IMPROVING THE STUDENTS' PRONUNCIATION IN SPEAKING THROUGH PROSODY PYRAMID APPROACH
(A Classroom Action Research at The Eleventh
Grade Students of SMA Negeri 3 Bulukumba)

A THESIS

Submitted to the faculty of Teacher Training and Education Makassar
Muhammadiyah University in partial fulfillment of the requirement
For the degree of education in English department

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FACULTY OF TEACHERS TRAINING AND EDUCATION

MAKASSAR MUHAMMADIYAH UNIVERSITY

2016

UNIVERSITAS MUHAMMADIYAH MAKASSAR

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(A Classroom Action Research at The Eleventh
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Motto

''Your future is your unknown paradise''

"I dedicated this thesis

to my beloved parents, family,

friends and all people who know me"

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.

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TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background

Language learning is important for human's social development. As a language which is use by more than a half of population in the world, English holds the key as international language. English is a tool of communication among people of the world to get trade, social-cultural, science, and technology goals. Moreover, English competence is important in career development, therefore students need to understand and use English to improve their confidence to face global competition. There are four basic skills in English they are reading, writing, listening and speaking skill that every human being to needs to interact or get information to another.

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 is pronunciation considered difficult elements in learning English.

English pronunciation is a very important role in communicating, because when speakers mispronounce some word or phrases, people can be misunderstanding. To reduce it, the teacher must equip the learner with certain degree of accuracy and fluency in understanding, responding and in expressing himself in the language in speech in order the learners communicatively in using the language. Pronunciation has traditionally been taught with a goal of "speaking like a native speaker," but this is not practical. In fact, it is a recipe for discouragement both for teachers and for students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

There are some previous findings of some researchers have relation to this researcher such as follows:

Gilbert, (2008) in his journal states 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.

Nuria, (2014) in her journal states that the integration of prosody and gesture in early intentional communication in teaching pronunciation. She said that prosody is a tool that infants use during the babbling period to express communicative intentions in teaching pronunciation.

Treball, (2014) in his journal states that the use of prosody in the language classroom effective in teaching pronunciation. He said that teaching prosody in the foreign language classrooms can increase students speaking ability in pronunciation.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

In this research, the researcher applied a Classroom Action Research (CAR). It is a method of evaluation to ascertain the required level of competence in term of knowledge, skills and personal characteristic. Classroom action research consist of four phases namely, namely: Plan, Action, Observation, and reflection. And there are two cycle.

B. Research Setting

It covers research location, research time, and research classroom action research cycles as follows:

1. Research Location

This classroom action research conducted at SMA Negeri3Bulukumba, Bulukumba regency for English subject.

2. Classroom Action Research Cycles

This classroom action research wass held in two cycles, they are cycle I and cycle II, every cycle consist of four meeting. It aims observing the improving students' pronunciation through Prosody Pyramid Approach.

C. Research Variables and Indicators

CHAPTER IV

FINDINGS AND DISCUSSION

A. The Findings

In this section, the researcher described the result of data analysis based on the problem statement. The result of data analysis indicated that there was an improvement of the students' stressing, intonation and pronunciation ability through Prosody Pyramid Approach at the eleventh Grade of SMA Negeri 3Bulukumba. The students' improvement could be seen clearly in the following explanation:

1. The Improvement of the Students' Pronunciation Ability

The application of Prosody Pyramid in improving the students' pronunciation ability deals with stressing and intonation. Each indicator had total score and it was divided by sum of students so it resulted as means score in D-Test, cycle I, and cycle II. So, the improvement of the students' stressing, intonation and pronunciation ability can be seen clearly in the following explanation:

Table 4.1 The improvement students' Stressing Word

Indicators	Students' Stressing			Improvement (%)	
	D- Test	Cycle I	Cycle II	D-test to CI	CI to CII
Mean score	3.5	4.6	6.6	31.42	43.52

The table above indicates that there was improvement of the students' stressing from D-

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussions in the previous chapter, the following conclusions were presented:

1. Prosody Pyramid Approach significantly improved the students' stressing word at the eleventh grade of SMA Negeri 3 Bulukumba. It was proved by the students' achievement in cycle II was higher than cycle I and D-test where in D-test the students' mean score achievement in stressing word is 3.5, but after evaluation in cycle I the students' stressing word becomes 4.6 and cycle II 6.6. 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 I to cycle II was 43.52 % as mean score 6.6 classified good.

2. Prosody Pyramid Approach significantly improve the students' intonation at the eleventh grade of SMA Negeri 3Bulukumba. It was proved by the students' achievement in cycle II is higher than cycle I and D-test where in D-test the students' mean score achievement in intonation is 3.4, but after evaluation in cycle I the students' intonation becomes 4.8 and cycle II 6.6. 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.

B. Suggestions

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RESEARCH INSTRUMENTS

Pronunciation Test:

Directions:

This test is aimed to evaluate the students' Pronunciation skill focus on stressing and intonation.

A. Diagnostic Test

Read the conversation below with your friends in front of class:

DIALOG I

A   **:** Is everything O.K. Here ?

B   **:** Yes, thank you. Everything is fine.

A   **:** Is your steak satisfactory ?

B   **:** Quite good.

A   **:** How about your roast beef, ma'am ? Is it O.K, too ?

B   **:** It's just right. Just the way I like it.

A   **:** Will there be anything else, then ?

B   **:** No, not at the moment.

A   **:** Very well, then moment.

B   **:** Thanks.

APPENDIX B

TEACHING MATERIAL

A. MATERI PEMBELAJARAN

Expression Asking for opinion
- ➢ what do you think of ..?
- ➢ whar are you views ?
- ➢ what is your opinion ?
- ➢ Is it right what I have done ?
- ➢ what about…?
- ➢ How about…?

Expression satisfaction.

- ➢ I'm satisfied with…
- ➢ It's satisfying.
- ➢ I'm glad with you've done
- ➢ I'm satisfied at….
- ➢ Everything was satisfying

DIALOG I

A   : Is everything O.K. Here ?
B   : Yes, thank you. Everything is fine.
A   : Is your steak satisfactory ?
A   : How about your roast beef, ma'am ? Is it O.K, too ?
B   : It's just right. Just the way I like it.
A   :Will there be anything else, then ?
B   : No, not at the moment.
A   : Very well, then moment.
B   : Thanks.

DIALOG 2

Shopkeeper   : Are you being helped?
Daddy   : No I'm not, I am looking for gifts for my children possibly T-Shirts
Shopkeeper   : For boy or girls?
Daddy   : Both. I have a son and a daughter
Shopkeeper   : What size do you need?
Daddy   : I guess I will need a large for my son and medium for my daughter
Shopkeeper   : How about the color?
Daddy   : I think I will get a light green for my daughter and navy blue for my son
Shopkeeper   : Here you are?
Daddy   : How much I must pay?
Shopkeeper   : Rp.100.000,. How about something for your wife?
Daddy   : No right now. I am going to look some more. Where the fine jewelry Department here?
Shopkeeper   : Right over there to the left

Appendix C

DATA ANALYSIS

A. The Raw Score of the Students in Cycle I and Cycle II

The total raw scores of the students' pronunciation which focused on stressing and intonation in cycle I and cycle 2 are presented in the following table:

1. Score Classification

a. Diagnostic Test (D Test)

The Score of Students' pronunciation in Diagnostic Test

No	Students' Code	Pronunciation		Total Score (X)	Classification
		Stressing	Intonation		
1	Std-01	3,3	1,7	2.5	Very poor
2	Std-02	3,3	1,7	2.5	Very poor
3	Std-03	5	5	5	Very poor
4	Std-04	5	5	5	Very poor
5	Std-05	1,7	3,3	2,5	Very poor
6	Std-06	1.7	1,7	1,7	Very poor
7	Std-07	3,3	3,3	3,3	Poor
8	Std-08	1,7	3,3	2,5	Very poor
9	Std-09	3,3	3,3	3.3	Very poor
10	Std-10	3,3	3,3	3.3	Poor
11	Std-11	1,7	3,3	2.5	Very poor
12	Std-12	1,7	3,3	2.5	Very poor
13	Std-13	3,3	3,3	3.3	Very poor
14	Std-14	1,7	1,7	1.7	Poor
15	Std-15	1,7	3,3	2.5	Very poor
16	Std-16	1,7	1,7	1.7	Very poor
17	Std-17	3,3	3,3	3.3	Poor
18	Std-18	3,3	3,3	3.3	Poor

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1	Std-01	1.7	3.3	2.5	Very poor
2	Std-02	1.7	3.3	2.5	Very poor
3	Std-03	3.3	1.7	2.5	Very poor
4	Std-04	3.3	3.3	3.3	Very poor
5	Std-05	3.3	3.3	3.3	Very poor
6	Std-06	3.3	3.3	3.3	Very poor
7	Std-07	5	5	5	Poor
8	Std-08	3.3	3.3	3.3	Very poor
9	Std-09	3.3	1.7	2.5	Very poor
10	Std-10	5	5	5	Poor
11	Std-11	1.7	3.3	2.5	Very poor
12	Std-12	3.3	3.3	3.3	Very poor
13	Std-13	3.3	3.3	3.3	Very poor
14	Std-14	5	3.3	4.2	Poor
15	Std-15	1.7	3.3	2.5	Very poor
16	Std-16	3.3	3.3	3.3	Very poor
17	Std-17	3.3	5	4.2	Poor
18	Std-18	3.3	5	4.2	Poor

Appendix D

Observation Sheet

The 1st Meeting

No	Nama	Keaktifan			
		4	3	2	1
1	Std-01				1
2	Std-02				1
3	Std-03		3		
4	Std-04			2	
5	Std-05			2	
6	Std-06			2	
7	Std-07			2	
8	Std-08				1
9	Std-09				1
10	Std-10		3		
11	Std-11		3		
12	Std-12			2	
13	Std-13				1
14	Std-14			2	
15	Std-15				1
16	Std-16				1
17	Std-17				1
18	Std-18			2	

APPENDIX E

Nama sekolah : SMA NEGERI 9 BULUKUMBA
Tahun ajaran : 2012/2013
Kelas/semester : XI IA1 / 1
Mata pelajaran : Bahasa Inggris
Aspek : Pronunciation
Siklus/pertemuan : I/Pertama

No	Kegiatan	Skor			
		4	3	2	1
	* <u>Awal</u>	√			
1	Memberi salam	√			
2	Mengabsen siswa		√		
3	Apersepsi		√		
4	Teknik membuka pelajaran				
	* <u>Inti</u>				
5	Penjelasan mengenai *Expression asking for help*	√			
6	Metode membimbing siswa dalam pronunciation		√		
7	Pengarahan kepada siswa dalam setiap kegiatan pembelajaran	√			
8	Penguasaan kelas	√			
9	Suara	√			
10	Pemberian pertanyaan		√		
11	Kemampuan melakukan evaluasi	√			
	* <u>Akhir</u>				
12	Memberi kesempatan siswa Bertanya		√		
13	Menyimpulkan materi	√			
14	Menutup pelajaran	√			

*   4: sangat baik   2: cukup

  3: baik   1: kurang

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : SMA Negeri 3Bulukumba

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : X1/1

Waktu   : 4 x 45 menit

Pertemuan   : Pertama - kedua

Aspek   : Speaking

Pariska Ciptaria was born on Agust 18th 1994 in Bira. She is the first daughter of Syahrir Alamsyah and Marialang. She finished her study at elementry school at SDN 292 Bira 2006. Then, she continued her study to Junior High School at SMPN 3 Bontobahari, Kab,Bulukumba and she graduated her study in 2009.

She continued her study to Senior High School at SMAN 1 Bontobahari Kab,Bulukumba and finished it in 2012. In the same time, shr continued her study of English Department in Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis with title" Improving The Students' Pronunciation In Speaking Through Prosody Pyramid Approach At The Eleventh Grade of SMA Negeri 3 Bulukumba (A Classroom Action Research)