

**THE EFFECT OF APPLYING CHORAL READING (CR) METHOD ON
THE STUDENTS' ACHIEVEMENT IN PRONOUNCING WORDS OF
THE POEMS**

SKRIPSI

*Submitted In Partial Fulfillment Of the Requirements
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By

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ABSTRACT

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This research was carried out to 1) find out the effect of applying Choral Reading (CR) method on the students' achievement in pronouncing words of the poems. 2) find out to study difficulties in pronouncing words of the poems applying Choral reading (CR) method. This research has been conducted at SMP SUTAN OLOAN MEDAN, at Jalan Sutan Oloan Medan No 1. The population of this research were the ninth grade students of SMP SUTAN OLOAN MEDAN academic year 2017/2018. There were one classes in this school with total number 25 students and all of the students were taken as the sample. They were 25 students from class IX as experimental group which taught by applying Choral Reading (CR) Method. The Instrument for collecting data in this research was oral test where students were asked to pronouncing words of the poems which use pre-test and post-test. The total of right answer is 100. The material of test was taken from internet (English pronunciation) for grade IX junior high school. The test is administrating for the following reason. The test was divided in two sessions, the first was pre-test before treatment. The second was post-test after the treatment. The result of this research showed that t_{observed} value was higher than t_{table} in which $t_{\text{obs}} > t_{\text{table}}$ ($12.32 > 2.06$). The hypothesis was accepted. It means that there was a significant effect of applying Choral Reading (CR) Method on the students achievement in pronouncing words of the poems.

Keyword: *Choral Reading (CR) Method, Pronouncing Words, Poems*

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The aim of writing this study is to fulfill of the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program. In finishing this research entitle "*The Effect of Applying Choral Reading (CR) Method on the Students' Achievement in Pronouncing Words of the Poems*", the researcher believes that this research still has much shortcoming because of some difficulties. It is impossible for her to finish it without much help from the other people. And thanks to her beloved father **Sumarno** and her mother **Misnah** for their moral, care attention, prayer, encouragement and heart they have given and material support before, during and after her academic years at UMSU. May Allah the most almighty always bless them, thanks for their love.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

English is an international language used by almost every people in the world. Basically, there are four language skills that every single human being should require in order to be able to communicate with others. They are reading, writing, listening, and speaking. Speaking is an important skill must be mastered by every person who wants to study English. Before learning speaking skill, someone is recommended to learn pronunciation skill because it is the fundamental basic for those including teachers and students who want to master speaking skill. People can speak English better if they master pronunciation skill.

English is important subject to study. In teaching English as foreign language, there are some elements, namely: structure, vocabulary, pronunciation and spelling. Those elements are very essential in order to develop students' skill in learning English itself. One of them should be noticed, that is pronunciation. In the are of pronunciation, English language can be categorized as a difficult language to master.

According to Brown (2005) as cited in Lanteigne (2006), the goal of the language learners is to make sure that students can communicate what they have in mind effectively; they have to be understood when they are uttering the words. Knowing that precision in pronouncing words is especially essential, language learners should pay more attention on the way they articulate the foreign words

and, most importantly, master pronunciation of a language they are learning, but it is not easy.

The researcher has observed in Junior High School that students are lack in pronouncing words. It means knowledge of the pronouncing to produce word is very essential in oral communication. When speakers mispronounce some words or phrases, people can misunderstand the meaning. To reduce it, the teacher must equip the learners with English.

This study would be focused on student's achievement in pronouncing words of the poems by using Choral Reading Method. Choral reading involves student reading a text in unison (Gillet & Temple, 2000). It helps build confidence and extend enjoyment of the reading process (Opitz & Rasinski, 1998). Repeated practice of choral reading materials helps to develop reading competence, nurture collaboration among students, and helps students feel successful as readers.

Choral reading is similar to partner reading in that less able readers receive support in their reading. However, in the case of choral reading, the support is given through a group a reader. Choral reading has become something of a lost art in the elementary schools. In past generations, students together learned and chorally recited poems, songs, famous speeches, interesting passage from stories, and other selections. Through choral reading even the least-able reader was able to join in as much as he dared without risk of failure or ridicule. After several readings of this sort even the less able readers were able to read the passage on his or her own with considerable fluency. Today, however, with so much emphasis

placed on silent reading, children have few opportunities to engage in the community form of reading.

Choral reading is an interpretive reading of text by a group of voices. Students may read individual lines or stanzas alone, in pairs or in unison. The teacher also reads to help set the pace, as well as model proper pronunciation. Choral Reading means reading out loud with your child, the same text at the same time (Wood, 2006: 216). You read together in unison, and your child gets to hear your voice, guiding and supporting, all the while.

In reading poems students pronunciation performance basically found unappropriate as the poem usually used in uncommon words and special distiches. So, the students really seen to have worst and lack pronunciation. This study was focused on applying Choral Reading Method on students' achievement in pronouncing words of the poems.

B. The Identification of the Problems

The problems of this research would be identified as follows:

1. The effect of applying Choral Reading (CR) method on the students' achievement in pronouncing words of the poems.
2. The students difficulties in pronouncing words of the poems.

C. Scope and Limitation

Based on the identification of the problem stated above then the scope was focused pronouncing words and it was limited in about the poems by using Choral Reading (CR) method.

D. The Formulating of the Study

The formulation of this study would be formulated as follows:

1. Is there any significance effect of applying Choral Reading (CR) method on the students' achievement in pronouncing words of the poems ?
2. What are the students's difficulties in applying Choral Reading (CR) method in pronouncing words of the poems?

E. The Objectives of the Study

Based on the problem above, the objectives of the study would be:

1. To find out the effect of applying Choral Reading (CR) method on the students' achievement in pronouncing words of the poems.
2. To find out to study difficulties in pronouncing words of the poems applying Choral reading (CR) method.

F. The Significance of the Study

The result of this research was expected to be useful theoretically and practically.

A. Theoretically:

The findings would be expected to be useful as hoped to contribute inputs in solving the problems in pronouncing words of the poems.

B. Practically:

Based on practical significance on the study the findings were expected to give many advantages to the English teacher, the students' as well as the school.

The result of the study were expected to be useful for:

1. English teacher as a contribution for them in improving and enriching their teaching method, and as a means of improving the students' in pronouncing words of the poems.
2. The students' found their achievement in pronouncing words of the poems with used Choral Reading (CR) method.
3. Other researcher, the result of this study will be useful for who want interest in doing research related to the study. Researcher can get some new experiences of this research. May be the researcher can explore their ability by this research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The basic concept of the study should be made clear from the start. This is considered important to understand the ideas conveyed. In other word, the following is considered the important thing to discuss as clarifying the concept used or being discussed so that the readers would get the point clearly. There are many points to discussion in this chapter as in the following.

1. Description of Effect

Effect is a change that results when something is done or happens, an event, condition, or state of affairs that is produced by a cause. According to Richard and Platt (1999: 133) “Effect is defined as changes of ability that the students have after being treated by using certain technique of teaching. It is usually in experimental method in which it is an approach to education research in which idea or hypothesis is tested or verified by setting up situation in which the relationship between subjects or variable can be determined.

Richard and Platt (1999: 133) state that effect of teaching treatment in language is related to the changes of getting something into the improvement of ability. The ability is the result of learning process which involves teachers with students which is reflected from the knowledge the students have.

2. Description of Applying

Experiential learning that students' in applying their knowledge and conceptual understanding to real-world problems or situation where the instructor direct and facilitates learning.

Wardinger & Carlson (2010), the classroom, laboratory, or studio can serve as a setting for experimental learning through embedded activities such as case and problem-based studies, guided inquiry, simulation, experiments, or art projects.

3. Description of Method, Strategy, Technique and Approach

3.1. Method

According to Harmer (2001: 78) stated that, a method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which is helpful and some model of syllabus organization. Method include various procedures, informed by a clearly articulates approach, they are easy to describe. The more all embracing they become, however, the more difficult it is to categorize them as real methods in their own right. Shifting our focus away from Husserl and Heidegger, in particular, and moving toward a broader review of phenomenology and hermeneutic phenomenology, important distinctions are apparent in methodology. Phenomenological research is descriptive and focuses on the structure of experience, the organizing principles that give form and

meaning to the life world. It seeks to elucidate the essences of these structures as they appear in consciousness to make the invisible.

A change in the effect will get results if they are given a way to make and use changes that can produce the effect of doing things.

3.2. Strategy

Strategy is a learning activity that must be done so that the teacher and students learning objectives can be achieved effectively and efficiently. The strategy is still basically conceptual about the divisions to be taken in the implementation of learning. Learning strategy includes plans, method and devices planned activities to achieve certain goals.

Nunan (1999: 171) says that strategy is the mental and communication procedure learner use in order to learn and use language. Underlying every learning task is at least one strategy. Strategies are important for two reasons in the first place, strategies are tools for active, self directed involvement. It means, strategy is useful to develop activeness in learning but is useful in self-directed involvement.

There are at least five solid reasons for the teachers being proficiently prepare in a wide assortment of strategies, as follows:

1. Different students learn best in different ways at different time.
2. Some object matters are best served by usage of a particular strategy or combination.

3. Diverse adjectives call for diverse approach to meet the objectives.
4. The innate of the teacher may determine the effectiveness of some strategies.
5. Environmental features (money, supplies, facilities, times, etc) often dictate which strategy will be most effective.

3.3. Technique

Technique is a mean and tools used by teacher in the classroom. Learning techniques can be defined as the way a person does in implementing a specific method. For example, the use of a lecture in a class with a relatively large number of students who need a different technique, which is certainly technically will very with use classroom lecture method on a limited number of students. Similarly, the use of the method of discussions, it is necessary to use different technique to students classified as active class with a class that students classified as passive. In this class, the teacher can be alternated technique even in the same corridor method. Brown (2001: 16) says that a technique is the specific activities manifested in the classroom that were consistent with a method an therefore were in harmony an approach as well. Any of a wide variety of exercise, activities, or ask used in the language refers to the procedure that describes how realized its approach and design in classroom.

3.4. Approach

Approach can be interpreted as a starting point of view of the learning process, which refers as a view of the occurrence of a process that are still very common, in it embodies, inspires, strengthens, and underline learning methods

with a particular theoretical coverage. Judging from his approach, here are two types of learning approaches, namely: (1) learning-oriented approach or centered on students (students centered approach) and (2) learning-oriented approach or teacher-centered (teacher centered approach). According to Harmer (2001: 78) “Approach describes how people require their knowledge about conditions which will promote successful learning and approach is a way of doing something”, Then, Setiady (2006: 8) states that an approach is a set of correlative assumptions dealing with the nature of language and the nature of language learning and teaching.

4. Description of Choral Reading (CR) Method

Choral reading involves student reading a text in unison (Gillet & Temple, 2000). It helps build confidence and extend enjoyment of the reading process (Opitz & Rasinski, 1998). Repeated practice of choral reading materials helps to develop reading competence, nurture collaboration among students, and helps students feel successful as readers.

Choral reading is similar to partner reading in that less able readers receive support in their reading. However, in the case of choral reading, the support is given through a group a reader. Choral reading has become something of a lost art in the elementary schools. In past generations, students together learned and chorally recited poems, songs, famous speeches, interesting passage from stories, and other selections. Through choral reading even the least-able reader was able to join in as much as he dared without risk of failure or ridicule. After several

readings of this sort even the less able readers were able to read the passage on his or her own with considerable fluency. Today, however, with so much emphasis placed on silent reading, children have few opportunities to engage in the community form of reading.

Choral reading is an interpretive reading of text by a group of voices. Students may read individual lines or stanzas alone, in pairs or in unison. The teacher also reads to help set the pace, as well as model proper pronunciation.

Choral Reading means reading out loud with your child, the same text at the same time (Wood, 2006: 216). You read together in unison, and your child gets to hear your voice, guiding and supporting, all the while.

Choral reading is reading aloud in unison with a whole class or group of students (Hasbrouck J, 2006). Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built-in support.

Based on Barbara (1996:326), use a single selection with various Choral Reading Methods so students learn about the various ways of expressing meaning. There are four common types of Choral Reading:

1. The easiest to learn is refrain, in which the teacher reads most of the lines and the students read the refrain.

2. Line-a- child reading, individual students read specific lines, while the entire group reads the beginning and ending of the selection.
3. Antiphoral or Dialog, Choral Reading is most appropriate for middle-or intermediate-level students. It enables reader to explore pitch and durations of sound.
4. Unison is the most difficult Choral Reading approach because the entire group speaks all of the lines.

4.1. The Advantages of Choral Reading (CR)

The advantages of choral reading based on (Mc Cormack and Pasquarelli, 2010: 57), when children are choral reading a 200-word passage, every student gets the same amount of practice. The students are not listening or scrutinizing each other. If a student makes an error reading, no one really knows. Choral reading is also an excellent method to build prosody. As the students listen to each other, those students who have natural expression and phrasing will model those characteristics for the other.

4.2. Why use Choral Reading (CR)?

1. It can provide less skilled readers the opportunity to practice and receive support before being required to read on their own.
2. It provides a model for fluent reading as students listen.
3. It helps improve the ability to read sight words.

4.3. How to use Choral Reading (CR)

1. Choose a book or passage that works well for reading aloud as a group:
 1. patterned or predictable (for beginning readers)
 2. not too long; and
 3. is at the independent reading level of most students
2. Provide each student a copy of the text so they may follow along. (Note: You may wish to use an overhead projector or place students at a computer monitor with the text on the screen).
3. Read the passage or story aloud and model fluent reading for the students.
4. Ask the students to use a marker or finger to follow along with the text as they read.
5. Reread the passage and have all students in the group read the story or passage aloud in unison.

4.4. Watch Choral Reading (CR) in Action

Go inside Carmen Tisdale's first grade classroom in Columbia, South Carolina to observe how Carmen models fluent expressive reading using text cues as her students follow the text silently. Then, the kids read aloud together. Joanne Meier, our research director, introduces the strategy and reminds teachers to be sure to carefully match the text to your students' reading level and to check in to be sure the kids are understanding what they are reading aloud.

5. Description of Achievement

Achievement is a process of developing skills or knowledge. The most common type of achievement is a standardized process in developing the measurable skills and knowledge learned in a given grade level, usually through planned instruction, such as training or classroom instruction. Achievement is a thing done successfully, especially with efforts and skill or the action or process of achieving something.

Evaluation of the students' achievement is necessary, teacher must give scores to the students' work in order to know the success in teaching and the students' achievement but also in the development and the progress of the students'.

6. Description of Pronunciation

Pronunciation is one of the important aspects in English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning. The non-native speakers of English who speak English have to be very careful in pronouncing some utterances or he may create misunderstanding. So, having an intelligible pronunciation is necessary rather than having a native-like pronunciation. Here is pronunciation definition from some experts:

Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the sense, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning (Kristina, Diah, et al.2006:1). This second definition

give a briefer pronunciation's definition. It contains some important keys in pronunciation: act, speaking, production and reception of sound. It means that the words being pronounced should be understandable (intelligible).

According to Goodwin as cited in Celce-Murcia (2006: 117) states that pronunciation is the language feature that most readily identifies speakers as non-native. Since it can identify us as non-native, we need to be minimally intelligible while speaking. She added that when we find students that find difficulty in speaking, we as teachers need to assist them through improving their pronunciation.

Pronunciation refers to the production of sound that we use to make meaning. It includes attention to the particular sounds of a language (segments) aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.

a. Intonation

Intonation is the variation of pitch when speaking. Intonation and stress are two main elements of linguistic prosody. Many languages use pitch syntactically, for instance to convey surprise and irony or to change a statement to a question. In a Random House Unabridged English Dictionary, intonation is defined as "the

pattern or melody of pitch changes in connected speech, especially the pitch pattern of a sentence”

b. Stress and Rhythm

Stress refers to the prominence given to certain syllables within words, and to certain syllables or words within utterances. It is signalled by volume, force, pitch change and syllable length, and is often the place where we notice hand movements and other gestures when we are watching someone talking. Stress means that speakers of English make certain syllables of energy or effort that we use to pronounce words that are more important in a sentence. The rhythm of a language is created by the strong stress or syllables of the sentences.

c. Vowels

In the production of vowel sounds none of the articulators come very close together and the passage of the airstreams is relatively unobstructed. Vowel sounds may be specified in terms of the position of the highest point of the tongue and position of the lips. A vowel is a sound in spoken language that is characterized by an open configuration of the vocal tract so that there is no built up of air pressure above the glottis. There are five vowel in English (a, i, u, e, o). One definition of diphthong would be a combination of vowel sounds.

If the tongue is held very close to the roof of the mouth and a voiced airstream of ordinary force is emitted, a frictional noise is heard in addition to the voice. The sound is a consonant. In the production of vowels the tongue is held at such a distance from roof of the mouth that there is no perceptible frictional noise. The tongue positions for vowels are below the dotted line. Tongue positions

which extend above the dotted rise to fricative consonants, when air is expelled with strong or moderate force of exhalation.

When the tongue takes up a vowels positions, a resonance chamber is formed which modifier the quality of tone produced by the voice, and gives rise to a distinct quality or number which we call a vowel. The number of possible vowels is very large, but the number actually used in any particular language is small.

One of the two general categories used for the classification of speech sounds, the other being consonant. Vowels can be defined in terms of both phonetics and phonology. Phonetically, they are sounds articulated without a complete closure in the mouth or a degree of narrowing which would produce audible friction; the air escapes evenly over the centre of the tongue. If some air is simultaneously released through the nose, the vowels are nasal. In addition to this, in phonetics classification of vowels, reference would generally be made to two variables, the first of which is easily describable, the second much less so: (a) the position of the lips – whether rounded, spread, or neutral; (b) the part of the tongue raised, and the height to which it moves.

The division of the vowel:

1. Short vowel

Short vowel is a simple (non - complex) vocalic segment occurring within the nucleus of a syllable

Example:

ə : away, ago

e : pen, ten, cell

i : beat

ʌ : cup, come, us

ʊ : good, look, put

ɪ : hid, bit, lick

æ : plan, bad, cat

2. Long vowel are vowels associated with two x – slots within the syllabic nucleus.

i :meal, eat, see

ɔ : saw, also, call

ɑ : car, father

u : food, too, you

ɜ : bird, sir, shirt

a : hard, part, bar

d. Consonant

There are 25 consonants in English language which consist 21 letters, namely: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z, and consonant cluster Ch, sh, th, ng. A consonant is a part of speech and a sound that is articulated which complete or partial closure of the upper vocal tract. According to the position of the vocal cords, the consonants can be divided into voiceless [p], [tj], [k], [fj], [s], [EI], [U], [h] and voiced is the rest pf the consonant above.

Students may be asked to deal with particular sounds (s) in order to realize how this/ these sounds is/are made in their mouth and how it/they can be spelled.

Here are at least some of them:

1. Identifying the particular sounds (s) in the words
2. Contrasting two sounds that are very similar
3. Finding out which sound students hear
4. Tongue Twisters

According to the place/point of articulation, the consonant can be divided into 9, they are:

1. Bilabial: the two lips are the primary articulation, e.g: b,p,m,w.
2. Labio-dental: the lower lip articulates with the upper teeth, e.g: f,v
3. Dental: the tongue tip and rims articulate with the upper teeth, e.g: θ,ð
4. Alveolar: the blade or tip and blade of the tongue articulate with the alveolar ridge, e.g: t,d,l,n,s,z.
5. Post alveolar: the tip (and rims) of the tongue articulate with the rear part of the alveolar ridge, e.g: r
6. Palate alveolar: the blade, or the tip and blade of the tongue articulate the alveolar ridge and there is at the same time a rising of the front of the tongue toward the hard palate.
7. Palatal the front of the tongue articulates with the hard palate, e.g: j
8. Velar the front of the tongue articulates with the soft palate, e.g: k,g,ŋ
9. Glottal: an obstruction or a narrowing causing friction but not vibration between the vocal cords, e.g: h

e. Voiced and Voiceless

All the sound produced the English language are either voiced and unvoiced. All vowels in English are voiced. But some of the consonant sounds are voiced. Nunan noted that most people think of pronunciation as the sounds we make while speaking as speakers of a language, we need to be able to understand each other, in terms of speech production, the Longman Dictionary of applied linguistic defines pronunciation as “the way sounds are perceived by the hearer” (Nunan, 2003). Voice is A simple explanation of voiced consonants is that they use the voice. This is easy to test by putting your finger on your throat. If you feel a vibration the consonant is voiced. Here is a list of some voiced consonants. Pronounce each consonant sound (not the letter) and feel the vibration of your vocal chords. Example b,d,th (as in then), v, l, r, z, j (as in Jane)., Voiceless is consonants do not use the voice. They are percussive and use hard sounds. Once again, you can test if a consonant is voiceless by putting your finger on your throat. You will feel no vibration in your throat, just a short explosion of air as you pronounce. Pronounce each of these consonant sounds and feel no vibration in your throat. Example p, t, k, s, sh, ch, th (as in thing)

6.1. Importance of pronunciation

The way we speak immediately conveys something about ourselves to the people around us. 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. Such learners may avoid speaking in English, and thus

experience social isolation, employment difficulties and limited opportunities for further study, which may affect their settlement in Australia. We also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation. Yet many adult learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher (Morley 1994; Fraser 2000). Surveys of student needs consistently show that our learners feel the need for pronunciation work in class (eg Willing 1989). Thus some sort of pronunciation work in class is essential.

6.2. The Difficulties in Learning Pronunciation

First related to hearing. People have different hearing sensitivities and it may possibly cause errors. Second difficulties are concerned with learning how to make foreign sounds with our own speech organs. Third difficulties related to the problem of knowing and remembering, the sound distribution of which sounds are right to speak on a word or sentence, and in what context the sound is spoken. Fourth related to certain aspects that sound is related to each other. Fifth is related to fluency, the ability to pronounce a whole series of sounds (groups of sounds) easily and quickly. Sixth is related to the relationship between pronunciation and conventional spelling.

The above errors are the most common problems faced by the learner. Therefore, it is very important for someone who is learning English to understand more about the difficult sounds in English so that he can correct those mistakes.

6.3. Teaching Pronunciation

Dalton 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.

Most of non-native English speakers have learnt English as a part of their formal education, and they become literates. They are able to write and read. This is really different from the condition found in English speaking countries. They learn the segmental features, intonation, and other suprasegmental features first then finally they learn the spelling of the words. However, the non-native English speakers are literate enough; it does not mean that they have enough competence in English language. Furthermore, the English learners as foreign language should also need to learn about how to pronounce the words of the target language. Harmer 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.

On the other hand, Dalton also states about the importance of the students to be aware the pronunciation elements. When it comes to a language teaching, it is important to note that there is a difference between what is effective as appoint of

reference or set of bearings for learning (let us call this a model) and what is presented as an attainable behavioral target (let us call this a norm). The task of pronunciation teaching, as in the teaching of any other aspect of language, is (in these terms) to establish models for guidance, not norms for imitation.

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 gifted 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 detract from their ability to communicate.

Celce-Murcia, Brinton, and Goodwin in Levis and Grant provide 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 segmental and suprasegmental features, 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.

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.

6.4. The Elements of Pronunciation

6.4.1. Segmental Features

English segmental system includes vowels and consonants. The classification is based on the differences in their functions in an utterance and their ways of production. Vowels are sounds which are made without any kind of closure to the escape of air through the mouth (Syafei, 1988: 11). English vowels are divided into two kinds of vowels, long vowels and short vowels. Long vowels consist of / i: /, / ɔ: /, / a: /, / u: /, / o: /, while short vowels consist of / i /, / e /, / æ /, / ɛ /, / ʌ /, / u /, / o /.

Beside the two kinds of vowels above, there are also diphthongs. Diphthong is a sound composed of two vowels pronounced in close succession within the limits of a syllable (Syafei, 1988: 13). There are nine English diphthongs, / ei /, / ai /, / oi /, / au /, / oɪ /, / iə /, / au /, / uə /, / eə /. The English consonants consist of twenty-four. Those are / p /, / b /, / t /, / d /, / k /, / g /, / f /, / v /, / θ /, / ð /, / s /, / z /, / ʃ /, / ʒ /, / h /, / tʃ /, / dʒ /, / m /, / n /, / ŋ /, / l /, / r /, / w /, / y /.

It is quite different with the condition in Indonesian. There are only 5 vowels, 21 consonants and 3 diphthongs. It is possible if the students find difficulties when they learn English.

6.4.2. Supra Segmental Features

Supra segmental features are like the style used in words or sentences. There are four kinds of supra segmental features. Stress can be classified into a word stress and sentence stress. A word stress within a word and a sentence stress is the stress within a thought group or a sentence. Stress has an important role in English because different stress will differentiate meaning and intention. Second is pitch and intonation. Speech is produced with a sort of musical accompaniment or

intonation. The third is pause. English is spoken in groups of words, which are separated by pause. There are two kinds of pauses, a short one and a final one (Syafei, 1988: 30). Fourth is rhythm. It means the beat of language. In English, rhythm is stress-timed. This means that the time between two primary stresses is the same. If there are many words between the two primary stresses, then these syllables will be pronounced fast; if, on the other hand, there is only small number of syllables between the primary stresses, then these syllables will be pronounced slowly and more clearly (Syafei, 1988: 33). For example “Can you see the van?”; the words see and van take primary stresses for special purposes.

6.5. The Indicators of Students’ Achievement in Pronunciation

In Pronunciation have to paying attention to the indicators of pronunciation. According to Djiwandono (2008:124-125) there four indicators of pronunciation, there are; intelligibility, fluency, accuracy, and native-like.

a. Intelligibility

Intelligibility is pronounced of the whole text and its parts are heard clearly or not causing misunderstanding.

b. Fluency

Fluency is as a whole of text can be pronounce fluently.

c. Accuracy

Accuracy is words and parts of text are pronounce accuracy.

d. Native like

Native like is pronounced of the whole text and its parts are pronounced like native speaker.

From the explanation above, it can be concluded that in pronounced the words, phrase and sentence we have to paying attention to the indicators above.

7. Students' Problems in Pronouncing Words

Our mother tongue has some differences with English in pronunciation. In our language, there is no difference between its writing and its sound. But we find it different in English. Sometimes we sound differently from the writing. For example, the word here is pronounced / hi: ð /; however, in Indonesian we pronounce / here /. It is not denied that students often make mistakes in learning foreign language; however, doing such mistake is a part of learning the language itself.

According to Julian Edge on 'Mistakes and Correction' as quoted by Harmer (2000: 99) that mistakes can be divided into three broad categories: 'slips' (that is 19 mistakes which students can correct themselves once the mistake can be pointed out to them), 'errors' (mistakes which they cannot correct themselves – and which therefore need explanation), and 'attempts' (that is when a student tries to say something but not yet know the correct way of saying it) . From the three categories, it can be said that error is the most important thing for the teacher to be concerned because the students cannot correct themselves instead of the teacher's help. There are two kinds of mistakes that might cause the students to

make mistake: L1 interference and developmental error. Ramelan (1985: 6-7) states some reasons about why students make mistake in their pronunciation are because they face such problems as follows:

1. The existence of a given sound in the latter, which is not found in the former.
2. Sounds which have the same phonetic 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 a cluster or sequence of sounds.

8. Description of Poetry

Poetry is a beautiful word in the writings and have a sense in every word to convey contains word to the readers. Poetry as a general definition have many definition that depends on the every people's mind. According to the expert that From the James and Jeffrey statement, the poetry can be conclude that poetry is part of the writing and make a few line run to the edge to make every sentences. In other opinion from according definition of Plato that "*poetry is an art. In Casey, Gerard*" from the statement of Plato above that poetry is a beautiful word that have an art to influence the readers feel that contain in the poetry. The reader will be know what the writer sense of words in the poetry. The reader get into the writer words in the poetry and take the reader's feel when read the poetry. The

reader can be felt the writer writing after they have been feel the sense of the poetry.

Poetry is a series of words that have meaning and meaning in each word and its temple. In which the meaning of the phrase denoting that will be delivered as a message of life.

8.1. Reading the Poem

To become appreciative readers of poetry, in any case, it is necessary that we work for both concrete and subtle analysis of the poems we read. Here are some preliminary suggestion:

1. Read the poem carefully, thoughtfully, and sympathetically.

Read poem affectionately, but not affectedly and make your roommate or your friends listen to you. Remember that poetry written in sentences, just as prose is, and that punctuation as a signal as to how it should be read. Do not distort the natural pronunciation of words or normal accent of the sentence to fit into what you have decided is its metrical pattern.

2. Read a poem more than one.

A poem is not like a newspaper, to be hastily read and cast into the wastebasket. Two readings may be necessary simply to let you get your bearing.

3. Keep a dictionary by you and use it.

It is futile to try to understand poetry without troubling to learn the meaning of the words of which it is composed.

4. Read the poem aloud, sounding each word clearly.

The best way to read poetry is just the opposite of the best way to read a newspaper as rapidly as possible, one should read a poem as slowly as possible. Lip reading as a bad habit; with poetry it is a good habit.

5. Always pay careful attention to what poem is saying.

Thought one should be conscious of the sounds of the poem, he should never be so exclusively conscious of that he pays no attention to what the poem means. Because a poem says so much, several readings may be necessary, but on the very first reading one should determine which noun goes with which verb.

6. Look for any persistent metaphor or image.

Many poem employ imagery, which is the best define as word pictures (even though imagery can appeal to the other sense as well). Often poets use metaphor, which is the equation of one thing with another.

7. Write an imitation of the poem.

Try to capture the sense of the poem with an imitation of the tone and voice but writing about a different subject. Or try to use the same form and structure, or the same sort of rhythm and rhyme.

8.2. Types of Poetry

8.2.1. Lyric Poetry

A lyric poem is a short, poem which has the characteristics of a song. It pertains to a single mood or feeling and is more personal in nature. The example:

THE ROAD NOT TAKEN

The road diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down as far as I could
To where it bent in the undergrowth;
Then took the other, as just as fair,
And having perhaps the better claim
Because it was grassy and wanted wear,
Though as for that, the passing there
Has worn them really about the same
And both that morning equally lay
In leaves no step had trodden black
Oh, I kept the first for another day
Yet knowing how way leads on to way
I doubted if I should ever come back
I shall be telling with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I,
I took one less traveled by,
And that has made all the difference.

(Robert Frost)

8.2.2. Narrative Poetry

The poet narrative a story through the use of poetic diction. It is considered to be one of the oldest form of poetry and it often focuses on the pros and cons of life.

ONCE UPON A TIME SNOW WHITE

Once upon a time

In a far away land

There was a very beautiful princess, called Snow White

And she lived in a very big castle so grand

Her father had always loved her so dear

But her step-mother was really a very bad witch,

Snow White's beauty she couldn't at all bear

And from the first moment she wanted her dead quick, the witch

Every day asked her magic mirror upon the wall

Who's today, the fairest of us all ?

"Snow White is," the mirror always replied to her call,

And the wicked Queen got so mad, she started to bawal

So the evil witch decided to get rid of Snow White,

But the princess luckily, escaped with her life

And deep into the forest she ran, filled of fright,

Trying to hide from the witch and save her own life

She came upon a little house in the woods

And there lived seven, seven funny, hard working Drawrfs,

They liked her and asked her to stay and made her feel so good,

She was so happy, and took very good care of them the Dwarfs
Till one day again the evil Queen
Asked the magic mirror upon the wall,
Who's today, the fairest of us all?
Snow White still is, the Queen got so mad, she turned herself so ugly and mean

And she found out where Snow White had been hiding
And she took to her a very red, delicious, but poisonous apple to bite,
Snow White not knowing this sank into the apple a bite,
To the witch's greatest and excited delight

Snow White just dropped like dead on the ground,
The evil Queen had cast her the most powerful spell
But no, Snow White wasn't dead, but she was only a waiting asleep,
Till her prince came along and with a Love Kiss broke for her that evil spell

8.2.3. Descriptive and Didactic Poetry

As the name suggest, descriptive poems are centered around the object of interest and they serve a didactic purpose. Descriptive poems compel the reader to visualize the object, place or person of interest as pictured by the poet himself.

THERE'S BEEN A DEATH

There's been a death in the opposite house
As lately as to look
I know it by the numb look
Such houses have always
The neighbors rustle in and out rustle in and out

Mild the mist upon the hill
Telling not of storm tomorrow
No; the day has wept its fill
Spent its store of silent sorrow
Oh, I gone back the days of youth
I am a child once more
And 'neath my father's sheltering roof
And near the old hall door
I watch this cloudy evening fall
After a day of rain
Blue mists sweet mist of summer pall
The horizon's mountain chain
The damp stand in the long, green grass
As thick as morning's tears;
And dreamy scents fragrance pass
That breathe other years
(Emily Bronte)

8.2.5. Sonnet

A sonnet is a relatively short poem consisting of merely fourteen lines. It is known to follow a strict pattern of rhyme. It is divided into two parts- the octave and the concluding retest. This separation marks the end or break in thought. The example:

TO SCIENCE

Science! True daughter of Old Time thou art!
Who alterest all things with thy peering eyes.

Why preyest thou thus upon the poet's hert
Vulture whose wings are dull realities?
How should he love thee? Or how deem thee wise
Who wouldst not leave him in his wandering
To seek for treasure in the jeweled skies
Albeit he soared with an undaunted wing?
Hast thou not dragged Diana from the wood
To seek a shelter in some happier star?
Hast thou not torn the Naiad from her flood
The Elfin from the green grass and from me
The summer dream beneath the tamarind tree?

(Edgar Allan Poe)

8.2.6. Elegy

Elegy tone of this type of poem is often set in melancholy and is known to be a funeral song. Most of the elegies are pastoral in nature that is, it is the lament of a poet mourning the loss of another fellow poet.

8.2.7. Ode

This type of poem is a direct address to a particular person or a thing. It is the relatively elaborate in its structure. It is divided into three parts namely, the strophe, antistrophe, and the epode. Odes have a serious overtone, with the strophe and the antistrophe looking at the subject from conflicting perspectives, while the epode tries to resolve the underlying issues.

8.2.8. Ballad

A ballad is a type of narrative poem which deals with a heroic theme. A ballad has musical quality and it has a set theme and fixed metrical form. The modern ballads have taken on the form of single spirited poems with short stanzas that narrate a popular story graphically.

8.2.9. Epic

It is a heroic poem that deals with the ethos of the period. There are two type of epic, one that is concerned with growth while the other with art. Epics are generally grander in their portrayal of the style and their theme. It is an account of the life and works of a heroic or mythological.

8.2.10. Limericks

A limerick is a humorous or a nonsensical poem consisting of a stanza made up of five lines. It is a folk form and is essentially transgressive and bordering on obscene.

8.3. The Elements of Poetry (I)

8.3.1. Though

if you find yourself a bit hazy about just what the poet is saying, practice the mental discipline of writing a précis, a one sentence summary of the central though from its sparkling expression in poetry to a simple statement in every language may destroy much of its beauty or force, but the process will give you

clear understanding of the thought so that the poet's own words will mean more to you.

8.3.2. Theme and Subject

The subject of the poem is the topic or the material the poet has chosen to write about. It can almost be anything: a person, scene, emotion, idea, and event.

8.3.3. Words

Some people assume that all it takes to make a poem is an idea. Certainly, poems state ideas, or say something. And yet the most impressive idea in the world will not make a poem unless its words are selected, arranged, and rearranged. Any word can be the right word, however, if artfully chosen and placed.

In reading a poem, some people think that its words can be skipped over rapidly. They try to leap at once to the poem's general theme. They fear being thought ignorant unless they can find great ideas in the poem. Such readers often ignore the literal meanings or the denotative meanings of words.

8.3.4. Mood

Every poem has a mood, an emotional tone, or perhaps a series of changing sounds. Mood is closely related to thought, but a bare idea alone seldom carries the strong emotional effect that the harmonious blending of images, rhythm, and even single words can achieve. When a poet tells you that "The dead leaves were varnished with color like blood," you know that she is not preparing to sing the

glories of autumn. You feel the autumn chill in the air, but it is menacing, not exhilarating. A light, dancing rhythm will never lead you to somber thoughts of death. You can even look over a poem and pick out individual words that carry a definite suggestion of mood, by their sounds as well as by their connotation. Look for such mood building details until you have the habit of noticing them at first reading.

8.3.5. Imagery

Imagery is the special power of reporting sensory impressions so that they are carried vividly into the mind of the reader. Figurative language is often used to serve this end, as when one poet says that woods in autumn “ache and sag and all but cry with color, but much of the finest imagery uses simple words literally. The magic is in the choice and combination.

8.3.6. Melody

The melody of poetry, like other forms of music, is created by harmonious repetition of sounds in a rhythmical pattern. Rhythm, the repetition of end sounds or words at fixed intervals, has long been familiar to you. It is the first characteristic of poetry that small children notice. Alliteration, the repetition on initial sounds, is carried to ridiculous extremes in nursery rhymes like “Peter Piper picked a peck of pickled peppers,” but it is less obvious and more graceful as it is used in real poetry.

8.4. The Elements of Poetry (II)

8.4.1. Sound

Poem should be read as well as heard. The reader must, therefore, learn to use his ears as well as his eyes if he is to understand and enjoy the poem. The universal appeal of music suggests that human ears delight in sound which are repeated. Many poems appeal to the ears the way music does, though poetry and music are fundamentally different. Music is an arrangement of sounds; poetry, and arrangement of words.

The sound patterns of poems may be classified under three heads: alliteration, assonance, rhyme; they are also called sound devices. These devices have difficult names but they are not hard as they look. All of them add considerably to the musical quality a poem has when it is read aloud.

1. Alliteration

Alliteration is the repetition of the initial consonants in accented syllables close together a series of words.

2. Assonance

A second kind of repeated sounds is assonance, or the repetition of similar or identical vowel sounds: Each – Either, Old – Mouldy, Lady – Baby, Deep – Tree, etc.. Because assonance depends on sound rather than spelling, it can be detected only by the ear. Assonance is not used as deliberately as alliteration, but it has the same functions: to please the ear, and to give emphasis.

3. Rhyme

A third kind of repeated sound is rhyme; it is perhaps the most commonly known of all the devices a poem may employ. Rhyme may be defined as the repetition of both vowel and consonantal sounds at the end of words. It is easily

distinguished from the other devices: while tool alliterates with toad, and toad is assonant with foam, foam rhymes with home.

8.4.2. Rhythm

The basic unit of English rhythm is the syllable. A syllable is most simply explained as something with a vowel sound at its center. And while the number of syllables in a word is usually obvious to a native speaker of English, learners accustomed to different phonological rules may not hear the syllable divisions in the same way. Since this seriously affects both intelligibility and listening comprehension, time must be spent training students' ears to notice the number of syllables in the words they learn. For instance, students should be taught to count syllables and thereby notice the rhythmic difference between words in pairs, such as ease and easy, or wait and waited. The example of rhythm is seen as follows:
Example: i THOUGHT i SAW a PUSsyCAT.

There are five basic rhythms:

Pattern	Name	Example
- /	Iamb/Iambic	Invite
/ -	Trochee/Trochaic	Deadline
- - /	Anapest/Anapestic	to the beach
/ - -	Dactyl/Dactylic	Frequently
//	Spondee/Spondaic	true blue

Rhythm is the term which refers to any wave like recurrence of motion or sound. In speech, it is a natural rise and fall of language to some extent rhythmical, for all language involves some kind of alteration between accented (-)

and unaccented syllables (~), which we called meter. So the Rhythm will help the reader to pronounce the word based on the syllable.

8.4.3. Meter

Meter is a measure of strong and weak beats in lines of verse. The beats or pulses are caused by stressed and unstressed syllables. Beats can be identified by clapping, clicking fingers, drumming, strumming or tapping. Meter comes from the word meaning, measure, or measuring a line by using the foot and naming the number of feet in the line. Meter signifies the recurrent regular rhythmic unit in a poetic line. The word „ago“ has one unaccented syllable and one accented one (/~ -/). Frederik states that Meter is the kind of Rhythm we can tap our foot to. In language that is metrical the accents are also arranged as to occur at apparently equal intervals of time, and it is this interval we mark off with the tap of our foot. The example of meter can be seen in the following poetry by Thomas Hardy:

The Man He Killed
~ / ~ / ~ /
“Had he and I but met
~ / ~ / ~ /
By some old ancient inn,
~ / ~ / ~ / ~ /
We should have sat us down to wet
~ / ~ / ~ ~ /
Right many a nipperkin!
~ / ~ / ~ ~ /
“But ranged as infantry,
~ / ~ / ~ /
And staring face to face,
~ / ~ / ~ / ~ /
I shot at him as he at me,
~ / ~ / ~ ~ /
And killed him in his place.

So, meter can be guidance for the reader in giving word stress.

8.4.4. Feet

After the syllable, the next largest metrical unit is the foot. A unit of meter with two or three syllables of which one is usually stressed. The six most common kinds of feet in English are:

First type of feet is the iambic foot. It is a two-syllable foot with the stress on the second. It is the most common foot in English poetry. It is / ~ -/ (unstressed, stressed), example : „ago“. Second, it is the trochaic foot: a two syllable foot with the stress on the first: /- ~/ (stressed, unstressed), example : „daily“. Then, the third type is the dactylic foot. It explains as a three-syllable foot with stress on the first: /- ~ ~/ (stressed, unstressed, unstressed), example : „yesterday“. Fourth, it is the anapestic foot. It is a three- syllable foot with stress on the third: /~ ~ - / (unstressed, unstressed, stressed), example: „intervene“. The spondaic foot. It defines as a spondee is two stressed syllables: / - -/ (stressed, stressed), example :“day break“. The last is pyrrhic foot. Thompson states that pyrrhic foot is two unstressed syllables: /~ ~/(unstressed, unstressed), example: „and the“. So, Feet can help the reader to read the poems with good intonations

8.4.5. Line

A line is a succession of feet which usually begins with a capital letter.

Lines are called verses. The line is measured by naming the feet in it.

Example : - ~ - ~ -
Who/ has seen / the wind/? (From Christina Rosetti"s The Wind)
The first line consists of two iambic feet.

So, Line is made from some meter.

8.4.6. Stanzas

Poems usually have written lyrics in stanzas. A stanza consists of line called a quatrain. According to Thompson, stanza is a division of a poem based on thought or form. Stanzas based on form are shown by their rhyme scheme. This short poem by Emily Dickinson has two stanzas of four lines each.

I had no time to hate,
because The grave would hinder me,
And life was not so ample It
Could finish enmity
Nor had I time to love; but since
Some industry must be,
The little toil of love, I thought,
Was large enough for me.

Commonly poems consist of some stanzas and they have similar sound in the end of the line.

8.4.7. Scansion

Since meter is to a poem what beat is to music, any literate person who has ever tapped his foot in time with a march or waltz can learn to scan a poem. Scansion is the act of marking a poem to show the metrical unit to which it is composed. The smallest of this metrical unit is the syllable. English syllables are of two kinds, stressed and unstressed. The first step to learn to scan is to learn to recognize syllables and to determine whether they are stressed or not. Look up in your dictionary for the marking stressed and unstressed syllables. In the process of reading poems, students need to slow down enough to observe details of language,

form, and sound. Because, by reading slowly and deliberately they allow themselves a chance to form connection among the poems in details.

The example of scansion is:

× / × / × / × / × /
When I | consid | er how | my light | is spent
So, by doing scansion the reader or learner can read the poem with accurate pronunciation, good intonation and tone of the poem.

8.5. Three Devices of Comparisons

8.5.1. Simile

A simile is a figure of speech that directly compares two different things. A simile can explicitly provide the basis of a comparison or leave this basis implicit. In the implicit case the simile leaves the audience to determine for themselves which features of the target are being predicated. It may be a type of sentence that uses ‘as’ or ‘like’ to connect the words being compared.

8.5.2. Metaphor

A metaphor is a figure of speech that describes a subject by asserting that it is, on some point of comparison, the same as another otherwise unrelated object. Metaphor is a type of analogy and is closely related to other rhetorical figures of speech that achieve their effect via association, comparison or resemblance including allegory, hyperbole, and simile.

8.5.3. Personification

Personification is another common device of comparison. It is really a special form of metaphor. In personification a non-human thing is referred to as having the characteristics of human. For example, in the way “the sun smile on the

earth” we are speaking of the sun as though it is capable of smiling like the human face. We actually compare the goodness, benevolence and warmth of the sun rays fall upon the earth to the kindly and warm smile that a parent gives to a child.

8.6. The Aspect of Poetry

The aspect in poetry there are:

1. Sense is the subject matter of poem, what is the poem about.
2. Feeling is the attitude of the writer towards the subject matter. By reading a certain poem carefully we could understand what the writer thinks about, the subject matter, his feeling of it and has opinion about it.
3. Tone is the attitude of the writer towards the readers, whether the writer is good, pessimist or optimist, sad or happy.
4. Intention is undoubtedly, the poet writes a certain poem for he has a certain intention, at least for himself. To express his feeling is absolutely known from the poems he writes.

8.7. Generic Structure Poetry

8.7.1. Poetry Assumptions

Readers of poetry often bring with them many related assumptions :

1. That a poem is to be read for its “message”.
2. That this message is “hidden” in the poem,
3. The message is to be found by treating the words as symbols which naturally do not mean what they say but stand for something else,
4. You have to decipher every single word to appreciate and enjoy the poem.

8.7.2. First Approaches

Read the poem (many students neglect this step). Identify the speaker and the situation. Feel free to read it more than once! Read the sentences literally. Use your prose reading skills to clarify what the poem is about. Read each line separately, noting unusual words and associations that may not seem logical to you. Note any changes in the form of the poem that might signal a shift in point of view. Study the structure of the poem, including its rhyme and rhythm (if any). Re-read the poem slowly, thinking about what message and emotion the poem communicates to you.

B. Conceptual Framework

In this research, the researcher wanted to focus on the effect of applying Choral Reading (CR) method in pronouncing words of the poems. In which the researcher, students grade IX junior high school as a sample in collecting data. In this research, the researcher must test the students to know the students and difficulties in pronouncing words of the poems. It means knowledge of the pronouncing to produce word is very essential in oral communication. When speakers mispronounce some words or phrases, people can misunderstand the meaning. To reduce it, the teacher must equip the learners with English.

The researcher had been conducted the effect of choral reading (CR) method on the student's achievement in pronouncing words of the poems. The ways of research are firstly, the researcher was given the pre test to the student's.

secondly, the researcher was given the treatment to the student's and the last researcher was given the post test.

C. Hypothesis

Based on the explanation of the theoretical framework and conceptual framework, the hypothesis of this research formulated as follow:

“There was a significant effect of applying choral reading (CR) method on the student's achievement in pronouncing words of the poems. The hypothesis of this research could be formulated:

H_a : There was a significant effect of applying choral reading (CR) method on the student's achievement in pronouncing words of the poems.

H_o : There was no a significant effect of applying choral reading (CR) method on the student's achievement in pronouncing words of the poems.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at SMP Sutan Oloan Medan, at JL.H. Sutan Oloan No.1. This research was conducted during the academic year of 2017/2018, the reason for choosing this location for the research because based on the background clarify the researcher found out the problem on the students' achievement in pronouncing words of the poems.

B. Population and Sample

1. Population

The population of this research was taken from the grade IX students' in academic year at 2017/2018. There were one classes IX, and total students 25.

Table 3.1
The Population of SMP Sutan Oloan Medan

No	Class	Population
1.	IX	25
	Total	25

2. Sample

In this research used Total Sampling. In this case the researcher used chosen IX, as sample consisted 25 students. Sample is part of a number of characteristics possessed by this population. When large populations, and

researchers may not learn all that there was in the population, for example, because of limited funds, manpower and time, then the researcher used the sample drawn from that population. What is learned from the sample, the conclusion applied to the population. For the sample taken from the population should they actually representative (representing). This statement was taken from Sudijono (2014). So, the researcher was take from Sudijono.

Table 3.2
The Sample of SMP Sutan Oloan Medan

No	CLASS	SAMPEL
1.	IX	25
	TOTAL	25

C. Research Design

This study was conducted by using pre-experimental design which applies one group pre-test and post-test. This means that treatment was follow the concept. This study conducted one group, namely an experimental group. The experimental group received treatment applying Choral Reading (CR) method.

Table 3.3
Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	✓	Choral Reading (CR) Method	✓

Where:

X : Teaching pronouncing words of the poem by using Choral Reading (CR) method

✓ : Pre-Test

✓ : Post-Test

There were three steps in this research, they are:

1. Pre-Test

The experimental group was given pre-test before the treatment. The function of the pre-test to know the mean score of experimental group.

2. Treatment

To find out the effect of choral reading (CR) method in pronouncing words of the poems. A treatment was conducted to the experimental group. The step in teaching pronouncing words of the poem in experimental group was following the steps.

Table 3.4
The Treatment in Experimental group

No	Researcher's Activities	Student's Activities
1.	The researcher greets the students to open the class.	The students open the class.
2.	The researcher gave explanation about the poems and from definition, kinds, example the element of poem.	The students give response to the researcher.
3.	The researcher ask students about the material.	The students response about the material.

4.	The researcher was given the poems and reading the poems in unison with students.	The students reading the poems in unison. The students aksed oral test the poems one by one
5.	The teacher gives an oral test about the poems pronunciation to students.	
6.	The teacher collected all the result oral test of students' pronunciation.	
7.	Before closing the researcher give the conclusion and explain again about the material.	

3. Post-Test

The post-test was given to experimental group after treatment. It was to find out the differences of mean score.

D. The Instrument of the Research

The instrument for collecting data in this research was oral tests. The test is practice pronouncing words of the poems; the test was conducted in the form of oral test. The material of test was taken from internet (English pronunciation) for grade IX junior high school. The test is administrating for the following reason. The test was divided in two sessions, the first was pre-test before treatment. The second was post-test after the treatment.

E. The Techniques for Collecting Data

To collect the data of the research, the researcher would be used some steps:

1. Giving pre-test to experimental group by giving oral test to students.

2. Giving treatment experimental group (class IX): applying Choral Reading (CR) Method
3. Giving post-test to experimental group by giving oral test to the students.
4. Collecting the students' answer sheet.

F. The Techniques for Analyzing Data

After collecting the data from the test, the data was analyzed by following procedure:

1. Giving the score based on the criteria of measurement which involving four indicators of pronunciation ability. According to Brown (2008:124-125) In scoring the students' Pronunciation achievement namely Intelligibility, fluency, accuracy, and native like.

Table 3.5
The Four Component Evaluate Pronunciation Achievement
Intelligibility (25)

Level	Explanation
20 – 25	Very good : rarely has trouble
15 – 20	Good: sometimes uses inappropriate terms about languages.
10 – 15	Fair : frequent use wrong words speech limited to simple intelligibility
5- 10	Unsatisfactory: very limited intangibility and make the comprehension quite difficult.

Fluency (25)

Level	Explanation
20 – 25	Very Good : understandable
15 – 20	good : speech is generally natural
10 – 15	Fair : some definite stumbling but manage to rephrase and continue
5 – 10	Unsatisfactory: speed of speech and length of

	utterances are far below normal long pause utterances, left unfinished.
--	---

Accuracy (25)

Level	Explanation
20 – 25	Very good : understandable
15 – 20	Good : speech is generally natural
10 – 15	Fair : error of basic pronunciation.
5 – 10	Unsatisfactory : few noticeable errors

Native like (25)

Level	Explanation
20 – 25	Very good : in speech generally understandable almost native like speech
15 – 20	Good : speech is generally natural
10 – 15	Fair : few of basic pronunciation.
5 - 10	Unsatisfactory : few noticeable error in pronounce.

2. Scoring pre-test and post-test
3. Listing the scoring of pre-test and post-test into table for the experimental group.
4. Finding the mean score of experimental group

$$M_D = \frac{\sum D}{N} \quad (\text{Sudijono, P.305.2014})$$

5. Finding the standard deviation of experimental group

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \quad (\text{Sudijono, P.3016.2014})$$

6. Found out standard error of between mean Variable X and Y

$$SE_{MD} = \frac{SDD}{\sqrt{N-1}} \quad (\text{Sudijono, P.307.2014})$$

$$7. t_0 = \frac{MD}{SEMD}$$

(Sudijono, P.307.2014)

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of this study were obtained from the test scores. This research took place at SMP Sutan Oloan Medan. The sample was divided into 1 groups, the experimental groups that consist of 25 students. Both of group was given a pre-test and post-test. The data of this research, the initial of the students (sample) and the students score in the pre-test of the one group were shown the table 4.1 below. The cumulative scored of each students was based on four indicators. I: Intelligibility, F: Fluency, A: Accuracy, N: Native like

Table 4.1
The Scores of Pre-test in Experimental Group

No	Student's Initial	The Indicators				Score
		I	F	A	N	Pre-Test (X)
1.	AAK	5	5	5	10	30
2.	AB	10	10	15	15	50
3.	AR	15	20	5	10	50
4.	AZ	15	15	15	15	60
5.	CMM	20	20	15	20	75
6.	DAP	10	22	20	10	64
7.	DAS	15	15	15	10	55

8.	DAV	15	10	10	10	45
9.	DP	5	10	10	5	30
10.	DS	15	10	10	5	40
11.	DTAF	10	55	10	10	45
12.	H	15	10	10	10	45
13.	FDA	20	15	10	5	50
14.	IB	15	10	15	15	55
15.	KA	15	20	15	10	60
16.	MPA	10	5	5	10	30
17.	MR	10	10	15	15	50
18.	MY	10	10	15	10	45
19.	NG	10	10	10	5	35
20.	NYPA	15	20	20	15	70
21.	SK	10	10	5	10	35
22.	TH	15	14	13	15	57
23.	VV	10	14	10	15	49
24.	WFH	15	10	10	5	40
25.	YW	10	20	5	5	45
TOTAL						1210

Based on the table above we could see that:

1. Higher score of pre-test in experimental group was 75

2. Lowest score of pre-test in experimental group was 30

3.

Table 4.2

The Score of Post-Test in Experimental Group

No	Student's Initial	Indicators				Score Post-Test (Y)
		I	F	A	N	
1.	AAK	15	15	20	10	60
2.	AB	20	20	20	20	80
3.	AR	20	20	18	18	76
4.	AZ	15	15	15	20	65
5.	CMM	24	20	20	20	84
6.	DAP	20	20	20	20	80
7.	DAS	20	15	15	15	65
8.	DAV	20	20	20	15	75
9.	DP	20	15	15	15	65
10.	DS	20	20	15	15	70
11.	DTAF	20	20	15	24	79
12.	H	24	20	20	20	84
13.	FDA	20	20	20	15	75
14.	IB	20	20	20	20	80
15.	KA	20	20	25	25	90

16.	MPA	20	20	15	15	70
17.	MR	20	20	20	20	80
18.	MY	20	15	15	20	70
19.	NG	20	15	15	10	60
20.	NYPA	20	20	25	20	85
21.	SK	15	10	20	15	60
22.	TH	25	20	20	20	85
23.	VV	20	20	15	20	75
24.	WFH	25	25	20	20	90
25.	YW	25	24	24	24	97
TOTAL						1900

Based on the table above we could see that:

1. Highest score of post-test in experimental group was 97
2. Lowest score of post-test in experimental group was 60

B. The Data Analysis

Based on the table 4.1 and 4.2 the following table were the result of pre-test and post-test in experimental group.

Table 4.3

The Result of Pre-test and Post-test of Experimental Group

No	Students Initial	Pre-Test (X)	Post-Test (Y)
-----------	-------------------------	---------------------	----------------------

1.	AAK	30	60
2.	AB	50	80
3.	AR	50	76
4.	AZ	60	65
5.	CMM	75	84
6.	DAP	64	80
7.	DAS	55	65
8.	DAV	45	75
9.	DP	30	65
10.	DS	40	70
11.	DTAF	45	79
12.	H	45	84
13.	FDA	50	75
14.	IB	55	80
15.	KA	60	90
16.	MPA	30	70
17.	MR	50	80
18.	MY	45	70
19.	NG	35	60
20.	NYPA	70	85
21.	SK	35	60
22.	TH	57	85

23.	VV	49	75
24.	WFH	40	90
25.	YW	45	97
Total		1210	1900

Table 4.4

The Calculation to find “t”

N0.	Students’ Initial	X	Y	D = (X - Y)	D² = (X - Y)²
1.	AAK	30	60	-30	900
2.	AB	50	80	-30	900
3.	AR	50	76	-26	676
4.	AZ	60	65	-5	25
5.	CMM	75	84	-9	81
6.	DAP	64	80	-16	256
7.	DAS	55	65	-10	100
8.	DAV	45	75	-30	900
9.	DP	30	65	-35	1225
10.	DS	40	70	-30	900
11.	DTAF	45	79	-34	1156
12.	H	45	84	-39	1521

13.	FDA	50	75	-25	625
14.	IB	55	80	-25	625
15.	KA	60	90	-30	900
16.	MPA	30	70	-40	1600
17.	MR	50	80	-30	900
18.	MY	45	70	-25	625
19.	NG	35	60	-25	625
20.	NYPA	70	85	-15	225
21.	SK	35	60	-25	625
22.	TH	57	85	-28	784
23.	VV	49	75	-26	676
24.	WFH	40	90	-50	2500
25.	YW	45	97	-52	2704
Total		1210	1900	-690	22054

Based on the table 4.2 the mean score of experimental group were calculated as the following:

$$\begin{aligned}
 M_D &= \frac{\sum D}{N} \\
 &= \frac{-690}{25} \\
 &= -27.6
 \end{aligned}$$

Finding the standard deviation

$$\begin{aligned}
SD_D &= \sqrt{\frac{\sum D}{N} - \left(\frac{\sum D}{N}\right)^2} \\
&= \sqrt{\frac{22054}{25} - \left(\frac{-690}{25}\right)^2} \\
&= \sqrt{882.16 - (-27.6)^2} \\
&= \sqrt{882.16 - 761.76} \\
&= \sqrt{120.4} \\
&= \mathbf{10.97}
\end{aligned}$$

Next the following formula was implemented to find out the error of the standard deviation between X and Y

$$\begin{aligned}
SE_{MD} &= \frac{SDD}{\sqrt{N-1}} \\
&= \frac{10.97}{\sqrt{25-1}} \\
&= \frac{10.97}{\sqrt{24}} \\
&= \frac{10.97}{4.898} \\
&= \mathbf{2.239}
\end{aligned}$$

The result above was applied to test the hypothesis

$$t_0 = \frac{MD}{SEMD}$$

$$= \frac{-27.6}{2.239}$$

$$= -12.32 = 12.32$$

After the data above were calculated by using t - test formula. It was found that the result that t_{observe} was 12.32. Then after seeking in the table of distribution of t_{observe} as the basic of counting critical in certain of the degree of freedom (df) the calculation showed that df were:

$$Df = N - 1$$

$$= 25 - 1$$

$$= 24$$

In the line of 24, showed that t_{table} was 5% = 2.06

In the line of 24, showed that t_{table} was 1% = 2.80

From the result above, it showed that final $t_o = 12.32$ and the number of value of the t_{table} in the line of 5% was 2.06. So, the researcher found that $t_{\text{observe}} > t_{\text{table}}$ or $12.32 > 2.06$. So, it means that H_o was rejected and H_a was accepted.

C. The Testing Hypothesis

In this research statistical hypothesis used to decide, whether the hypothesis was accepted or rejected. The statistical hypothesis formula:

$$H_o \quad : t_{\text{observe}} < t_{\text{table}}$$

$$H_a \quad : t_{\text{observe}} > t_{\text{table}}$$

H_0 : there is no significance effect of applying Choral Reading (CR) method on the students' achievement in pronouncing words of the poems.1

H_a : there is a significant effect of applying Choral reading (CR) method on the students' achievement in pronouncing words of the poems.

D. Findings

Testing the hypothesis should be done in order to know whatever the hypothesis was accepted or rejected. In testing hypothesis, it was decided that hypothesis is accepted if $t_{\text{observe}} > t_{\text{table}}$ and hypothesis is rejected if $t_{\text{observe}} < t_{\text{table}}$ based on the calculation, the result of t- test was t- observe (12.32) and t- table (2.06) in the hypothesis testing. It was shown that the alternative hypothesis was accepted because t_{obs} higher than t_{table} . It mean that Choral Reading (CR) gave significant effect in pronouncing words of the poems. It was prove from the data showing that the score experimental group was increased by using Choral Reading (CR) method.

CHAPTER V

CONCLUTION AND SUGESSTION

A. Conclution

Based on the data analysis above, the researcher was found that there was a significant effect of applying Choral Reading (CR) method on the students' achievement in pronouncing words of the poems, found that the $t_{\text{observe}} > t_{\text{table}}$ or $12.32 > 2.06$. The result of the students' score who were taught by applying Choral Reading (CR) method was higher and taught reading by applying Choral reading (CR) method become more effective, interactive and easier to students.

B. Suggestion

The researcher would like to give some suggestion to people who get benefits from this research. The researcher hopes this research would be useful for anyone in teaching and learning process:

1. The teacher can apply Choral Reading (CR) Method in pronouncing words of the poems in the classroom as a strategy which helps the students to be more effective, creative, interesting, and add their reading the poems.
2. English teacher should invite students' to pronouncing words of the poems during teaching learning. So, they can pronounce words of the poems correctly and improve their pronunciation when they read or speak.

3. The teacher should teach pronunciation correctly for the students because they give influence when they speaking.
4. The teacher should be creative in choosing the teaching method for success in teaching a subject.
5. It is suggested to other researcher who are interested and want to do research that to use these findings as source of information for further related studies.

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APPENDIX I

LESSON PLAN (Experimental Group)

Name of School	: SMP SUTAN OLOAN MEDAN
Subject	: English
Aspect/ Skill	: Reading
Class	: IX
Time	: 2 x 40 Minutes
Materials	: Poem

A. Standard Competence : Understanding the meaning of the simple poem
interact with the surrounding environment.

B. Basic competence : Read aloud meaning full functional of the simple
poem by saying, stress and intonation are
acceptable with regard to the surrounding
environment.

C. Indicators :

1. Pronouncing words of the poems
2. Applying Choral Reading (CR) Method

D. Learning Objective :

1. Students know how to pronouncing words of the poems

2. Students know how to intonation, expression, and appearance of the poems.

E. Learning Material :

Poetry is a beautiful word in the writings and have a sense in every word to convey contains word to the readers.

F. The Characteristics of the Poems

1. Description of the poetry
2. Reading the poem
3. Types of poetry
4. The element of poetry
5. The aspect of poetry
6. Generic structure poetry

G. Teaching Learning Methods

Using Choral Reading (CR) method

H. Steps of Learning Activities

a. Opening Activities

Activities	Time
<ul style="list-style-type: none">- Greeting (Assalamu'alaikum. Wr.wb/ Good Morning)- The teacher check the absent of students- Dialogue about students conditions- The teacher ask to students about everything that related with the lesson.	15

b. Main Activities

Activities	Time
<ul style="list-style-type: none">- The teacher giving the material about the poem.- Teacher asks students what is the poem.- Then teacher tells to explain definition of the poem- The teacher give example for simple of the poem to the students- The teacher give instruction to read of the poem.- Teacher and student read the poem together.- The students to read of the poem one by one.- The teacher give question	50

c. Post Activities

Activities	Time
<ul style="list-style-type: none">- The teacher and students make a conclusion about the poem.- The teacher close the meeting with say hamdalah.	15

I. Learning Resources

Source : English Books Grade IX, Dictionary

Media : paper sheet, marker, whiteboard, and recorder

J. Evaluation

a. Technique : oral test

b. Form of Instrument : reading the poems about mother

K. The criteria of mean of the students score

**The Four Component Evaluate Pronunciation Achievement
Intelligibility (25)**

Level	Explanation
20 – 25	Very good : rarely has trouble
15 – 20	Good : sometimes uses inappropriate terms about languages.
10 – 15	Fair : frequent use wrong words speech limited to simple intelligibility
5- 10	Unsatisfactory : very limited intangibility and make the comprehension quite difficult.

Fluency (25)

Level	Explanation
20 – 25	Very Good :understandable
15 – 20	good : speech is generally natural
10 – 15	Fair : some definite stumbling but manage to rephrase and continue
5 – 10	Unsatisfactory : speed of speech and length of utterances are far below normal long pause utterances, left unfinished.

Accuracy (25)

Level	Explanation
20 – 25	Very good : understandable
15 – 20	Good : speech is generally natural
10 – 15	Fair : error of basic pronunciation.
5 – 10	Unsatisfactory : few noticeable errors

Native like (25)

Level	Explanation
20 – 25	Very good : in speech generally understandable almost native like speech
15 – 20	Good : speech is generally natural
10 – 15	Fair :few of basic pronunciation.

5 - 10	Unsatisfactory :few noticeable error in pronounce.
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Medan, 2017

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