ABSTRACT

Pariska Ciptaria 2016. *Improving students' pronunciation in Speaking through Prosody Pyramid Approach at the eleventh grade of SMA Negeri 3 Bulukumba(A Classoom Action Research)* Supervised by Erwin Akib and Amar Ma'ruf. A Thesis of English Department, the Faculty of Teacher Training and Education, Makassar Muhammadiyah University

Gilbert, (2008) in his journal stated that the effectiveness of Using the Prosody Pyramid in Pronunciation. He said that practicing pronunciation without prosody is like teaching ballroom dancing, only the students must stand still, practice without a partner, and without music.

The objective of the study was to find out how the prosody pyramid approach improve the students ability in stressing word and intonation at the SMA Negeri 3 Bulukumba.

This research used Classroom Action Research that consisted two cycles. Procedurals of the research were planning, action, observation, and refleksi. The research population was at XI IA1 Year Students of SMA Negeri 3 Bulukumba academic year 2016/2017. The sample of this research consisted of 30 students .The researcher obtained the data by using pronunciation test and observation sheet.

The research findings indicated that the implementation of prosody pyramid approach was significantly in improved the students pronunciation in speaking in terms of stressing word and intonation.it was proved by the mean score of stressing word in cycle I 41,30% and intonation in cycle I 35,29% and the result of the students' pronunciation ability showed that the improvement of students' strssing using prosody pyramid approach at the eleventh grade of SMA Negeri 3 Bulukumba was 43,52% as mean score 6,7 and the improvement of students' intonation using Prosody Pyramid Approach at the eleventh grade of SMA Negeri 3 Bulukumba was 37,5% as mean score 6,6. Hence, the improvement of students stressing word in D-test to cycle I was 31,42% as mean score 4,6 classified poor,but in cycle Ito cycle II was 43,52% as mean score 6,6 classified good,and the improvement of students'intonation in D-test to cycle I was 35,29% as mean score 4,8 classified poor, but in cycle I to cycle II was 37,5% as mean score 6,6 classified good. Finally, the researcher concluded that the prosody pyramid approach improve the student stressing word and intonation significantly.