

**THE IMPLEMENTATION OF READING POEM PRACTICE
TO IMPROVE STUDENTS PRONUNCIATION**
(Pre Experimental Study at The Eleventh Grade Students of SMA Muhammadiyah Limbung)



A THESIS

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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ABSTRACT

Sri Hastiani. 2018. *The implementation of Reading Posing Practices to Improve Students' Pronunciation (Pre-Experimental Study of the Eleventh Grade of SMA Muhammadiyah Lemburu Kabupaten Gowa)*. Faculty of Teachers Training and Education, Makassar Muhammadiyah University. Edited by Namsing Amruswati and the (Prabawati Run).

GREAT THINGS ARE NOT DONE BY IMPULSE, BUT
BY A SERIES OF SMALL THINGS BROUGHT
TOGETHER

Vincent Van Gogh



ABSTRACT

Sri Hastiani. 2018. *The Implementation of Reading Poem Practice to Improve Students Pronunciation (Pre-Experimental Study at the Eleventh Grade of SMA Muhammadiyah Limbung Kab.Gowa).* Faculty of Teachers Training and Education Makassar Muhammadiyah University (supervised by Nunung Anugrawati and Eka Prabawati Rum).

This research aimed at finding out the improvement of students' pronunciation after being taught through reading poem practice at the eleventh grade of SMA Muhammadiyah Limbung. The researcher applied pre-experimental method with one group pre-test post-test design, and the data were collected by giving pretest, treatment and post-test. The sample of the research was Class XI IPS 3 of SMA Muhammadiyah Limbung which consisted of 20 students .

The method used in this study was quantitative. The population of this study is the eleventh grade students of SMA Muhammadiyah Limbung in the academic year of 2017/2018. The researcher used purposive sampling technique to select the sample of the research. The techniques used for obtaining data are: first, collecting data from students pre-test, second post-test and the last, drawing the conclusion based on the data.

The result of data analysis is indicated that the figure of the means score was 67.8 for pre-test and 78.9 for post-test. And the scores of test significant was 14.93 . It's means that after treatment by using poetry there was a positively significant in teaching pronunciation.

Keywords: *Reading Poem Practice, Quantitative, and Pronunciation.*

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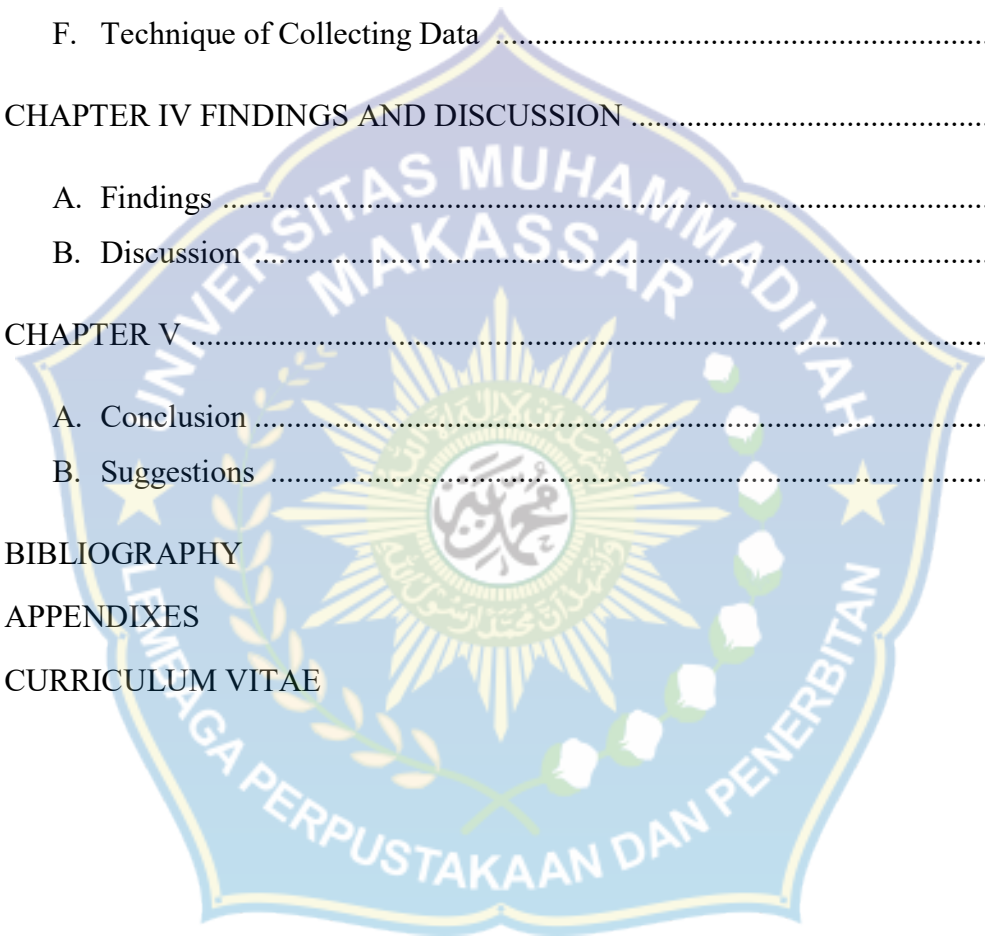
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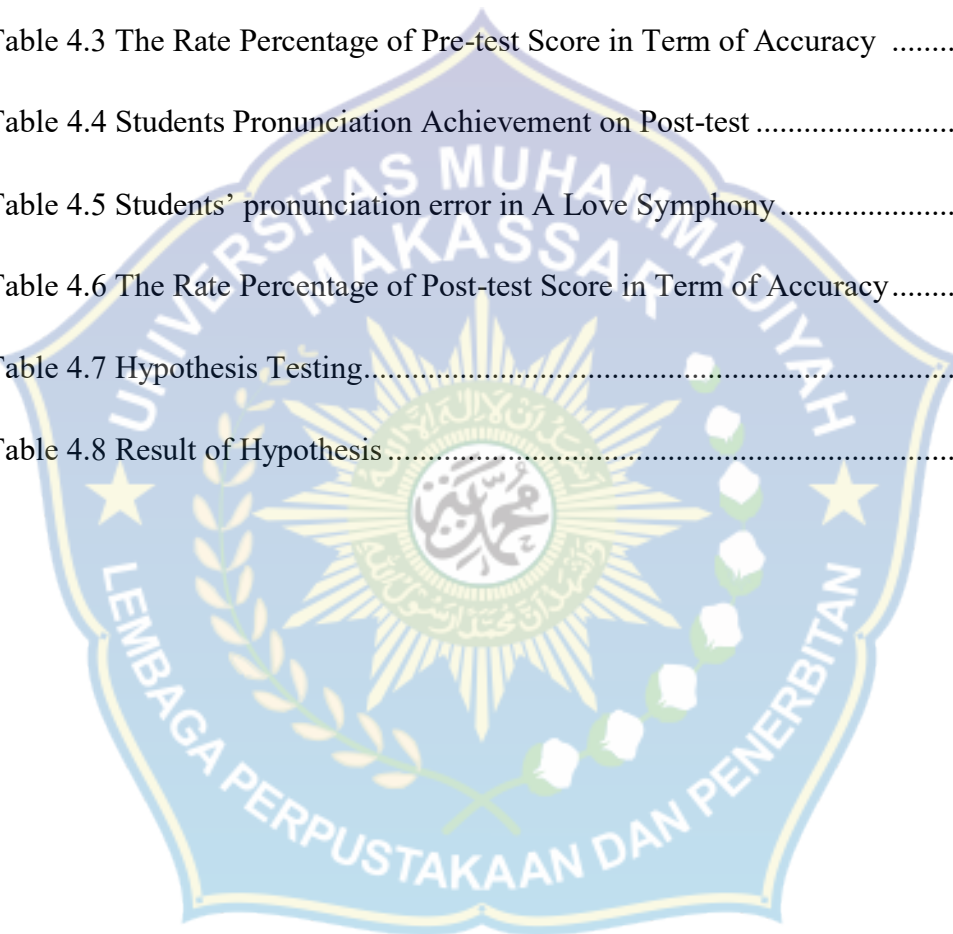
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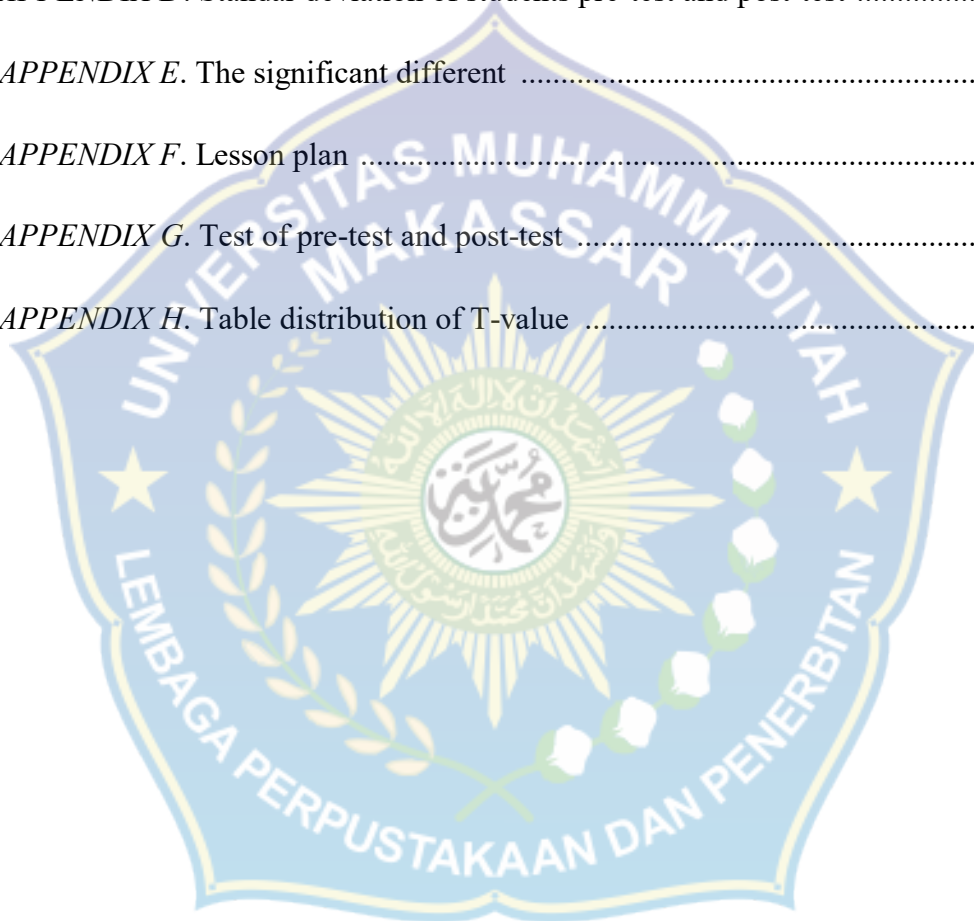
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CHAPTER I

INTRODUCTION

A. Background

There are four skills that should be taught in English namely listening, speaking, reading, and writing. In order to measure the ability of each language skill, the teacher requires the students to perform different ability. Such as to know about the students' achievement of their speaking skills, the teacher usually asks the students to communicate by using English in the class. In the case of reading aloud, the teacher usually asks the students to read a text to know how far the students' mastery of their pronunciation ability. Reading Poetry are specific abilities which help the reader put what they are thinking into words in a meaningful form and to mentally interact with the message.

The main point of studying is not merely to add the knowledge but the biggest goal is to change the students behavior. In gaining that goal the teachers should have strategy and exact method. By having a strategy is super easy for teachers to guide students in gaining goal. Strategy and teaching method used by teachers are dominated by lecturing and delivering . Thus learning strategy tend to be indoctrinated with practice. One of innovative strategy that can increase the students' pronunciation is reading poetry. It is strategy in which the focus on students' pronunciation.

Pronunciation is the way in which a language is spoken. Pronunciation use to make the speaker speaks more fluency and easy to understand. When we communicate with other people, we should not only have a good vocabulary but

also have a good pronunciation. Therefore, it is important to teach pronunciation. As stated by Harmer (2000) that for all the people, being made aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English.

Poetry is literary work in which the expression of feelings and ideas is give intensity by the use of distinctive style and rhythm. According to Ollila (2006) poetry is any kind of verbal or written language that is structure rhythmically and is meant to tell a story, or express any kind of emotion, idea, or state of being.

Based on the researchers' experience when teaching English practice in Smpn Satap 2 Bulukumba, the researcher found that the students difficult to read the text well. The students often find the problem with pronunciation when they speak, read, or listen to English words. It might be cause by some factors. One of the factor is students' mother tongue has some difference with English pronunciation. The learners need a way of teaching that is enjoyble and practical so that finally they can pronounce English well, for example perfroming English poetry can get the students integrate to English. It is assume that they can contribute many things to improve student's capabilities, especially in their skill elements, such as vocabulary enrichment, and speaking. English poetry is believe to have direct influence on the pronunciation skill.

Based on the short explanation above, the researcher was interested to formulate the research title “ *The Implementation of Reading Poetry Practice to Improve Students' Pronunciation*”.

B. Problem of the Research

Based on the background, the researcher formulates the problem statements of the research as follows:

1. Does the students' pronunciation increase after the implementation of reading poem practice?

C. Objective of the Research

Based on the problem statements above, the aims of the research was:

1. To find out the increase of students' pronunciation after the implementation of poetry reading.

D. Significant of the Research

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

1. For the Researcher

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

2. For the Teachers

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

3. For the Students

This study hopefully give contributions to the development of students' pronunciation and can help the students to find alternative ways to improve students' pronunciation quality.

4. For the Schools

This research can be a starting point to develop the teaching technique which applies in the school.

E. Scope of the Research

In this research, it is important to make the scope to obtain relevant data. The researcher focused on standard pronunciation fluency that is observed is what Ramelan (1985) stated. Those are segmental features (vowels, consonants, diphthongs) by using poetry reading practice. The appropriate technique which is used by the researcher was poetry reading because poetry reading makes the students are able to learn each other.

CHAPTER II

LITERATURE OF RELATED REVIEW

A. Previous Related Research Findings

Mutiara (2013), in her research showed that the student have a problem about pronunciation, and she used poetry to help the students to check their pronunciation. In the correction process, the students are able to get a feedback from their each pronunciation and they will not be shame because of their mistakes. Poetry reading gives more chance for the students to talk and give the opinion about the poetry and students are enthusiastic and interested in learning pronunciation by using poetry.

The second previous research is conducted by Jumatriadi (2014). The researcher found that there were significant effects of use of poetry in teaching pronunciation. It can be seen from the result of data analysis which is indicated the second at the figure of the means score for experimental group was 156.89. The deviation scores for control group was 197.39 where the maximum score of the experimental group. While, the maximum score of the experimental score of the control group in post-test was 60 and the minimum score was 20. And the result of hypothesis testing (2.84) was higher than t-table (to) in degree of freedom 28 at significant rank 5 % (2.04).

Lestari (2015), the research result after all of the treatment using English poems showed that the students' average score increased in line with the increase of the students' achievement in each cycle. The researcher showed that students'

understanding improved in each cycle after they were taught using poems. It was signed by their improvements of each result test.

Based on the result of previous studies above, the researcher concludes that poetry reading is an effective tool to teach students' pronunciation. In addition, poems are authentic texts, their appealing structure, rhythm and sound suggest a quick and enjoyable way of learning new vocabulary, revising grammar, improving pronunciation and promoting creativity.

There are similarities and differences with the research was conducted by the researcher. They are similar in term of the implementation of reading poem practice in teaching pronunciation. The difference was in the second previous related findings, the researchers focusd on the supra-segmental features. English pronunciation based on British English pronunciation rules based on Oxford Learners' Dictionary. While the researcher was focused on students' pronunciation by using poetry reading practice based on American English pronunciation.

B. Some Pertinent Ideas

1. Pronunciation

a) The Concept of pronunciation

Harmer (2000) states that pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean), but can also improve their speaking immeasurably. Concentrating on sounds, showing where they are made in the mouth, making the students aware of where words should be

stressed – all these things give them extra information about spoken English and help them.

The skills of listening comprehension and pronunciation are interdependent, and contends 'if they (learners) can not hear well, they are cut off from language. Gilbert (1995), pronunciation practice in the class has little effect on the learner's pronunciation skills and, moreover 'that the attainment of accurate pronunciation in a second language is a matter substantially beyond the control of educators', Purcell and Suter (1980).

The way of speaking immediately conveys something to people. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect. So, learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation.

Most of nonnative speakers of English have learn English as a part of their formal education, and as a result, all of them are literates. They are able to write and read. This is really different from the condition found in English speaking countries. They learn the pronunciation, intonation, and other supra-segmental features first then finally they learn the spelling of the words. Although the nonnative speakers of English are literate enough; however, it does not mean that they are literate enough in English language.

Therefore, the learners of English as foreign language should also need to learn about how to pronounce the words of the target language. If they (learners)

cannot be understood easily, they are cut off from conversation with native speakers.

b) Definition of Pronunciation

Pronunciation is the way a word or language is usually spoken, the manner in which someone utters a word. In a line with the definition above, Hornby (1995) says that pronunciation is the way a person in which is spoken, the way a word is pronounced, the way person speaks the words of a language.

Dalton (1998) defines pronunciation as the production of significant sound in two senses. First, sound is significant because it is used as a part of a code of a particular language. Second, sound is significant because it is used to achieve meaning in contexts of use. From the definitions, it can be concluded that pronunciation is the way to sound languages so that meaningful.

In learning English language, students' should attention about pronunciation. Pronunciation is one of the important things in learning English in order to make a good communication. According to Kelly (2000), "the pronunciation is when we use all the same organs of speech to produce the sounds in particular a way". Furthermore, Corder (1980), states that pronunciation is the way in which a word is pronounced. Pronunciation is not an optimal extra for the learners anymore than grammar, vocabulary or any other aspect of language".

Pronunciation is one of the most important parts of English to communicate with others since there are differences between the symbol and its sounds. When we communicate with other people we should not only have a good vocabulary but also have good pronunciation. Harmer (2000) that for all these

people, being made aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English.

Dalton (1998) defines pronunciation as the production of significant sound in two senses. First, sound is significant because it is used as a part of a code of a particular language. Second, sound is significant because it is used to achieve meaning in contexts of use. According to concise oxford English dictionary (2005), pronunciation means the way in which a word pronounced. Again, pronunciation is the act or manner of pronouncing syllables, words and phrases with regard to the production of sound and the placing of stress and intonation.

c) **The Importance and Difficulties of Pronunciation**

Pronunciation includes one of the most important language skills. When people are just good in grammar and vocabulary, and then they are not pronouncing words correctly, the other people will not understand clearly what they are saying. In spite of this, when their accent is pleasant, they will enjoy talking to each other.

Learning how to pronounce a foreign language like a native speaker is difficult but not impossible. The better the pronunciation, the better people will understand. That is why pronunciation is always important, not only for beginning students, not only when it interests with intelligibility, but at all times. It is very important that learners are hope to begin and develop their pronunciation of English from the beginning levels correctly. Because when they have bad pronunciations habits, they will be hard to acquire a communication successfully.

However, pronunciation is not always easy. Students often face difficulties in their pronunciation because of several factors. Ramelan stated some reasons about why students usually do not succeed in pronunciation the foreign sounds. The reasons are as follow:

- 1) The existence of a given sound in the foreign language which is not found in the native language.
- 2) Sounds which have the same phonetics features in both languages but differ in their distribution.
- 3) Similar sounds in two languages, which differ only slightly in their phonetic features.
- 4) Sounds that have the same qualities in both languages may constitute some learning problem if they occur in cluster or sequences of sounds.

Another problem of pronunciation is that there are sounds which do not exist in Indonesian. Also, the movement of their speech organs have been set to produce the speech sounds of their own languages; it will be difficult for them to change the habit of moving their speech organs in such a way to produce the foreign sounds. These all above are likely student's problems during experiencing pronunciation of English words.

All in all, pronunciation is always an important part and very crucial, even though it is not always easy. However, the main point refers to someone does not need to have exact perfect native speaker pronunciation, but someone is need to speak clearly enough to be understood.

Jones (1975) states that the difficulties of pronunciation are: The student of spoken English or any other spoken language is faced at the outset with difficulties of five kinds in the matter of pronunciation. They are as follows:

- 1) He must learn to recognize readily and with certainty the various speech – sounds occurring in the language, when he hears them pronounced; he must more over learn to remember the acoustic qualities of those sound;
- 2) He must learn to make the foreign sounds with his own organs of speech;
- 3) He must learn to use those sound in their proper places in connected speech;
- 4) He must learn the proper usage in the matter of the ‘sound-attributes’ or ‘prosodies’ as they are often called (especially length, stress and voice – pitch);
- 5) He must learn to catenate sounds, i.e. to join each sound of a sequence on the next, and to pronounce the complete sequence rapidly and without stumbling.

d) Teaching Pronunciation

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

Murcia (1996) provides a five-stage model for teaching pronunciation communicatively. Their model generally moves from raising awareness of an aspect of pronunciation, to perception or focused listening, to oral practice. For oral practice progresses from controlled practice in oral reading, to semistructured practice in information gap activities and dialogues, to less structured communicative practice. In other words, the oral practice moves from a focus on phonological form to a dual focus on form and meaning.

e) Classification of English Sounds

The speech sounds produce are actually air movements. As stated by syafei (1988) that 'English speech sounds are all produced by air which comes from the lungs into the throat and then passes through the mouth and /or the nose. In this case speech organs play an important role to produce sounds. Sahulata (1988) classifies English sounds into three categories. They are consonant, vowels, and dipthong.

1) Segmental features

In learning English language pronunciation, there are two types of speech features based on Ramelan (1985) they are segmental and suprasegmental features. And only segmental features and word stress (part of suprasegmental) will be explain in here. Segmental features refers to sound units, arranged in a sequential order; or it is about consonant and vowel. The classification is based on the differences in their functions in an utterance and their ways of production.

a) Vowels

Vowels are sounds which are made without any kind of closure to the escape of air through the mouth. English vowels are divided into two kinds of vowels, long vowels and short vowels. There are three parts of vowels:

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

/i:/ : bead and key

/I/ : hit and sausage

/U/ : book and good

/u:/ : food and true

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

/e/ : egg and left.

/ə/ : paper.

/ə / : shirt and her

/ ɪ / : fork and call

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

/æ/ : hat and attack

/ʌ/ : run and uncle

/ a:/ : far and part

b) Diphthongs

Beside those vowels, there are diphthongs. Syafei (1988) defines that 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/, /oɪ/, /iɪ/, /ae/, /uɪ/, /eɪ/. The examples are:

/eɪ/ : pay

/aɪ/ : right

/ɔɪ/ : oil

/ɪə/ : ear

/eə/ : air

/ʊə/ : pure

/aʊ/ : out

/əʊ/ : own

/æ/ : beg

c) Consonants

A consonant is a speech sound made by partially or completely blocking the flow of air through the mouth (using the lips, teeth, tongue, and palate). Letters of the English alphabet that represent consonants include all the letters that are not vowels. Examples: b, d, k, s. There are five types of consonant:

a. Plosive

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

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

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

b. Affricative

tʃ/, /dʒ/ : church, judge

c. Fricative

/f/, /v/ : fan/van

/θ/, /ð/ : think/the

/s/, /z/ : sue/zoo

/ʃ/, /ʒ/ : she/fish

d. Nasal

/m/ : meat

/n/ : knit

/ŋ/ : bring

e. Approximants /w/ : we /j/ : yes /l/ : let /r/ : red

The sequences of vocalic elements included under the term „diphthong“ are those which form a glide within one syllable they may be side to have a one element (the starting point) and a two element (the point in the direction of which the glide is made)

The vowels and consonants in English are different with Bahasa Indonesia. There are only 5 vowels, 21 consonants and 3 diphthongs in Bahasa Indonesia. From that information, it is possible for the students to find difficulties when they learn English. So, the segmental features must be clearly said to avoid ambiguity in pronunciation of the words. The speaker should pronounce segmental features accurately. As the result it can minimalize the ambiguity words and misspronounce..

Based on the statements above, it is important for the teacher to teach pronunciation and to make the students aware of pronunciation features because it can improve their communication competence. One of the strategy can improve students' pronunciation is reading poetry. because poems are very entertaining to deal with while students constantly work on all skills simultaneously, even though they are not conscious about it sometimes. Poems' structure makes them easy to read while its rhyme makes them extremely memorable. On top of that poems provoke people to express their personal opinion which is great for working on speaking.

2. Poetry

a) Definition of Poetry

Poetry (from the Greek *poiesis* with a broad meaning of a "making", seen also in such terms as "hemopoiesis"; more narrowly, the making of poetry) is a form of literary art which uses aesthetic and rhythmic qualities of language such as phonaesthetics, sound symbolism, and metre to evoke meanings in addition to, or in place of the prosaic ostensible meaning. There are as many definitions of poetry as there are poets.

First, by Jasmansyah (2008) Poetry is what makes me laugh or cry or yawn, what makes my toenails twinkle, what makes me want to do this or that or nothing. Second, by Cobuild (2001) states poem (poetry) is "a piece of writing in which the words are chosen for their beauty and sounds and are carefully arranged, often in short lines which rhyme."

Actually, there are no comprehensive definitions of poetry. A good definition for the classroom is words in an enclosed form that call attention to themselves. The difference between poetry and regular speech is that most poetry has more meaning per word than prose. Words of a poem have an extra consciousness about themselves. Because a poem is more concise than prose and measured, every word counts.

The words a poet uses are specifically chosen and "on purpose." Poetry changes the way in which words normally refer to things in order to make us see things in a new way. "Poetry is concerned with the massiveness, the multidimensional quality, of experience" (Brooks and Warren 6 as cited in

Jasmansyah, 2008). Lafta (2009-2010) provides some reasons why poetry is used to teach English:

- 1) Poetry is the type of English which touches our personal feelings most closely.
- 2) Poems can help us to assimilate the typical rhythms of a language.
- 3) Poems are often very easy to remember.
- 4) Poems stick in our minds without conscious effort.
- 5) The topics which poems about are in themselves interesting and important.

Lazar as cited in Obregon (2007), provides an interesting list of reasons for including literature in the classroom. She says that literature can be motivating, encourage language acquisition, give students access to different cultures and subcultures, expand language awareness, develop student's interpretative abilities and most important give students an opportunity to discuss their opinions and feelings. All of these advantages apply to poetry and I would add two more reasons.

Poetry relies on special sound effects to create it's imagery and there are many short poems which can be advantageously used in one or two class periods of an hour or an hour and a half. Robertson (2009) states reading poetry aloud is a great way for ELLs to practice pronunciation and fluency, as well as a chance for students to play with rhymes and language.

In order to increase confidence and fluency, have students start by reading some poems together as a class. Then have students choose a poem that they enjoy and then practice reading their poems aloud in pairs, experimenting with

expression, volume, and speed. After students have had time to practice, listen in and offer some feedback on expression and pronunciation. Once students have one more round of practice, ask students to share their poems aloud with the class.

According to Maley and Duff (1989) there are some unique advantages that make poetry suitable for improving language learning: universality, non-triviality, motivation, hands on, ambiguity and interaction, reactions and personal relevance memorability, rhythm, performance and compactness. All of them are below;

- 1) Universality – The themes that poetry deals with are very common in all cultures: *love, death, nature, children, etc.*, even though they are dealt with differently. On the other hand, the use of poetic devices in all languages is also similar: *rhythm, rhyme, metre, alliteration, assonance, figurative usage, etc.* So, all student may have read some poems and are familiar with this literary form and its features..
- 2) Non-triviality – Poetry normally deals with important experiences such as love and death. Moreover, poems are written with the idea of heightening the readers' perception of not only what is trivial but of what is not as well. For that reason, poems can be great to use in the classroom as students will respond to them in their own way.
- 3) Motivation – The fact that the students will be able to work on poetry in a foreign language and to even create their owns poem is motivational itself as poetry is often seen as something extremely difficult to deal with. Therefore it improves one's self-confidence as well.

- 4) Hands on – This advantage refers to the students being able to explore the language, to use vocabulary in a new way, to experiment with rhythm and sound and so on. In addition writing poetry is suitable for the EFL classroom due to its tolerance of error Widdowson (1975).
- 5) Ambiguity and interaction – Due to their nature, poems rise different mental images in every person. Almost every poem has core meaning that most people would share but poems also suggest individual interpretations. This is extremely good for starting a discussion as students will be able to share ideas which on the other hand, will be all valid (at a certain degree).
- 6) Reactions and personal relevance – Poetry triggers people’s emotions in a more economical way. By developing people’s reactions, poetry “engages not only the intellect but also the feelings” Maley and Duff (1989). That is excellent because it gives teachers the opportunity to teach emotional intelligence.
- 7) Memorability – We frequently memorise fragments of texts that we have read because we have enjoyed them or simply because we have liked the way they sound. The same happens with poems and songs. It is a natural ability that lets students absorb the target language unconsciously. In that sense it is particularly useful for learning vocabulary, collocations and short phrases.
- 8) Rhythm – One of the main features that makes poetry so attractive is its rhythm and stress. Even if the rhythm reflected by poetry is not exactly the

same as the one of everyday language, it can develop students' perception to it. Furthermore, it facilitates the reading of the poems and it can improve pronunciation.

9) Performance – It refers to the benefits of reading poetry out loud. Due to its structure and rhythmical language it offers students the possibility of naturally pronouncing a word. In the EFL classroom many students feel uncomfortable when asked to read a text aloud. Besides the fact that they do not feel confident when they speak in English, sometimes it is difficult for them to identify and therefore be involved with the text. However, if they write a poem in English (they have chosen the topic and have had fun writing it), they may be a bit less hesitant to read it in front of their classmates.

10) Compactness – Compared with other forms of literature, poetry is the only one that can provide a full context in a compact form. Its vocabulary is very concentrated and associative. Students should be given the opportunity of working with poems and write their own because that will let them explore the flexibility of the language and the quality of the words.

Based on the explanation above poetry can be an effective tool for teaching English as a foreign language that breaks with the traditional way of teaching it. It gives students the opportunity to explore the language and to play with it as well. Poetry reading is an effective tool to teach students' pronunciation. In addition, poems are authentic texts, their appealing structure, rhythm and sound

suggest a quick and enjoyable way of learning new vocabulary, revising grammar, improving pronunciation and promoting creativity. Hence, it would be a pity if teachers do no benefit of its numerous advantages.

C. Conceptual Framework

The framework of this research can be illustrated as follows :

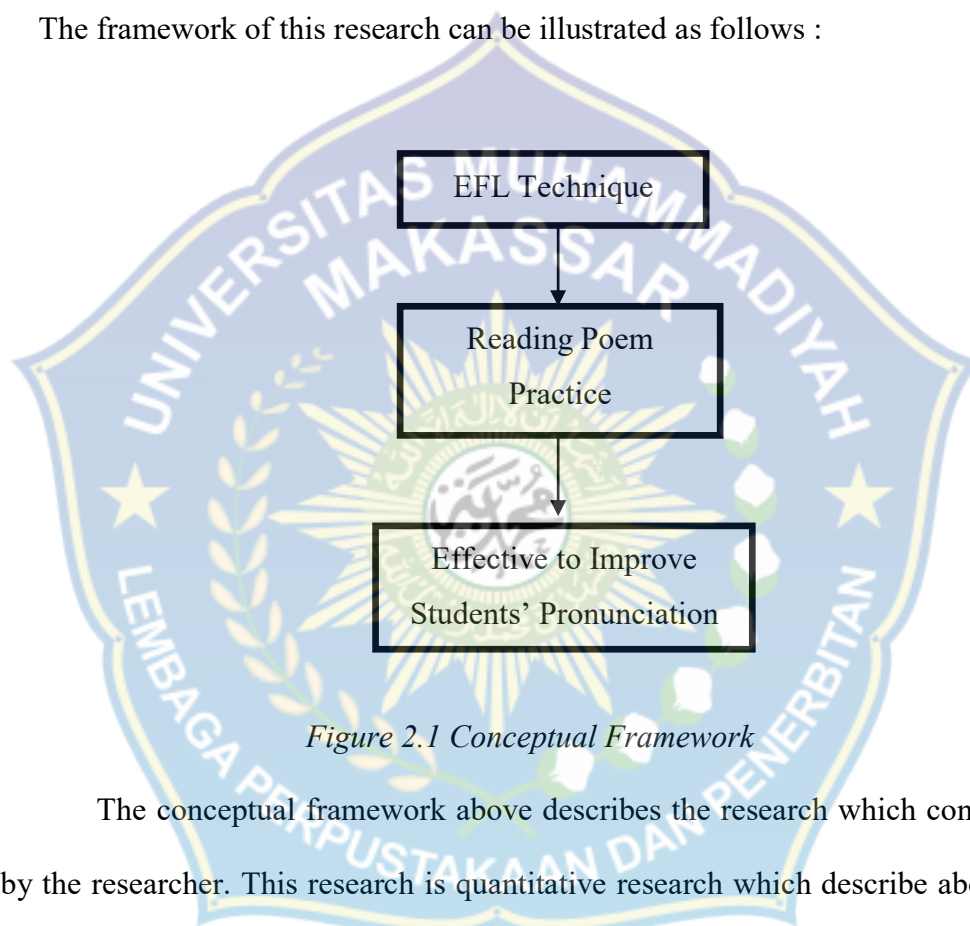


Figure 2.1 Conceptual Framework

The conceptual framework above describes the research which conducted by the researcher. This research is quantitative research which describe about the Implementation of reading poem practice to improve students' pronunciation. There are some techniques to teaching English as a foreign Language, one of them was reading poem practice as a technique. Reading poem is learning to read a poem with a good pronunciation. Reading poem it doesn't make the poem easier to hear, it will underscore the importance in poetry of each and every word.

In this research the researchers was using pre-test, treatment, and pos-test to test students' pronunciation that reading poem can enhance their pronunciation. The researcher add the learning process as the additional result in order to make sure that there is positive improve of students' pronunciation for students after being taught by using poetry reading. And it is proven by analyzing the result of the students' tests and the treatments. Before the treatment, the researcher asked the students to read the poem text of nature. The first performance was submitted in the second meeting. The researcher gave the score before giving the students' pronunciation test. Then the researcher asked the students to practice in front of class, based on their own level of English proficiency. Before applying the technique, the researcher gave the criteria about the things that should be read by the students.

After practice, each students gave their comments back and then revised their own pronunciation based on what they have already heard. This is the first treatment. Then after revising their pronunciation, in the next day, the students submitted their poem. The students practice in front of the class once more and corrected their each pronunciation. This is the second treatment. Next, the students revise their pronunciation then give it back to the researcher. After the treatments done, the researcher analyzed students' pronunciation test and see the result of the students work.

D. Hypothesis

- a) Null hypothesis (H₀) there is no significant difference between the result of pre-test and post-test on students' pronunciation before and after the implementation of reading poem practice.
- b) Alternative hypothesis (H₁) there is a significant difference between the result of pre-test and post-test on students' pronunciation before and after the implementation of reading poem practice.



CHAPTER III
RESEARCH METHOD

A. Research Design

In this research the researcher applied pre experimental design to improve the students pronunciation through reading poem practice as technique in the classroom at the eleventh grade of SMA Muhammadiyah Limbung.

The pre test was given to find out the students' pronunciation before the treatment, and the post test was given to find out the students' pronunciation ability after the treatment. The design below involved one group pre-test and post-test, the research design is described as follows:

Pre-test	Treatment	Post-test
01	X	02

01 : Pretest.

X : Experimental technique.

02 : Posttests.

(Gay, et.al,2006)

The pre-test was used to find out finding about the prior knowledge to stimulate the students pronunciation ability at the eleventh grade. The pre-test was given to know students' knowledge. In the treatment, where the reading poem practice applied as technique in the class after implementing the treatment, the researcher applied the post-test in same from as in the pre-test.

B. Variable and Indicators

1. Variable

This research consisted of two variables, dependent variable and independent variable. The dependent variable was pronunciation ability and independent variable is reading poem

2. Indicators

The indicators of this research was segmental features consist of vowels, diphthongs, and consonants.

C. Population and Sample

1. Population

The population of the research were all of the seventh grade students of SMA Muhammadiyah Limbung. There were 3 classes. Total population in this research were 93 students.

2. Sample

According to Hajar (1996) sample is a part of population. In carrying out a research, it is impossible for the researcher to research all the population because it is large number. According to Sugiyono (2011) purposive sampling was a technique of taking sample data sources based on consideration or focus of particular sample. Therefore, the researcher used purposive sampling in this research is because the researcher saw that the sample was included in the criteria that was research such as, the sample liked art lesson. Where the researcher was used reading poem practice to

improve students pronunciation. Therefore, the researcher used only one class which consisted of 20 students.

D. Instrument of the Research

In collecting data, the researcher used two instrument. The instrument of the research is described as follows:

1. Test, the researcher used a test that consisted of pre-test (reading poem for 2 minutes/person), and post-test (reading poem 2 minutes/person). The researcher given the students a poem to measure the students' competence in pronunciation before treatment and post-test to measure the students' competence in pronunciation after treatment.

2. Recorder to record the students' pronunciation

Recorder is equipment for making record. It also takes important thing in recording visual and non visual activity. The type of recorder that will be used by the researcher is voice recorder. Using voice recorder enables the researcher to observe the students' oral test and learning process.

E. Research Procedure

The procedure of collecting data in this reasearch covered the following steps as follows:

1. Pre-test

Before conducting the pre-test the researcher prepared the materials to be taught and tested as a pre-test, and the researcher prepared the situation in the classroom to make the condition well. The researcher attracted about the study

attention of the students before introduced the treatment, when the researcher was controlled over the condition in the room, the researcher was explained about the goal of reading poem practice.

In the pre-test, the researcher asked the students to read the poem of spring from their performances to find out the students' basic pronunciation ability. The students spend time 30 minutes. The researcher explained to the students about the topic that the students has discussed with friends, the test will collect after finished by the students.

2. Treatment

gave the pre-test to know the basic pronunciation of students, the researcher applied the reading poem practice to the students; the treatment was conducted in 4 times in a month.

Meeting 1 : The researcher explained about the poetry and segmental of sound. then, the researcher gave a poem and asked the students to read a poem text in front of class one by one for 2 minutes. Then the researcher corrected the students pronunciation with the criteria.

Meeting 2 : The researcher gave the students one poem and the researcher explained the sound of poem. Then, the students present the poem one by one for 2 minutes. Then the researcher corrected the students pronunciation with the criteria.

Meeting 3 : The researcher gave the students one poem and the researcher explained the sound of poem. After that, the students present the

poem one by one for 2 minutes. Then the researcher corrected the students pronunciation with the criteria.

Meeting 4 : The researcher gave the students one poem and the researcher explained the sound of poem. After that, the students presented the poem one by one for 2 minutes. Then the researcher corrected the students pronunciation with the criteria.

3. Post-test

After the treatment, the post-test distributed to find out the students progress. The researcher gave the students one poem. After that, the students present the poem one by one for 2 minutes. Then the researcher corrected the students pronunciation with the criteria. And analyzing the data (the result of pre-test and post-test) Firstly, the researcher gave scores for the students' pronunciation in the pre-test and post-test. After that, the researcher analyzed the students' scores by seeing the comparison of the two scores pre-test and post-test.

F. Technique of Collecting Data

The data from the pre-test and post-test were analyzed by using these formula as follow:

Table 3.1

Scoring of pronunciation ability

- Accuracy

Classification	Score	Criteria
Excellent	91-100	Pronunciation is only very slightly influenced by the mother tongue. A few

		English sounds and lexical errors but most utterance is correct.
Good	75-90	Pronunciation is still moderately influenced by the mother tongue. No serious phonological errors. A few English sounds and lexical errors but only cause confusing
Fair	61-74	Pronunciation is influenced by mother tongue only a few serious phonological errors. Several English sounds and lexical errors, even some of which cause confusing
Less	51-60	Pronunciation seriously influenced by the mother tongue with errors causing breakdown in communication. May basic English sounds and lexical errors
Poor	X<51	Serious pronunciation errors as well as many English sounds and lexical errors. No evidence of having mastered any of the language skills practiced in the course.

(Heaton in Alwidin. 2005:35)

1. Calculating mean score and of the students test by using the formula :

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

Where : \bar{X} = Mean score

$\sum X$ = The sum of all scores

N = The total number of sample

(Gay, et.al, 2006)

2. Finding out the significant Difference between the pretest and posttest by calculating the value of the test.

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

Where : D = Devition

$\sum D$ = Standard Deviation

N = The number of subject

(Gay, et.al, 2006)

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

Where : SD = Standard Deviation

$\sum X$ = Total row score

N = Number of Students

$$T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(n-1)}}}$$

Where : T = Test of significant

\bar{D} = Different between the matcher pairs

$(\sum D)_2$ = The square of $\sum D$

$\sum D^2$ = The sum of D squares

N = The number of samples

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research that teaching pronunciation through reading poem practice could improve students pronunciation. For further interpretation of the data analysis are given below:

1. The Increase of Students Pronunciation

a. Result of Pre-test

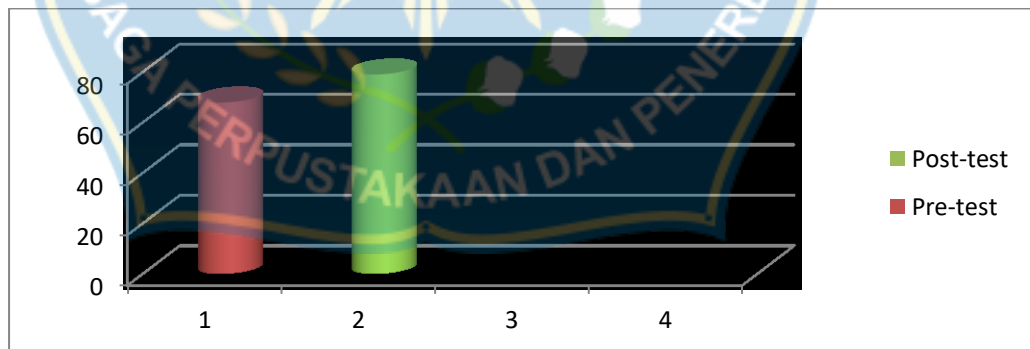
The method used to gather the data for this study is achievement test. And the method of data analysis is by describing students' pronunciation through its phonetic transcription. Based on those data, later the researcher identified the students' pronunciation achievement before the students got treatment.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

Table 4.1 The Increase of Students Pronunciation on Pretest

No.	Pronunciation	Score	
		Pre-test	Post-test
	Mean	67.7	78.9

From the table above, it can be concluded that the students' achievement is not good enough because the average of students' achievement is 67.7 it is not get the kkm scores. So, the researcher concluded that the students were not

familiar enough with the pronunciation of the words would be presented in this study although most of them still made some mispronunciation. To see clearly the students' mean score of accuracy in pronunciation, the graphic will be shown the pre-test and post-test result:



Graphic 4.1 the Students' Mean Score of Accuracy in Pronunciation

a) The Rate Percentage of Pre-test Score in Term of Accuracy of Pronunciation

Table 4.3

No.	Classification	Pre-Test	
		F	%
1	Excellent (91-100)	0	0%
2	Good (75-90)	0	0%
3	Fair (61-74)	20	100%
4	Less (51-60)	0	%
5	Poor ($X < 51$)	0	%
	Total	20	100%

Based on Table 4.3, The percentaged of the pre-test showed that, for Excellent category (91-100) out 30 students none of them got excellent for speaking ability in term of accuracy. There were 20 students (100%) got fair category (61-74) score. So the result can be concluded that the students' in speaking in pre-test was fair categorized.

b. Result of Post-test

It is conducted to measure the students' pronunciation skill improvement after the treatments. The test is similar to pre – test, the students are asked to read a poem. The students were more interesting and enthusiastic in the learning process. From the result, it will be compared from the pre-test and post-test to know the progress of the students. The students read poem by G. Nolst Trenité a.k.a. “Charivarius” entitled The

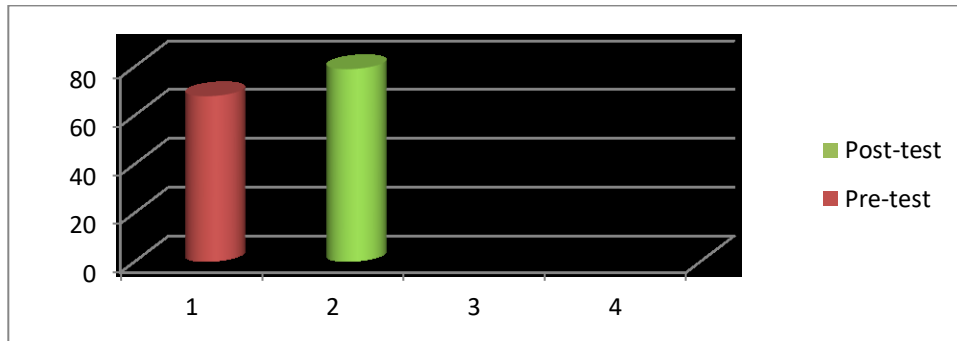
Chaos. There are 98 words on the poem. The posttest situation was as follows:

Table 4.4 The Increase of Students Pronunciation on Post-test

No.	Pronunciation	Score	
		Pre-test	Post-test
	Mean	67.7	78.9

From the table above, it can be concluded that the students' achievement is 78.9. It is a high. So, the researcher concluded that the students are able to pronounce the words more accurately. It can be concluded that after the students learned English through reading poem practice, the students made a significant improvement on their pronunciation.

However, there are one students who can pronounce the entire words well, because when the students were reading the poems; the students repeated the line many times. So that treatment could help the students to practice the pronunciation. In addition the students were very interested with the poems and English subject. The students who has fair pronunciation are one students. It is also stated by the teacher that students commonly are shy to speak or pronounce in English, because the students are afraid to make mistakes. The students were not really interested in English subject. However, by using this treatment the students pronunciation were getting better than the pre-test.



Graphic 4.1 the Students' Mean Score of Accuracy in Pronunciation

a) The Rate Percentage of Post-test Score in Term of Accuracy of Pronunciation

Table.4.6

No.	Classification	Pre-Test	
		F	%
1	Excellent (91-100)	0	0%
2	Good (75-90)	19	95%
3	Fair (61-74)	1	5%
4	Less (51-60)	0	%
5	Poor ($X < 51$)	0	%
	Total	20	100%

Based on Table 4.5, The percentaged of the post-test showed that out of 30 students none of them got poor ($X < 51$) score for pronunciation ability in term of accuracy. There were 1 students (5%) got fair (60-74) score, 19 of them (95%) got good (75-90) score and none of them not got excellent 91-100) score. So the result can be concluded that the students' accuracy pronunciation in post test was good categorized (75-90).

3. Hypothesis Testing

Table 4.7 T-test of students' pronunciation

Variable	T-test Value	T-table Value
	14.93	2.09

The hypothesis was need to find out whether hypothesis was accepted or rejected. If the result of t-test was lower than t-table value, the null hypothesis (H0) will be rejected of t-test was higher than the t-table value, the alterternative hypothesi (H1) will be accepted

From the result of the calculating, the total t-test value of the research is 14.93 with the degree of freedom (df) was 19 and level significant 0.05, so the value of t-table is 2.09, it showed that t-test value is higher than t-table ($14.93 > 2.09$).

The criterion of the best is used to refuse H0, if the t-test is higher or same with the t-table ($t\text{-test} > \text{or} = t\text{-table}$), it means H1 is accepted and if t-test value is lower than t-table ($t\text{-test} < \text{or} = t\text{-table}$) H0, is rejected. The calculating shows that the t-test value higher than t-table. It means that the students improvement in pronunciation was better after taught by the implementation of reading poem practice, so H1 is accepted.

B. Discussion

In this case, the researcher has analyzed this research, there is positive significant the students pronunciation through reading poem practice of the eleventh year students of SMA Muhammadiyah Limbung.

In the process of teaching and learning, there are two important aspect that should be involved, there are students and teacher. Teacher has many roles to succeed the process of teaching and learning. One of the strategy is to support students in learning process is reading poem practice. Thos, reading poem practic is effective to be used in students pronunciation, because it makes students feel happy and is not boring. The students enjoy and easily understand learning pronunciation using reading poem practice.

1. The Effectiveness of the Poems to Improve the Students' Pronunciation

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

The researcher did this study through intensive listening activities because it was done in the classroom. The researcher also had the material for the students. At the first time, the students still got difficulties in getting along with the activities because the students never had such learning activities. However, the activities could run well. On the next meetings, the

students could enjoy the learning process and they felt more relax. The students seemed interested and happy in taking parts the activities. It was shown from their willing to do what the researcher asked to do. At the end of the learning process, the students still felt enthusiastic and understood the important of consonant sound and vowel word.

The students became more confident when the students were asked to read because the students could pronounce the words well. In addition, before and after the learning process, the researcher gave pre-test and post-test to the students by reading the poems. The result of the post-test shows that the students make improvement on their pronunciation. It was suitable with Harmer (2000) that for all these people, being made aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English. In other words, its goal to make a good communication or understand the meaning of the word.

Based on the results of pre-test and post-test, the researcher concludes that before the students took the program most of the students made fair pronunciation. After taking the treatment, the students made good pronunciation of all the words. Besides, other students also made improvement on several words. In the post-test, it can be seen there is one students who still have difficulties. From the results above, it can be concluded that poems are effective to improve the students' achievement in pronouncing English words, although not all of the students can pronounce

the words well. However, the students' improvement was also supported by the students' interest in the reading poem and their motivation in taking part the activities of the learning process.

2. Test of Significance Testing and Hypothesis

From the t-test, the researcher found that the value of t-test (14.93) was greater than the value of t-table (2.09) on alpha level @ or level of significance $p = 0.05$ at the degree of freedom (df) of 19. It was means that the result of teaching the students pronunciation through reading poem practice in the classroom.

Based on the result of the t-test, the researcher found that there was a significant difference between the result of pre-test before post-test. It means that there was significant difference result of the the pre-test before and after teaching and learning processed by used reading poem practice in the classroom. It was because the students learned and practiced their English through reading poem practice that could enlarge their new experience snd knowledge. Based on the data, it can be concluded that the students pronunciation of the eleventh grade students of SMA Muhammadiyah Limbung is improved.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The research conclusion is presented according with the data which have been analyzed in the previous chapter. From all the data analysis about the use of reading poem practice to improve students' pronunciation skills in discussion texts (pre experimental at the eleventh grade of SMA Muhammadiyah Limbung in the academic year of 2018/2019), it concludes:

1. Most of the students are interested in learning English by using reading poems. It seems that the students feel more relax instead of threatened with the theory. The students motivation in learning English increases and the students expect that this kind of program will be given regularly and continuously. It showed from the mean of the pre-test score (67.8), and post-test (78.9). The used of poems in the teaching pronunciation have some benefit for the students. The students not only learn about how the words pronounced but also master English vocabularies. The students are engaged during the lesson. It is seen from the students performance in front of class. The students are more active and want to have interaction with the researcher.

B. Suggestions

It is better for the English teachers to use poems on their teaching pronunciation since poems have a very big benefit for the students. Poems can

be implemented when the teacher wants to teach vocabulary, grammar, pronunciation, or kind of text. It is known that almost all the students like poems, so it can be used as one of the ways to get the students' participation in the teaching-learning process.



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APPENDICES



APPENDIX A SCORE PRETEST AND POSTTEST

NO	SISWA	Score			
		Pre-Test	X_1^2	Post-Test	X_1^2
1	S1	65	4.225	74	5.476
2	S2	66	4.356	75	5.625
3	S3	70	4.900	80	6.400
4	S4	65	4.225	78	6.084
5	S5	67	4.489	80	6.400
6	S6	70	4.900	80	6.400
7	S7	68	4.624	80	6.400
8	S8	66	4.356	79	6.241
9	S9	65	4.225	78	6.084
10	S10	70	4.900	80	6.400
11	S11	70	4.900	80	6.400
12	S12	64	4.096	78	6.084
13	S13	68	4.624	80	6.400
14	S14	70	4.900	80	6.400
15	S15	70	4.900	80	6.400
16	S16	70	4.900	80	6.400
17	S17	67	4.489	78	6.084
18	S18	68	4.624	78	6.084
19	S19	67	4.489	80	6.400
20	S20	70	4.900	80	6.400
Toal		1.356	92.022	1.578	124.562
Mean		67.8		78.9	

APPENDIX B

TEST OF SIGNIFICANT (Students' Pronunciation)

Students	X ₁	X ₂	D = X ₂ - X ₁	D
S1	65	74	9	81
S2	66	75	9	81
S3	70	80	10	100
S4	65	78	13	169
S5	67	80	13	169
S6	70	80	13	169
S7	68	80	12	144
S8	66	79	13	169
S9	65	78	13	169
S10	70	80	10	100
S11	70	80	10	100
S12	64	78	14	196
S13	68	80	12	144
S14	70	80	10	100
S15	70	80	10	100
S16	70	80	10	100
S17	67	78	13	169
S18	68	78	10	100
S19	67	80	13	169

S20	70	80	10	100
Total	1.356	1.578	227	2.798
Mean	67.8	78.9	11.35	139.9



APPENDIX C

THE MEAN SCORE OF STUDENTS' PRE-TEST & POST-TEST

A. PRE-TEST

1. Students' pronunciation

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

$$\bar{X} = \frac{1.356}{20}$$

$$= 67,8$$

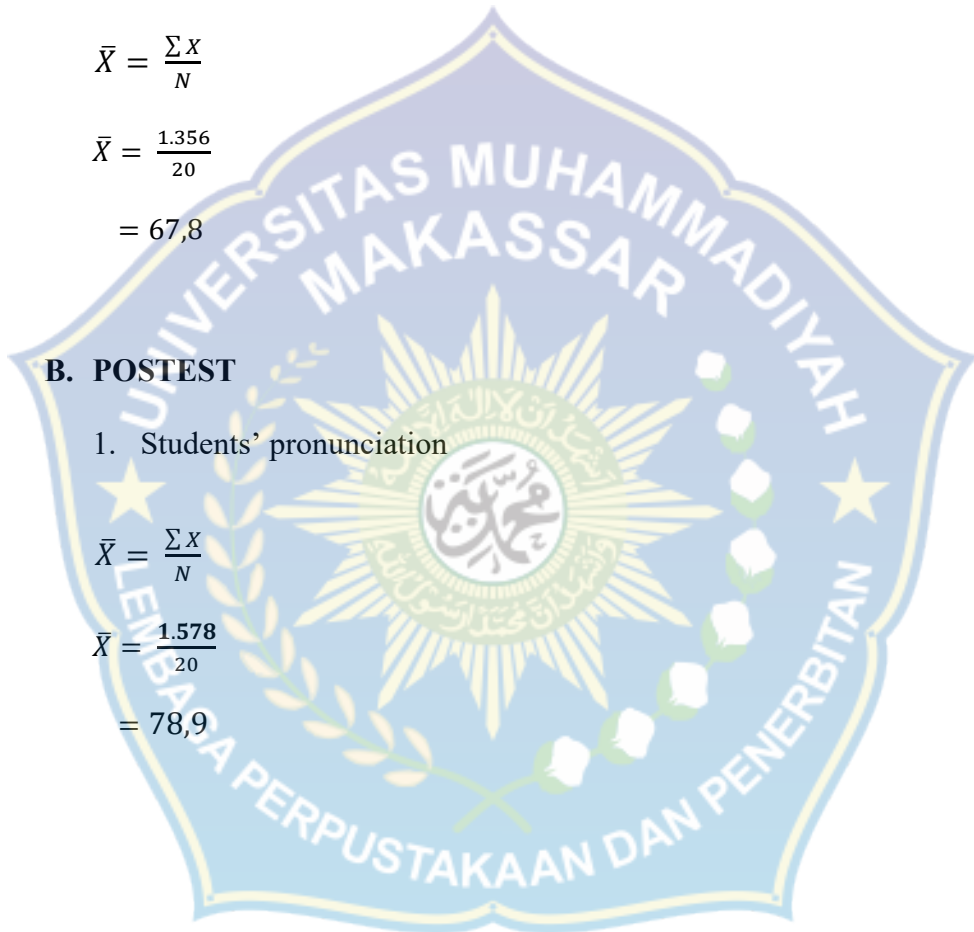
B. POSTEST

1. Students' pronunciation

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

$$\bar{X} = \frac{1.578}{20}$$

$$= 78,9$$



APPENDIX D

STANDAR DEVIATION OF PRETEST & POSTEST

A. Pretest

1. Students' pronunciation

$$\begin{aligned}SD &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}} & \bar{D} &= \frac{\sum D}{N} \\&= \sqrt{\frac{92.022 - \frac{(1.356)^2}{20}}{20-1}} & &= \frac{2,19}{20} \\&= \frac{\sqrt{1.839,084}}{380} & &= 0,11 \\&= \sqrt{4.839} \\&= 2,19\end{aligned}$$

B. Post-test

1. Students' pronunciation

$$\begin{aligned}SD &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}} & \bar{D} &= \frac{\sum D}{N} \\&= \sqrt{\frac{124.562 - \frac{(1.578)^2}{20}}{20-1}} & &= \frac{2,55}{20} \\&= \frac{\sqrt{2.489,662}}{380} & &= 0,13 \\&= \sqrt{6.551} \\&= 2,55\end{aligned}$$

APPENDIX E

THE SIGNIFICANCE DIFFERENT

1. Students' Pronunciation

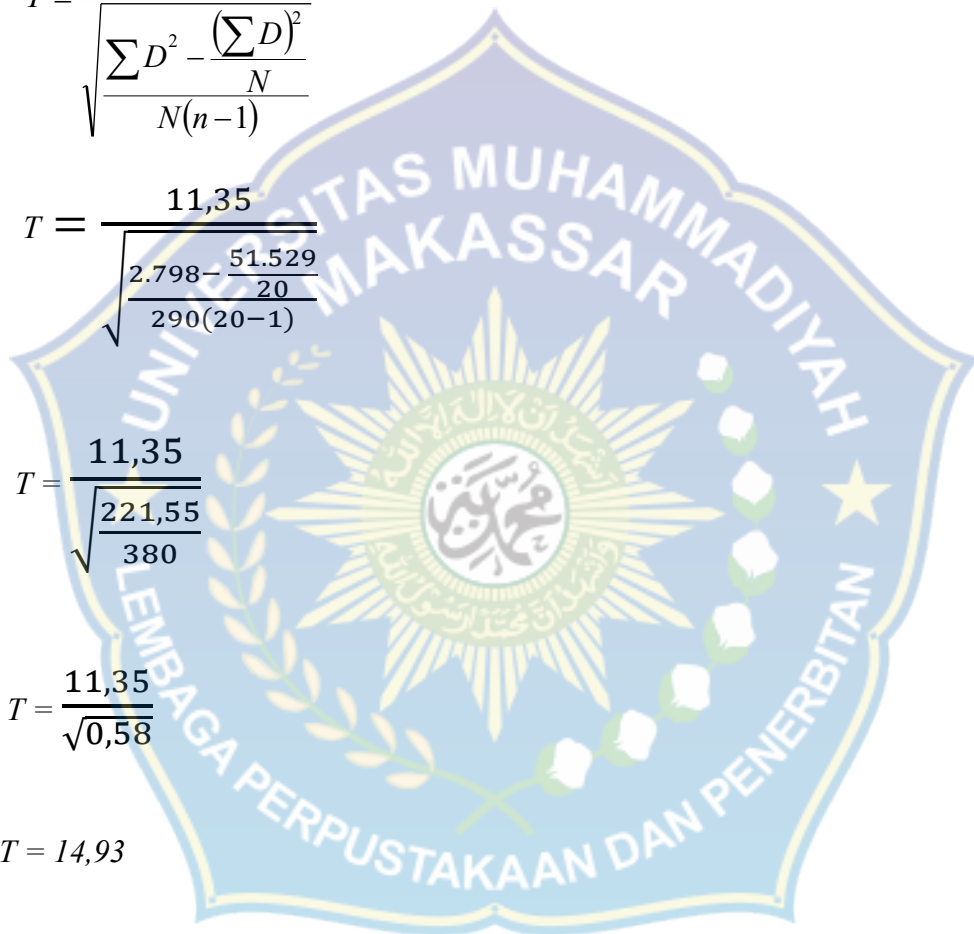
$$T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(n-1)}}$$

$$T = \frac{11,35}{\sqrt{\frac{2.798 - \frac{51.529}{20}}{290(20-1)}}$$

$$T = \frac{11,35}{\sqrt{\frac{221,55}{380}}}$$

$$T = \frac{11,35}{\sqrt{0,58}}$$

$$T = 14,93$$



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Muhammadiyah Limbung

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Pronunciation

Alokasi Waktu : 2 x 45

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidal keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin percaya diri, dan bertanggung jawab dalam melaksanakan komunikais transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta dama, melaksanakan komunikasi fungsional.
- 3.12. Menyebutkan fungsi sosial dan unsur kebahasaan dalam puisi

C. Tujuan Pembelajaran

1. Pronunciation siswa dapat meningkat setelah latihan membaca puisi.
2. Siswa dapat memahami vowels dan consonant.

D. Materi Pembelajaran

1. Definition of Vowels and consonant

a). Vowels

Vowels are sounds which are made without any kind of closure to the escape of air through the mouth. English vowels are divided into two kinds of vowels, long vowels and short vowels.

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

/i:/ : bead and key

/I/ : hit and sausage

/U/ : book and good

/u:/ : food and true

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

/e/ : egg and left.

/ə/ : paper.

/ə / : shirt and her

/ ɪ / : fork and call

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

/æ/ : hat and attack

/ʌ/ : run and uncle

/ a:/ : far and part

b). Consonants

A consonant is a speech sound made by partially or completely blocking the flow of air through the mouth (using the lips, teeth, tongue, and palate). Letters of the English alphabet that represent consonants include all the letters that are not vowels. Examples: b, d, k, s. There are five types of consonant:

a. Plosive

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

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

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

b. Africative

tʃ/, /dʒ/ : church, judge

c. Fricative

/f/, /v/ : fan/van

/θ/, /ð/ : think/the

/s/, /z/ : sue/zoo

/ʃ/, /ʒ/ : she/fish

d. Nasal

/m/ : meat

/n/ : knit

/ŋ/ : bring

e. Approximants /w/ : we /j/ : yes /l/ : let /r/ : red

E. Metode Pembelajaran

Technique : latihan membaca puisi

F. Media, Alat, dan Sumber Pembelajaran

1. Media : Kertas
2. Alat : Pulpen
3. Sumber Belajar : Internet

G. Langkah-langkah Kegiatan Pembelajaran

PERTEMUAN 1

Phase	Activities	Time
Opening	<ol style="list-style-type: none">1. The researcher opens the lesson by greeting “Assalamualaikum wr. Wb, Good Morning students...”2. The researcher checks the students’ roll3. The researcher introduces herself and her purpose4. The researcher asked the students about students experience with speaking English5. The researcher builds the students’ motivation	15 minutes

Main	<ol style="list-style-type: none"> 1. The researcher explains the definition of vowels and consonant. 2. After that, the researcher give a poem and ask the students to read a poem text in front of class one by one for 2 minutes. 3. Then the researcher correct the students pronunciation with the criteria. 	20 minutes
Closing	<ol style="list-style-type: none"> 1. The researcher assess students presentation 2. The researcher convey the words that students must be correct 3. he researcher gives a conclusion about the materials. 4. The researcher closes the lesson by praying. 	10 minutes

H. PENILAIAN

Score	Classification
90-100	Excellent
75-90	Good
61-74	Fair
51-60	Less

X<51	Poor
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- Accuracy

Classification	Score	Criteria
Excellent	91-100	Pronunciation is only very slightly influenced by the mother tongue. A few English sounds and lexical errors but most utterance is correct.
Good	75-90	Pronunciation is still moderately influenced by the mother tongue. No serious phonological errors. A few English sounds and lexical errors but only cause confusing
Fair	61-74	Pronunciation is influenced by mother tongue only a few serious phonological errors. Several English sounds and lexical errors, even some of which cause confusing
Less	51-60	Pronunciation seriously influenced by the mother tongue with errors causing breakdown in communication. May basic English sounds and lexical errors
Poor	X<51	Serious pronunciation errors as well as many English sounds and lexical errors. No evidence of having mastered any of

		the language skills practiced in the course.
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Limbung, November 2018

Researcher



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Muhammadiyah Limbung

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Pronunciation

Alokasi Waktu : 2 x 45

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidal keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin percaya diri, dan bertanggung jawab dalam melaksanakan komunikais transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta dama, melaksanakan komunikasi fungsional.
- 3.12. Menyebutkan fungsi sosial dan unsur kebahasaan dalam puisi

C. Tujuan Pembelajaran

1. Pronunciation siswa dapat meningkat setelah latihan membaca puisi.
2. Siswa dapat memahami vowels dan consonant.

D. Materi Pembelajaran

1. Definition of poetry

Poetry (from the Greek *poiesis* with a broad meaning of a "making", seen also in such terms as "hemopoiesis"; more narrowly, the making of poetry) is a form of literary art which uses aesthetic and rhythmic qualities of language such as phonaesthetics, sound symbolism, and metre to evoke meanings in addition to, or in place of the prosaic ostensible meaning. There are as many definitions of poetry as there are poets.

First, by Jasmansyah (2008) Poetry is what makes me laugh or cry or yawn, what makes my toenails twinkle, what makes me want to do this or that or nothing. Second, by Cobuild (2001) states poem (poetry) is "a piece of writing in which the words are chosen for their beauty and sounds and are carefully arranged, often in short lines which rhyme."

The students practice to read the poem with correct pronunciation!

The Chaos

by G. Nolst Trenité a.k.a. "Charivarius" 1870 – 1946

Dearest creature in creation

Studying English pronunciation,

I will teach you in my verse

Sounds like corpse, corps, horse and

Worse

I will keep you, Susy, busy,
Make your head with heat grow dizzy.
Tear in eye your dress you'll tear,
So shall I! Oh, hear my prayer,
Pray, console your loving poet,
Make my coat look new, dear, sew it!
Just compare heart, beard and heard,
Dies and diet, lord and word,
Sword and sward, retain and Britain.
(Mind the latter, how it's written).
Made has not the sound of bade,
Say said, pay-paid, laid, but plaid.

E. Metode Pembelajaran

Technique : Reading poem practice

F. Media, Alat, dan Sumber Pembelajaran

1. Media : Kertas
2. Alat : Pulpen
3. Sumber Belajar : Internet

G. Langkah-langkah Kegiatan Pembelajaran

PERTEMUAN KE 2

Phase	Activities	Time
Opening	<ol style="list-style-type: none">1. The researcher opens the lesson by greeting “Assalamualaikum wr. Wb, Good Morning students...”2. The researcher checks the students’ roll3. The researcher introduces herself and her purpose4. The researcher asked the students about students experience with speaking English5. The researcher builds the students’ motivation	15 minutes
Main	<ol style="list-style-type: none">1. The researcher explains about the poetry and segmental of sound.2. After that, the researcher give a poem and ask the students to read a poem text in front of class one by one for 2 minutes.3. Then the researcher correct the students pronunciation with the criteria.	20 minutes
Closing	<ol style="list-style-type: none">1. The researcher assess students presentation2. The researcher convey the words that	10 minutes

	<p>students must be correct</p> <p>3. he researcher gives a conclusion about the materials.</p> <p>4. The researcher closes the lesson by praying.</p>	
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H. PENILAIAN

Score	Classification
90-100	Excellent
75-90	Good
61-74	Fair
51-60	Less
X<51	Poor

- Accuracy

Classification	Score	Criteria
Excellent	91-100	Pronunciation is only very slightly influenced by the mother tongue. A few English sounds and lexical errors but most utterance is correct.
Good	75-90	Pronunciation is still moderately influenced by the mother tongue. No serious phonological errors. A few

Fair	61-74	English sounds and lexical errors but only cause confusing Pronunciation is influenced by mother tongue only a few serious phonological errors. Several English sounds and lexical errors, even some of which cause confusing
Less	51-60	Pronunciation seriously influenced by the mother tongue with errors causing breakdown in communication. May basic English sounds and lexical errors
Poor	X<51	Serious pronunciation errors as well as many English sounds and lexical errors. No evidence of having mastered any of the language skills practiced in the course.

Limbung, November 2018

Researcher

Sri Hastiani

10535 6055 14

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Muhammadiyah Limbung

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Pronunciation

Alokasi Waktu : 2 x 45

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidal keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin percaya diri, dan bertanggung jawab dalam melaksanakan komunikais transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta dama, melaksanakan komunikasi fungsional.
- 3.12. Menyebutkan fungsi sosial dan unsur kebahasaan dalam puisi

C. Tujuan Pembelajaran

1. Pronunciation siswa dapat meningkat setelah latihan membaca puisi.
2. Siswa dapat memahami vowels dan consonant.

D. Materi Pembelajaran

The Chaos

by G. Nolst Trenité a.k.a. “Charivarius” 1870 - 1946

Now I surely will not plague you

With such words as vague and ague,

But be careful how you speak,

Say break, steak, but bleak and streak.

Previous, precious, fuchsia, via,

Pipe, snipe, recipe and choir,

Cloven, oven, how and low,

Script, receipt, shoe, poem, toe.

Hear me say, devoid of trickery:

Daughter, laughter and Terpsichore,

Typhoid, measles, topsails, aisles.

Exiles, similes, reviles.

Wholly, holly, signal, signing.

Thames, examining, combining

Scholar, vicar, and cigar,

Solar, mica, war, and far.

E. Metode Pembelajaran

Technique : Reading poem practice

F. Media, Alat, dan Sumber Pembelajaran

1. Media : Kertas

2. Alat : Pulpen

3. Sumber Belajar : Internet

G. Langkah-langkah Kegiatan Pembelajaran

PERTEMUAN KE 3

Phase	Activities	Time
Opening	<ol style="list-style-type: none">1. The researcher opens the lesson by greeting “Assalamualaikum wr. Wb, Good Morning students...”2. The researcher checks the students’ roll3. The researcher introduces herself and her purpose4. The researcher asked the students about students experience with speaking English5. The researcher builds the students’ motivation	15 minutes
Main	<ol style="list-style-type: none">1. The researcher give a poem and ask the students practice to read a poem text in front of class one by one for 2 minutes.2. Then the researcher correct the students pronunciation with the criteria.	20 minutes

Closing	<ol style="list-style-type: none"> 1. The researcher assess students presentation 2. The researcher convey the words that students must be correct 3. The researcher gives a conclusion about the materials. 4. The researcher closes the lesson by praying. 	10 minutes
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H. PENILAIAN

Score	Classification
90-100	Excellent
75-90	Good
61-74	Fair
51-60	Less
X<51	Poor

- Accuracy

Classification	Score	Criteria
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		influenced by the mother tongue. No serious phonological errors. A few English sounds and lexical errors but only cause confusing
Fair	61-74	Pronunciation is influenced by mother tongue only a few serious phonological errors. Several English sounds and lexical errors, even some of which cause confusing
Less	51-60	Pronunciation seriously influenced by the mother tongue with errors causing breakdown in communication. May basic English sounds and lexical errors
Poor	X<51	Serious pronunciation errors as well as many English sounds and lexical errors. No evidence of having mastered any of the language skills practiced in the course.

Limbung, November 2018

Researcher

Sri Hastiani

10535 6055 14

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Muhammadiyah Limbung

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Pronunciation

Alokasi Waktu : 2 x 45

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidal keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin percaya diri, dan bertanggung jawab dalam melaksanakan komunikais transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta dama, melaksanakan komunikasi fungsional.
- 3.12. Menyebutkan fungsi sosial dan unsur kebahasaan dalam puisi

C. Tujuan Pembelajaran

1. Pronunciation siswa dapat meningkat setelah latihan membaca puisi.
2. Siswa dapat memahami vowels dan consonant.

D. Materi Pembelajaran

The Chaos

by G. Nolst Trenité a.k.a. “Charivarius” 1870 - 1946

Now I surely will not plague you

With such words as vague and ague,

But be careful how you speak,

Say break, steak, but bleak and streak.

Previous, precious, fuchsia, via,

Pipe, snipe, recipe and choir,

Cloven, oven, how and low,

Script, receipt, shoe, poem, toe.

Hear me say, devoid of trickery:

Daughter, laughter and Terpsichore,

Typhoid, measles, topsails, aisles.

Exiles, similes, reviles.

Wholly, holly, signal, signing.

Thames, examining, combining

Scholar, vicar, and cigar,

Solar, mica, war, and far.

E. Metode Pembelajaran

Technique : Reading poem practice

F. Media, Alat, dan Sumber Pembelajaran

1. Media : Kertas
2. Alat : Pulpen
3. Sumber Belajar : Internet

G. Langkah-langkah Kegiatan Pembelajaran

PERTEMUAN KE 4

Phase	Activities	Time
Opening	<ol style="list-style-type: none">1. The researcher opens the lesson by greeting “Assalamualaikum wr. Wb, Good Morning students...”2. The researcher checks the students’ roll3. The researcher introduces herself and her purpose4. The researcher asked the students about students experience with speaking English5. The researcher builds the students’ motivation	15 minutes
Main	<ol style="list-style-type: none">1. The researcher give a poem and ask the students to practice read a poem text in front of class one by one for 2 minutes.3. Then the researcher correct the students	20 minutes

	pronunciation with the criteria.	
Closing	<ol style="list-style-type: none"> 1. The researcher assess students presentation 2. The researcher convey the words that students must be correct 3. he researcher gives a conclusion about the materials. 4. The researcher closes the lesson by praying. 	10 minutes

H. PENILAIAN

- Accuracy

Classification	Score	Criteria
Excellent	91-100	Pronunciation is only very slightly influenced by the mother tongue. A few English sounds and lexical errors but most utterance is correct.
Good	75-90	Pronunciation is still moderately influenced by the mother tongue. No serious phonological errors. A few English sounds and lexical errors but only cause confusing
Fair	61-74	Pronunciation is influenced by mother tongue only a few serous phonological errors. Several English sounds and

Less	51-60	lexical errors, even some of which cause confusing Pronunciation seriously influenced by the mother tongue with errors causing breakdown in communication. May basic English sounds and lexical errors
Poor	X<51	Serious pronunciation errors as well as many English sounds and lexical errors. No evidence of having mastered any of the language skills practiced in the course.

Limbung, November 2018

Researcher

Sri Hastiani
10535 6055 14

APPENDIX G

Pre-test

A Red, Red Rose

BY ROBERT BURNS

O my Luvie is like a red, red rose
That's newly sprung in June;
O my Luvie is like the melody
That's sweetly played in tune.

So fair art thou, my bonnie lass,
So deep in luvie am I;
And I will luvie thee still, my dear,
Till a' the seas gang dry.

Till a' the seas gang dry, my dear,
And the rocks melt wi' the sun;
I will love thee still, my dear,
While the sands o' life shall run.

And fare thee weel, my only luvie!
And fare thee weel awhile!
And I will come again, my luvie,
Though it were ten thousand mile.



APPENDIX G

Post-test

A Love Symphony

By Arthur William Edgar O'Shaughnessy

Along the garden ways just now
I heard the flowers speak;
The white rose told me of your brow,
The red rose of your cheek;
The lily of your bended head,
The bindweed of your hair:
Each looked its loveliest and said
You were more fair.

I went into the wood anon,
And heard the wild birds sing
How sweet you were; they warbled on,
Piped, trilled the self-same thing.
Thrush, blackbird, linnnet, without pause,
The burden did repeat,
And still began again because
You were more sweet.

And then I went down to the sea,
And heard it murmuring too,
Part of an ancient mystery,
All made of me and you.

How many a thousand years ago
I loved, and you were sweet--
Longer I could not stay, and so
I fled back to your feet.

APPENDIX G

TREATMENT 2

The Chaos

by G. Nolst Trenité a.k.a. “Charivarius” 1870 – 1946

Dearest creature in creation

Studying English pronunciation,

I will teach you in my verse

Sounds like corpse, corps, horse and

Worse

I will keep you, Susy, busy,

Make your head with heat grow dizzy.

Tear in eye your dress you'll tear,

So shall I! Oh, hear my prayer,

Pray, console your loving poet,

Make my coat look new, dear, sew it!

Just compare heart, beard and heard,

Dies and diet, lord and word,

Sword and sward, retain and Britain.

(Mind the latter, how it's written).

Made has not the sound of bade,

Say said, pay-paid, laid, but plaid.

APPENDIX G
TREATMENT 3

The Chaos
by G. Nolst Trenité a.k.a. “Charivarius” 1870 - 1946

Now I surely will not plague you

With such words as vague and ague,

But be careful how you speak,

Say break, steak, but bleak and streak.

Previous, precious, fuchsia, via,

Pipe, snipe, recipe and choir,

Cloven, oven, how and low,

Script, receipt, shoe, poem, toe.

Hear me say, devoid of trickery:

Daughter, laughter and Terpsichore,

Typhoid, measles, topsails, aisles.

Exiles, similes, reviles.

Wholly, holly, signal, signing.

Thames, examining, combining

Scholar, vicar, and cigar,

Solar, mica, war, and far.

APPENDIX G
TREATMENT 4

The Chaos
by G. Nolst Trenité a.k.a. “Charivarius” 1870 - 1946

Now I surely will not plague you

With such words as vague and ague,

But be careful how you speak,

Say break, steak, but bleak and streak.

Previous, precious, fuchsia, via,

Pipe, snipe, recipe and choir,

Cloven, oven, how and low,

Script, receipt, shoe, poem, toe.

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Daughter, laughter and Terpsichore,

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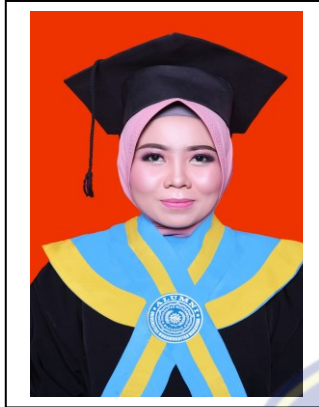
Scholar, vicar, and cigar,

Solar, mica, war, and far.

DOCUMENTATION



CURRICULUM VITAE



Sri Hastiani was born on September 29th, 1996 in Gowa, West Sulawesi. The second daughter of two siblings of Abd. Hafid. and Hj. Hastuti. She began her study at SDI Tana Beru in 2003 until 2008. She continued her study at SMP Negeri 2 Bontonompo, in 2008 and finished it in 2011. At the same year, she continued her study at SMA Negeri 1 Bajeng and finished it in 2014. She continued her study as the student of English Department, Faculty of Teacher Training and Education, Makassar Muhammadiyah University.

By the blessing and mercy of Allah SWT and pray also support from beloved family, the researcher can finish her study at Makassar Muhammadiyah University by compiling a thesis under the title “ The Implementation of Reading Poem Practice to Improve Students Pronunciation of The eleventh Grade Students in SMA Muhammadiyah Limbung, Gowa”.

