunciation

2.1. Definition of Pronunciation

Pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. Pronunciation is the art or manner of pronouncing something articulate utterance (Webster's third new international dictionary: 1996). Certainly, pronunciation cannot be separated from intonation and stress. Pronunciation, intonation, and stress are largely learned successfully by imitating and repetition. Therefore, the teachers should have good standards of pronunciation in order that the students can imitate their teacher in any teaching and learning process, but we cannot expect our students to sound exactly like an American and Britain and the teacher should introduce Prosody Pyramid in the classroom in order to give the

students opportunities to make a lot of repetition. There are some definitions of pronunciation given by linguists as follows:

- 1) Hay (1970) states that the pronunciation is the way of expressing the sounds of the words. He argues that in teaching pronunciation, teacher model the pronunciation and later asks the students to judge every word he is saying. The word that he says are consisted of two different words but almost he 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.
- 2) Broughton (1987) 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 for as the students can get the perfect.
- 3) Byrne (1987) defines that pronunciation is the sound that a speaker can imitate from the other. In this case, a listener can imitate from the speaker and then say that something to other listener.
- 4) Hornby (2000) gives definitions of pronunciation. First, pronunciation is the way in which a language is spoken. Second, pronunciation is a person's way of speaking a language, or words of a language. Third, pronunciation is the way in which a word is pronounced.
- 5) Harmer (2007) states that defines pronunciation as how to say a word in which is made up of sound, stress imitation. He also concludes that in

pronunciation aspect, there are some elements in which support in it, like as; sounds that refer to something that can be heard of the point object, stress in which is the degree of force or loudness which indicates the importance of a syllable and the importance of certain words in phrases and sentences.

2.2.Kind of Pronunciation

According to Chafe (1988: 37-38) there are three kinds of pronunciation, as follows:

1) 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

2) 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.

3) 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.

2.3.Learning English Pronunciation

Why should we study English pronunciation? We should study English pronunciation because pronunciation is the biggest thing that people notice about our English. We should study it even if we think we can already communicate in English.

1) The Level of good English Pronunciation

According to Helen (2001) that there are three levels of English pronunciation:

- a) Level 1: People often do not understand what you want to say. You use the wrong sounds in English words.
- b) Level 2: People understand what you want to say, but it is unpleasant to listen to you.
- c) Level 3: People understand you, and your English is pleasant to listen to.

Level 3 will be called *good pronunciation*. Notice that *good pronunciation is not "perfect American or British accent"*. You do not have to sound like the Queen of England or the President of the United States of America. Why not? Because *there are many regional kinds of English*. In England, people from Newcastle speak English differently from people in London. In America,

people from New York City, California, and Texas each have their own pronunciation. So it is no problem if you have your own accent.

But *your accent must be close to the standards* (American and British English). What does it mean? Turn on your TV and watch channels like CNN International, NBC, Euro News, BBC, or Sky News. You will hear many different people (news anchors, reporters, etc.) from Germany, France, and other non-English-speaking countries. They all have good accents — easy to understand and pleasant. The rule is: If you are close to the standard, you can always communicate, and your English will be pleasant. If you are far from the standard, sometimes you won't communicate successfully.

2) The Elements of Pronunciation

According to Ramelan (2003) that we will find two kinds of speech features in Learning English.

- a) Segmental features, which refer to sound units, arranged in a sequential order; or it is about consonant and vowel.
- b) Supra-segmental features refer to stress, pitch, length intonation and other features that always accompany the production of segmental.

English segmental system includes vowels and consonants. The classification is based on the differences in their functions in an utterance and their ways of production. Vowels are sounds which are made without any kind of closure to the escape of air through the mouth. English vowels consist of / i: /, / ɪ /, / e /, / æ /, / ɜ: /, / ɔ: /, / a: /, / ʌ /, / u: /, / o: /, / i /, / e /, / æ /, / ɜ: /, / ɔ: /, / u /, / o /. Beside English vowels above, there are also

diphthongs. Diphthong is a sound composed of two vowels pronounced in close succession within the limits of a syllable. There are nine English diphthongs, / ei /, / ai /, / oi /, / au /, / o /, / i /, / u /, / u /, / e /. The English consonants consist of twenty-four. Those are / p /, / b /, / t /, / d /, / k /, / g /, / f /, / v /, / /, / ð /, / s /, / z /, / /, / /, / h /, / /, / /, / m /, / n /, / /, / l /, / r /, / w /, / y /. It is quite different with the condition in Indonesian. There are only 5 vowels, 21 consonants and 3 diphthongs. It is possible if the students find difficulties when they learn English (Syafei, 1988:11-13).

Supra segmental features are like the style used in words or sentences. There are four kinds of supra segmental features. The first is stress. Stress is meant the degree of force loudness with which a syllable is pronounced so as to give it prominence. Stress can be classified into a word stress and sentence stress. A word stress within a word and a sentence stress is the stress within a thought group or a sentence. Stress has an important role in English because different stress will differentiate meaning and intention.

Second is pitch and intonation. Speech is produced with a sort of musical accompaniment or intonation. Intonation is the use of what we say. For example if someone is getting angry, he will speak in a high tone. But when he is sad, he will speak in a low tone.

The third is pause. English is spoken in groups of words, which are separated by pause. There are two kinds of pause, a short one and a final one. For example "Can you see the van?" the words *see* and *van* takes primary stresses for special purposes (Syafei, 1988:25-33)

To classify and describe the sound of speech, linguistics makes the use of the speech apparatus. The stream of speech is divided into segments according to the way the sound is produced.

Every language has a system of sounds, such as stress and intonation. Stress and intonation are made up of more than just two things. They are a combination of many parts. When we are speaking, these parts cannot be separated. But in order to understand them, we should study them separately. It is important, however, to remember that these parts all go together. In normal conversation, one cannot really exist without the others. The patterns of English.

Morley (1991:484) states that "The pronunciation class...was one that gave primary attention to phonemes and their meaningful contrasts, environmental allophonic variations, and combinatory phonotactic rules, along with attention to stress, rhythm, and intonation.

1. Stress

Stress is important to know because it can differentiate the meaning of the words. A speaker of English may be able to pronounce English sounds correctly, if he knows the patterns of stress.

Stress refers to the degree of force or loudness. It indicates the importance of a syllable (a part of a word), and the importance of certain words in phrases and sentences. The patterns of English stress will be discussed as follows:

a. Syllable stress

A syllable is part of a word that contains one vowel sound: it may also contain one or more consonant sounds. In general, the number of vowel sounds in the word determines the number of syllables.

b. The use of syllable stress of the words

Tap out the rhythm of the following words and say them with the correct stress. Remember that capital letters indicate syllable stress.

1) One – Syllable word: (all, any, book, boy, cup, etc).

2) Two – syllable words:

Stress on the first syllable: (AR-my, AU-to, WiN-dow, CAN-dy, etc).

Stress on the second syllable: (cam-PAIGN, in-SPECT, in-VITE, etc)

.

3) Three – Syllable words:

Stress on the first syllable: (AC-ci-dent, COM-pa-ny, DAN-ger-ous).

Stress on the second syllable: (a-NOTH-er, de-POS-it, lo-CA-tion).

Stress on the third syllable: (dis-a-PPOINT, in-tro-DUCE, per-so-NNEL).

4) Four-Syllable words:

Stress on the first syllable: (CER-e-mon-y, LIT-era-ture, SAN-i-tar-y).

Stress on the second syllable: (a-RITH-me-tic, e-MER-gen-cy, etc).

Stress on the third syllable: (con-ver-SA-tion, ed-u-CA-tion, etc).

2. Intonation

Intonation refers to the various tones of the voice. By using different tones, the speaker gives meaning and expression to the words he says. The tones may be low or high (pitch): they may be rising or falling. Stress provides the rhythm, and intonation provides the melody. Intonation gives rhythm and melody to our speech, intonation creates the melody. When we speak, our voices may rise and fall, like notes in a musical scale. Intonation also expresses feeling: happiness, curiosity, surprise, annoyance, and so on. English has two basic intonation patterns, those are 'rising' and 'falling' intonation.

C. Conceptual Framework

The conceptual framework shown that the researcher applied Prosody Pyramid to improve students' ability in pronunciation. In the first step the researcher gave introduction about the Prosody. Then the researcher gave the student material of pronunciation such as dialogue. After that the researcher commanded the student to listen carefully how to pronounce each word of the material by using Prosody Pyramid. Then in the practice pronunciation section, researcher observed students' pronunciation in terms of word stressing and intonation through Prosody Pyramid to improve students' pronunciation. It was given in the following diagram.

The theoretical framework underlying in this research is given below:

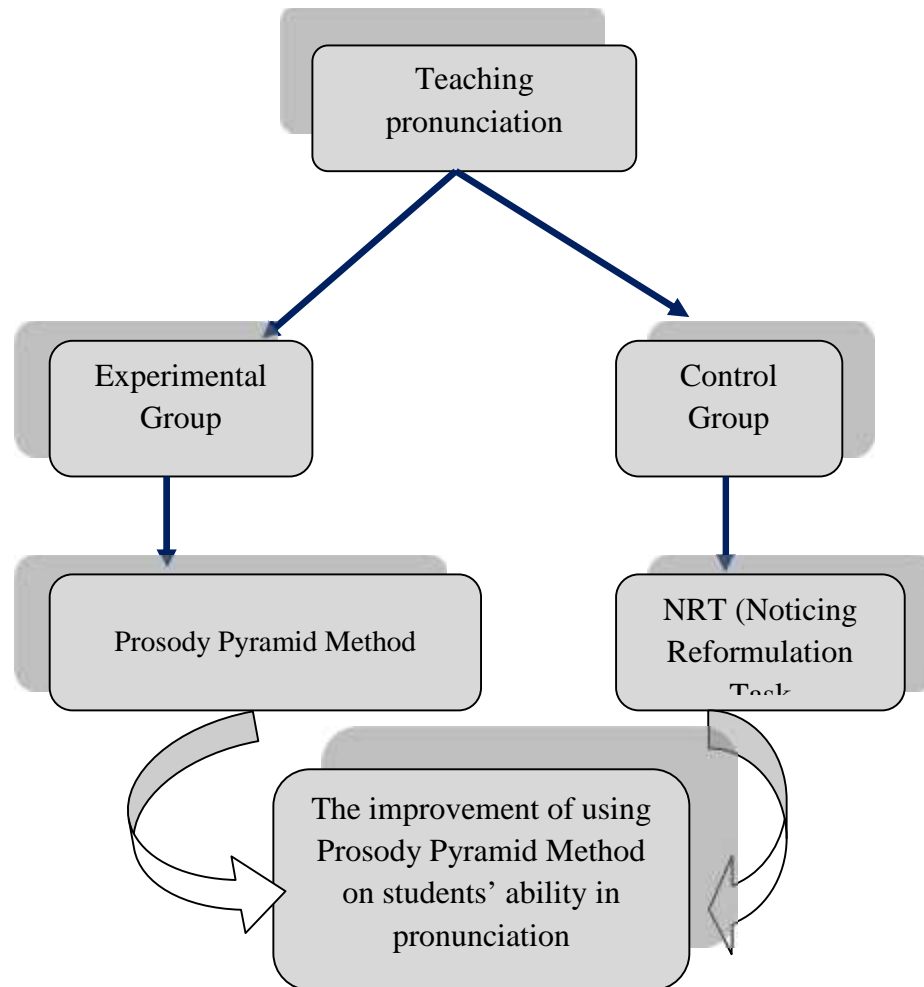


Figure 2.2 Conceptual Framework

The goals of the conceptual framework above is to find out the improvement of using Prosody Pyramid Method on students' ability in pronunciation. So, this framework presenting how the way to use by the researcher to apply quasi-experimental design. The experimental class consists of pre-test, treatment (Prosody Pyramid Method), and post-test.

D. Research Hypothesis

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

1. Alternative hypothesis (H1): There is significant difference improvement on students' pronunciation between the students who are taught by Prosody Pyramid Method and who are taught by Noticing Reformulation Task.
2. Null hypothesis (H0): There is no significant difference improvement on students' pronunciation between the students who are taught by Prosody Pyramid Method and who are taught by Noticing Reformulation Task.

CHAPTER III

RESEARCH METHOD

This chapter dealt with the description of research design, variables and indicators of research, population and sample, research instrument, data collection, and data analysis. The following was description of each part.

A. Research Design

In this research, the researcher applied quasi experimental design which requires at least two groups. As Gay, et al (2006:257) states that a quasi experimental design provides adequate control sources of invalidity.

From the theory above, the researcher applied quasi experimental group and control group. The experimental group received treatment (using Prosody Pyramid Method) and the control one received the conventional teaching. Both groups were given pretest and posttest. Control group in this research was needed for comparison purposes to see whether or not the treatment was more effective than others (Gay, 2006: 254).

The researcher gave pretest and posttest to both of the groups. The pretest was carried out to find the prior knowledge of the students while posttest was done to find out the effect of the treatment on the students' pronunciation. The scores of both the pretest and posttest were compared to determine the students' improvement on English pronunciation ability by applying Prosody Pyramid Method.

The design was formulated as follows:

Table 3.1. Research Design

Class	Pretest	Treatment	Posttest
E	O ₁	X ₁	O ₂
C	O ₁	X ₂	O ₂

Notation: E = Experimental class

C = Controlled class

O₁ = Pre-test

O₂ = Post- test

X = Treatment

(Adapted From Gay,et.al 2006)

B. Research Variables and Indicators

1. Variables

There were two variables, such as independent variable and dependent variable. Independent variable is variable which influence the object, while dependent variable is variable which is influenced by the object. They were:

a. Independent variable

Independent variable was the use of Prosody Pyramid Method in teaching pronunciation. Prosody Pyramid Method was a method to be used by students to improve the students' pronunciation.

b. Dependent variable

Dependent variable of this research was the students' improvement in pronunciation.

2. Indicators

Word stressing and Intonation were the indicators of this research.

C. Population and Sample

1. Population

The population of the research was the twelfth grade students of SMA Muhammadiyah Limbung 2017/2018 academic year. There were 4 classes and each class consisted of 22 students. The numbers of population were 88 students.

2. Sample

In taking the sample, the researcher used cluster random sampling technique. The researcher took two classes as the sample of control and experimental class. The classes were class XII IPA 1 as the control class and class XII IPA 2 as the experimental class. The numbers of the students of each class was 22 students, thus the total numbers of the sample was 44 students.

D. Research Instrument

The researcher used a test as an instrument for collecting the data, that was oral test in dialogue form to get information about the students' improvement after teaching and learning process.

E. Procedures of Data Collection

In collecting the data, the researcher used test as an instrument. The researcher gave pronunciation test to the students in order to know the improvement. The type of pronunciation test which was used in this research was dialogue form.

There some steps that were taken by the researcher as follows:

1. Pre-test

The researcher gave pre-test to students in experimental and control class. Pre-test for students in the first meeting in order to know the capacity of the students' competence between experimental and control class.

2. Treatment

After giving the pre-test, the researcher gave treatment for experimental class while control class used conventional learning. The treatment for experimental class conducted six times meeting and took 90 minutes for each meeting. The procedure of treatment for experimental class were follows:

- a) Before giving the materials, researcher explained Prosody Pyramid Method.

- b) Before applying Prosody Pyramid Method, researcher divided the students in pair.
- c) Researcher asked the students to analyze native speaker's speech at the end of each thought group on short script recorded.
- d) Researcher asked the students figure out the beginning and end of each thought group in other words, researcher can then transfer to train their students to notice the focused word in each thought group.
- e) Students practiced much about figuring out the beginning and ending of thought groups as well as picking up the focused word in each thought group.
- f) Researcher accustomed the students with comprehending the peak syllables in the multisyllabic focused word.

3. Post-test

The researcher gave post-test to students between experimental and control class. The post-test was given to know the improvement of students' pronunciation after giving treatment by using Prosody Pyramid Method. This post-test was used to know the significant difference between the experimental class which used Prosody Pyramid Method for the treatment and control class which did not use any treatment.

To measure the pronunciation progress of the students on the component observed, the students' scoring result was evaluated based on the speaking aspect below:

➤ Pronunciation

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by mother tongue. Two or three grammatical and lexical errors.
Very Good	5	Pronunciation is lightly influenced by mother tongue. A few minor grammatical and lexical errors but most 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 major error causing confusion.
Average	3	Pronunciation influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by mother tongue with errors causing a breakdown. Many “basic” 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 the language skills and areas practiced in the course.
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Heaton in Fitriyah (2010)

F. Technique of Data Analysis

Scoring and classifying the students' skill into the following criteria:

1. Scoring the students correct answer at pre-test and post-test by using this formula:

$$\text{Scoring} = \frac{\text{Total Correct Answer}}{\text{Total number of items}} \times 10$$

(Depdiknas, 2006)

2. To find out the mean score of the students' test, the researcher used the formula :

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

Where:

\bar{X} = Mean Score

$\sum X$ = Total Score

N = The Number of Students

(Tiro, et all in Puspita, 2007: 69)

3. To classify the students' score, there were six classifications which were used

as followed:

Score 8.6 - 10 is classified as excellent

Score 7.6 – 8.5 is classified as very good

Score 6.6 – 7.5 is classified as good

Score 5.6 – 6.5 is classified as fair

Score 3.6 – 5.5 is classified as poor

Score 0.0 - 3.5 is classified as very poor

4. To calculate the percentage of the students' score, the formula which was used

as follows:

$$P = \frac{Fq}{N} \times 100\%$$

Where:

P = Rate Percentage

Fq = Frequency of the Correct Answer

N = The Total Number of Students

(Sudjana, et all 1990:85)

5. Calculating the value of t-test to indicate the significance between post-test and pre-test, the researcher used the formula as follows:

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

Where:

- t** = Test of significance
 \bar{X}_1 = Mean score of experimental class
 \bar{X}_2 = Mean score of control class
 SS_1 = Sum square of experimental class
 SS_2 = Sum square of control class
 n_1 = Number of students of experimental class
 n_2 = Number of students of control class

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 in Fikridiyanti, 2014)

After calculating the value of t-test, the researcher looked for the degree and the level of significance to consult the result to the t-test. If the t-test value is higher or same as t-table ($t\text{-test} > t\text{-table}$), H_a is accepted. And if t-test value is lower or same as t-table ($t\text{-test} < t\text{-table}$) H_0 is rejected.

CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter particularly presents the findings of the research which are presented as data description, and the discussion of the findings reveals argument and further interpretation of the findings. In this chapter, the researcher analyzed the data consisting of the result of pre-test and post-test both in experimental class and control class.

A. Findings

The findings that the researcher reports in this chapter are based on the analysis of data collected by using tests, they are pretest and posttest for experimental and control group.

1. The students' ability in pre-test and post test between experimental group and control group

In this students' ability, the researcher presents the mean score of the students' pre-test and post-test between both groups.

Table 4.1. The mean score of students' pre-test and post-test in term word stressing between both groups

Variable	Experimental		Control	
	Pretest	Posttest	Pretest	Posttest
Word Stressing	3.97	7.95	4.82	5.45

Table 4.1 above shows the different students' word stressing score for both two groups in pretest and posttest. For Experimental class, the mean score of the students improved from 3.97 to 7.95. For Control Class, the mean score of the students also improved from 4.82 to 5.45.

Table 4.2. The mean score of students' pre-test and post-test in term intonation between both groups

Variable	Experimental		Control	
	Pretest	Posttest	Pretest	Posttest
Intonation	3.88	5.38	4.14	3.68

The tables 4.2 above shows the different students' intonation scores for both two groups in pretest and posttest. For Experimental class, the mean score of the students improved from 3.88 to 5.38. For Control Class, the mean score of the students did not improve from 4.14 to 3.68.

From the data showed in table 4.1 and 4.2, the pretest of mean score in term word stressing and intonation of Experimental Class and Control Class was slight different for the score before giving the treatment. After giving the treatment, the posttest score to both of the groups showed a difference score of mean score. It means that there was an improvement in pronunciation between two groups after giving the treatment especially in experimental group. It proved by the mean score of word stressing of post test in experimental group is higher than the mean score of posttest in

control group ($7.95 > 5.45$) and mean score of intonation of post test in experimental group is higher than the mean score of posttest in control group ($5.38 > 3.68$).

2. Hypothesis testing

The mean score of students' pre-test and post-test between experimental group and control group were showed in the following table:

Table 4.3. The mean score of students' pre-test and post-test between both groups

Variable	Experimental		Control	
	Pretest	Posttest	Pretest	Posttest
Pronunciation	3.93	6.64	4.48	4.61

Table 4.3 above shows that the mean score of students' pre-test of experimental class was 3.93 and the mean score of students' pre-test of control class was 4.48. It can be concluded that the students' mean score of experimental class was statistically lower than control class. While the mean score of students' post-test of experimental class was 6.64 and the students' post test of control class was 4.61. It showed that the mean score of experimental class was higher that control class.

To know the result of t-test, the researcher had used t-test analysis on the level of the significant (p) 0.05 with the degree of freedom (df) = $(N_1 + N_2) - 2 = (22 + 22) - 2 = 42$, where N_1 = number of students (22 students) and N_2 = number of students (22 students), and then the value of t-table was 1.682. The following table showed the result of t- test calculation.

Table 4.4. The value of t-test

Variable	T-test	T-table	Remark
Pronunciation	4.420	1.682	Significantly Different

The table above shows that the *t-value* was 4.420. Based on the data, the *t-value* (4.420) > *t-table* (1.682). In post test, there was a significant difference between two groups' score because the t-value was higher than t-table (4.420 > 1.682). It meant that H_1 was accepted and H_0 was rejected in posttest. In other words, there was a significant difference of the students' score between both groups after receiving treatment.

Based on the data above, it proved that the experimental class with which thought by applying Prosody Pyramid Method is giving significant improvement to the students' ability in pronunciation than treated with Noticing Reformulation Technique.

3. Scoring classification of the students' pre-test and post-test in term stressing words between experimental group and control group

In this classification, the researcher presents the frequency and percentage of the students' pretest and post-test in term stressing words between control group and experimental group.

Table 4.5. Frequency and percentage of the students' pretest in term word stressing between both groups

NO	Classification	Range of Percentage	Experimental Class		Control Class	
			F	Percentage	F	Percentage
1.	Excellent	9.6 – 10	0	0%	0	0%
2.	Very Good	8.6 – 9.5	1	4.54%	0	0%
3.	Good	7.6 – 8.5	1	4.54%	1	4.54%
4.	Fairly Good	6.6 – 7.5	0	0%	1	4.54%
5.	Fair	5.6 – 6.5	0	0%	8	36.36%
6.	Poor	3.6 – 5.5	9	40.91%	7	31.82%
7.	Very Poor	0 – 3.5	11	50%	5	22.73%
	TOTAL		22	100%	22	100%

The table 4.5 shows that most of students' pretest result in experimental group is classified as very good, good, poor and very poor category before giving treatment. In Experimental Group, the data of Pre-test showed that there are 1 student or 4.54% got very good, 1 student or 4.54% got good classification, 9 students or 40.91% are in poor, 11 students or 50% were classified as very poor. In Control Group, the data of Pre-test showed that there are 1 student or 4.54% got good, 1 student or

4.54% got fairly good classification, 8 students or 36.36% got fair classification, 7 students or 31.82% got poor classification, and 5 students or 22.73% were in very poor classification.

Based on the result it show the improvement of the students word stressing in experimental group before giving treatment by using Prosody Pyramid Method than control group which use Noticing Reformulation Technique. So, it can be concluded that the mean score of students for both groups is almost same.

Table 4.6. Frequency and percentage of the students' Post-Test in term words stressing between Both Groups

NO	Classification	Range of Percentage	Experimental Class		Control Class	
			F	Percentage	F	Percentage
1.	Excellent	9.6 – 10	5	22.73%	0	0%
2.	Very Good	8.6 – 9.5	4	18.18%	0	0%
3.	Good	7.6 – 8.5	2	9.09%	2	9.09%
4.	Fairly Good	6.6 – 7.5	9	40.91%	2	9.09%
5.	Fair	5.6 – 6.5	1	4.54%	8	36.36%
6.	Poor	3.6 – 5.5	0	0%	6	27.27%
7.	Very Poor	0 – 3.5	1	4.54%	4	18.18%
	TOTAL		22	100%	22	100%

The table 4.6 shows that most of students' post-test result in experimental group are classified as excellent, very good, good, fairly good, fair and very poor category after giving treatment. In Experimental Group, the data of Post-test showed that there are 5 students or 22.73% got

excellent, 4 students or 18.18% got very good, 2 students or 9.09% got good classification, 9 students or 40.91% are in fairly good classification, 1 student or 4.54% got fair, and 1 student or 4.54% was classified as very poor. In Control Group, the data of Post-test showed that there are 2 students or 9.09% got good, 2 students or 9.09% got fairly good classification, 8 students or 36.36% got fair classification, 6 students or 27.27% got poor classification, and 4 students or 18.18% were in very poor classification.

Based on the result, it show the improvement of the students word stressing in experimental group after giving treatment by using Prosody Pyramid Method than control group which use Noticing Reformulation technique. So, it can be concluded that the mean score of students for both groups is different.

4. Scoring classification of the students' pre-test and post-test in term intonation between experimental group and control group

In this classification, the researcher presents the frequency and percentage of the students' pretest and post-test in stressing words between control group and experimental group.

Table 4.7. Frequency and percentage of the students' pretest in term intonation between both groups

NO	Classification	Range of Percentage	Experimental Class		Control Class	
			F	Percentage	F	Percentage
1.	Excellent	9.6 – 10	0	0%	0	0%
2.	Very Good	8.6 – 9.5	0	0%	0	0%
3.	Good	7.6 – 8.5	1	4.54%	0	0%
4.	Fairly Good	6.6 – 7.5	0	0%	2	9.09%
5.	Fair	5.6 – 6.5	4	18.18%	3	13.64%
6.	Poor	3.6 – 5.5	8	36.36%	11	50%
7.	Very Poor	0 – 3.5	9	40.91%	6	27.27%
	TOTAL		22	100%	22	100%

The table 4.7 shows that most of students' pretest results in experimental group are classified as good, fair, poor and very poor category before giving treatment. In Experimental Group, the data of Pre-test showed that there are 1 student or 4.54% got good, 4 students or 18.18% got fair, 8 students or 36.36% got poor classification, and 9 students or 40.91% were in very poor classification. In Control Group, 2 students or 9.09% got fairly good, 3 students or 13.64% got fair, 11 students or 50% got poor classification, and 6 students or 27.27% were in very poor classification.

Based on the result it shows the improvement of the students' intonation in experimental group before giving treatment by using Prosody Pyramid Method than control group which use Noticing Reformulation

Technique. So, it can be concluded that the mean score of students for both groups is almost same.

Table 4.8. Frequency and percentage of the students' Intonation in Post-Test between Both Groups

NO	Classification	Range of Percentage	Experimental Class		Control Class	
			F	Percentage	F	Percentage
1.	Excellent	9.6 – 10	0	0%	0	0%
2.	Very Good	8.6 – 9.5	0	0%	0	0%
3.	Good	7.6 – 8.5	2	0%	0	0%
4.	Fairly Good	6.6 – 7.5	1	4.54%	1	4.54%
5.	Fair	5.6 – 6.5	8	36.36%	1	4.54%
6.	Poor	3.6 – 5.5	9	40.91%	12	54.55%
7.	Very Poor	0 – 3.5	2	9.09%	8	36.36%
	TOTAL		22	100%	22	100%

The table 4.8 shows that most of students' post-test result of experimental group are classified as good, fairly good, fair, poor, and very poor category after giving treatment. In Experimental Group, the data of Post-test showed that there are 2 students or 9.09% got good, 1 student or 4.54% got fairly good classification, 8 students or 36.36% got fair classification, 9 students or 40.91% got poor classification, and 2 students or 9.09% were in very poor classification. In Control Group, 1 student or 4.54% got fairly good, 1 student or 4.54% got fair, 12 students or 54.55% got poor, and 8 students or 36.36% were in very poor classification.

Based on the result, it show the improvement of the students intonation in experimental group after giving treatment by using Prosody

Pyramid Method than control group which use Noticing Reformulation technique. So, it can be concluded that the mean score of students for both groups is different.

From that finding, the researcher can conclude that *The use of Prosody Pyramid Method is more effective than Non Prosody Pyramid Method to improve students' pronunciation in speaking.*

B. DISCUSSION

The main objective of the research had been known which treatment (Experimental and Control class) that was effective to enhance the students' pronunciation in speaking. In this research, the result of pretest showed that students' pronunciation in both groups were in the same level. Based on this condition, it can be concluded that both groups have equal ability for treatment. After giving pretest, the researcher used different Procedure in teaching pronunciation. The students in experimental were taught by using Prosody Pyramid Method, while students in control group were taught by using Noticing Reformulation Technique. The treatment was conducted in six meetings.

The posttest was held to measure the enhancement in experimental class and control class after giving the treatment. The result showed that there was significant difference in using Prosody Pyramid Method in teaching pronunciation. It proved by the t-test value of the students which is taught Prosody Pyramid was 4.420 which was higher than t-table value 1.682. The result of this research was also supported by the previous theory which stated that The Prosody

Pyramid shows the progression from the general to the specific. It begins with a thought group, a focus word, stress, and finally the peak. A detailed description with each portion of the pyramid helps the reader become a little more familiar with each focus area (Gilbert, 2008).

Based on the researcher explain previously, the experimental group was taught using Prosody Pyramid Method was effective. It can be supported by Gilbert (2008:10) stated that prosody pyramid is the English prosodic system can be illustrated visually with a pyramid shape. The base of the system is the thought group. This is a group of words that may be a short sentence, a clause, or a phrase within a longer sentence. All the process of spoken English work together to make this syllable easy for the listener to notice and recognize.

Based on result of data analysis the researcher have reported about teaching pronunciation using prosody pyramid to make teaching and learning process more effective and improve the students' pronunciation skill. One of the research about prosody pyramid technique is conducted by Gilbert (2008), she wanted to know if communicative prosody pyramid can improve students' pronunciation. Her research was about the concept of implementing the Prosody Pyramid into curriculum. Gilbert notes that quality repetition is essential for success in this subject. Included is a figure with references to several researchers who support the reasons for repetition. The study was a pre-experimental research design since it did not include the use of random assignment.

Based on the findings above and the theory in chapter II, it can be concluded that, using Prosody Pyramid Method to improve the students' pronunciation in speaking was effective. The data shows a very significant different between t-test and t- table, where t-test was higher than t-table ($4.420 > 1.682$).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part deals with conclusion of the finding, and the second part deals with suggestion.

A. Conclusion

1. Based on the data that the use of Prosody Pyramid Method is effective to assist students' pronunciation in speaking at the Twelfth Grade Students of SMA Muhammadiyah Limbung. The improvement of students' pronunciation can be seen through the statistical analysis that t-test value that was 4.420, greater than t-table value 1.682.
2. The data shows that the students pronunciation before and after treatment are significantly different. It was found in students post-test was higher than pre-test ($6.64 > 4.61$).

B. Suggestion

Considering the conclusion above, the researcher puts forward some suggestions as follows:

1. The English Teacher of SMA Muhammadiyah Limbung should share to the other teachers that Prosody Pyramid Method as teaching method in learning English. The teaching process should enhance students' pronunciation.

2. Related to the suggestion above, for the next researchers are suggested to explore Prosody Pyramid Method in engaging the students' pronunciation and helping the students' learning achievement in learning English.

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A P P E N D I C E S