THE EFFECT OF APPLYING PHONICS INSTRUCTION METHOD ON THE STUDENTS' PRONUNCIATIONACHIEVEMENT

SKRIPSI

Submitted in Partial Fulfillment of the Requirement.

For The Degree of Sarjana Pendidikan (S.Pd)

English Education Program

By :

IVO KRISNA DILLA
NPM : 1302050111

FACULTY OF THE TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2017

ABSTRACT

Ivo, Krisna Dilla. 1302050111. "The Effect of Applying Phonics Instruction Method on the Students' Pronunciation Achievement". Skripsi. English Education Program of Teachers' Training and Education University of Muhammadiyah Sumatera Utara. Medan 2017.

This research was carried out to 1) find out the effect of applying phonics instruction method on the students' pronunciation achievement, 2) find out the difficulties in students' pronunciation by applying phonics instruction method. This research has been conducted at SMP PAB 8 Sampali MEDAN, at Jalan Pasar Hitam No. 69, Kecamatan Percut Seituan. The populations of this research were the seventh grade students' of SMP PAB 8 Sampali MEDAN academic year 2016/2017. There were two classes in this school with total number 51 students and all off the students were taken as the sample. They were 26 students from class VII-A as experimental group which taught by applying phonics instruction method and 25 students from class VII-B as control group which taught by applying lecturing method. The instrument for collecting data in this research was oral test where students were asked to pronounce 20 English words. The score for correct answer 1. The score for incorrect answer was 0. The score was given by using formula $P = \frac{B}{JS} \times 100$. The result showed that $t_{observed}$ was $> t_{table}$ 2,86 > 2,02. It means that students which were taught by applying phonics instruction method were better than applying lecture method. Based on the finding above, it can be said the alternative hypothesis (Ha) was accepted and full hypothesis (Ho) was rejected. In other word "there is a significant effect of applying phonics instruction method on the students' pronunciation". besides that, it was also found some difficulties that student got confused to make different between sound ɑː and ɔː.

ACKNOWLEDGMENTS

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Allhamdulillahirabbil alamin, first of all, the research would like to deliver her thanks to Allah SWT the most Almighty, who has given healthy and chance to her finishing this study from the beginning up to the end. Blessing and peace be upon Prophet Muhammad SAW who has brought human being from the darkness into the light era as we behold today.

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 Applying Phonics Instruction Method on the Students' Pronunciation Achievement",* the researcher believes that this research still has much short coming 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 Sugisno and her mother Khomsyahtun for their moral, care attention, prayer, encouragement and heart they have given and material supports before, during and after her academic years at UMSU. May Allah the moat almighty always bless them, thanks for their love.

Therefore, she would like to express her gratitude and appreciation to:

1. Dr. Agussani, M.A.P, as the Rector of University of Muhammadiyah Sumatera Utara

2. Dr. Elfrianto Nasution, S.Pd., M.Pd. as the Dean of FKIP UMSU the recommendation to write this research

10. All classmate B – Morning for the most wonderful time, that she has ever has in education.

The researcher realized that her study was still far from being perfect. So, the researcher hoped suggestions and comments for all the readers of the researcher who wanted to study about this study, finally, the researcher expected that her study would be useful for the readers, especially the students of English Department who want to do similar and also for the researcher herself. May Allah the most almighty bless of the researcher and them

Medan ……..april 2017

The Researcher

Ivo Krisna Dilla

(1302050111)

TABLE OF CONTENTS

<div align="right">**Page**</div>

CHAPTER I INTRODUCTION

CHAPTER II REVIEW OF LITERATURE

CHAPTER V CONCLUSION AND SUGGESTION

REFERENCES

APPENDIXES

LIST OF TABLE

LIST OF APPENDIX

CHAPTER 1

INTRODUCTION

A.   The Background of the Study

English is considered as important subject to learn since many fields in human life especially education used English as the language to communicate and to share knowledge and information.

The complexity of English material in Junior High School is show the structure, vocabularies and pronunciation that or more complex than those in kindergarten and primary school. The teacher needs to know the basic competence of Junior High School in order make an effective teaching learning process.

English is consider the difficult subject for most the Junior High School Students in Indonesia since it simply different from their first and second language. That is why most of them often make some mistakes in producing oral and written English although every aspect of this language have been taught since primary school. The common mistakes in producing oral English is dealing with pronunciation. Sometimes in real communication , students often make mistakes of pronouncing some words. The researcher conclude that students' pronunciation ability is low.

English pronunciation is different in Indonesia pronunciation this is because the spaces between word in English are different in written form from spoken form. This different makes most of students unable to pronounce English correctly. Bad pronunciation can be serious problem if it negatively affects

1

understanding. Pronunciation does not need to aim foe native-speaker perfection. There is nothing wrong and sounding foreign to be intelligible.

Based on the researcher observation while Teaching PPL in SMP PAB 8 Sampali Medan, the researcher found that:

1. Students got difficulties to pronounce words in English

2. Students got difficulties to identify the different consonants and vowels in English. It is caused by the difference of the first language and second language.

Based on the result of pre-research, the researcher concludes that pronunciation needs to get more attention. Therefore the teacher must find the way and means alleviate this situation by using interested : evidence from the national reading panel's meta-analysis. Review of educational research . 71(3), 393-447. Phonics instructions teaches letters-sound associations and how to use these associations to read words. When provided systematically, phonics instructions helps students learn to read more effectively than does non-systematic instruction of instruction without phonics. Phonics benefits reading, spelling, and comprehension in many readers, and effects persist even after instruction ends. Specifically, phonics helps students at risk for reading disability and older students with reading disability, although it fails to enhance reading among low-achieving older readers. As well, the impact of phonics instruction on reading is greater in the early grades than in the later grades.

B. The Identification of the Problem

Based on the background of the study above, the problem of the study can be identified in such as :

1. Students got difficulties to pronounce words in English

2. Students got difficulties to identify the difference consonants and vowels in English. It is caused by the difference of first language and second language.

C. Scope and Limitation

''The scope of the study in pronunciation and researcher limits *in applying phonics Instruction method* in teaching pronunciation especially for long vowels''.

D. The Formulation of the Problem

The problem of this study were formulation as follows :

''Is there any significant affects of applying phonics instruction method on the students' pronunciation?''

E. The Objectives of the Study

The objective of this study can be states :

"To find out the significant effect of applying *phonics instruction method* on the students' pronunciation".

F. The Significant of the Study

This study was expected to be useful for :

a. Theoretically

This research will add information and theory in reading and the way to teach pronunciation.

b. Practically

1. Students, to help them in increasing their ability in pronunciation.

2. Teachers, to use various method in teaching reading like using *phonics instruction method.*

3. Others researcher, hopefully this can be used as a reference in conducting the some study for obtaining better result

CHAPTER II

A. **Theoretical Framework**

In conducting a research, theories are needed to explain some concepts applied. The concepts must be clarified to avoid confusion among the readers by quoting some experts' view from some books in related fields. The concepts will lead to a better analysis of the variables taken because they will help the research to limit the scope of the problem. The following concepts are used in this research.

1. **The Meaning of Effect**

The "effect" is meant by result or change of something. As stated by Stevenson (2002:220), the term effect could be generally meant by a change that something causes was something else; a result. The definition of the second seems to fit the actions rather that the process in doing something. In term of the statistics, this concepts should make operational and measurable. It was actual production. Finally, there is benefit which can be taken as the result that refers to positive sense.

2. **Method**

2.1 **Definition of Method**

Teaching is one of the man tasks of teacher who is called the instructional functional. In using instructional function, the use in application of the method of use in one of the important factors which took part in the teaching and learning activity. More over method or methodology come from the Greeks language

'mete' (through or past) and 'hodos' (path or way). So, the method in path or a way to be in to go though to achieve goal.

Harmer (2003:78) stated that method is the practical realization of an approach means how language is used and how people acquire their knowledge of the language. A method is subroutine (or procedure or function associated with a class at program run time). Method have the special property that at time, they have access to data stored in an instance. The association between class and method is called binding. A method associated with a class is said to be bound to the class. Method can be bound to a class at compile time (static bounding) or to an object at run time (dynamic binding).

Richard and Rodgers (1992:56) stated that method is the practical realization of an approach. The originator of a method have arrived at decision about type of activities, roles of the teachers and learners, the kinds of material which was helpful, some model of syllabus organization. Method includes various procedures and technique as part of their standard fare.

When method have fixed procedure, informed by clearly articulated approach the are more difficult it is to categorized them as real method in their own right.

2.2   Kinds of Method

Teaching language, we have known the kind of method. William Makey (1988:42) stated about the kinds of method. There are 13 or more of method to teaching language. There are :

1. Natural Method

2. Direct Method

3.   Psychological Method

4. Phonics Instruction Method

5. Grammar Method

6. Eclectic Method

7. Unit Method

8. Language Control Method

9.   Mime – Meme Method

10. Practice Theory Method

11. Cognate Method, and

12. Dual Language Method

In this research, research focus on *Phonics instruction method*, then *phonics instruction* method will summated clearly.

3.   Phonics Instruction Method

Phonics instruction method in a system or method which is teaching the students for pre reading to read by pronouncing the letter. *Phonics instruction method* emphasizes each alphabet sounds exist in language. Each alphabet having certain sounds and there are also alphabets which possess more than one chief sound.

An alphabetic, *phonics approach* to teaching reading has been used for centuries. In the 19th century, this kind of approach began to be called " phonics" since then it has been further developed and modified. Today a *phonics approach* is used in varying degrees in most reading method. A *phonics approach* reading in

an approach that teaches in relation of the letters (graphemes) to the sounds (phonemes) they represent to teach reading.

The purpose of *phonics instructions* is to teach students sound - spelling relationships and how to use those relationships to read words. *Phonics instructions* should be explicit and systematic. It is explicit in that sound – spelling relationships are directly taught. Students are told, for example, that the letter s stands for the /s/ sound. It is systematic in that it follows a scope and sequence that follows students to form and read word early on. The skills taught are constantly reviewed and applied to real reading

Systematic and early instruction in phonics leads to better reading. This is because phonics knowledge aids in the development of word recognition. Word recognition, in turn, increase fluency. Reading fluency, then, improves reading comprehension some students are not struggling with decoding and are able to devote their full attention to making meaning from text. Inadequate decoding is characteristic of poor readers.

The theory behind the phonics approach is based on two assumptions which is most language have consistent phonemes (sound) to grapheme (letter) correlation and once learners have learned the relationships of the letters to the sounds, they can pronounce printed word by blending the sound together, (Aukerman, 1984).

Several different approach have been used to teach phonics systematically (Aukerman, 1984). These include synthetic phonics, analytic phonics, embedded

phonics, analogy phonics, onset-rime phonics, and phonics through spelling. These approaches differ in several respects.

Synthetic phonics programs use a part-to-whole approach that teaches students to concert graphemes into phonemes (e.g., to pronounce each letter in stop, /ss/-t/-a/-/p/) and then to blend the phonemes into a recognizable word.

Analytic phonics uses a whole-to-part approach that avoids having students pronounce sounds in solutions to figure out word. Rather students are taught to analysis letter-sound relations once the word is identified. For example, a teacher might write the letter P followed by several word, put, pig, play, pet, she/he would help students read the word and recognize that they all begin with the same sound that is associated with P. The Analytic Phonic method teaches students the phonics relationship among word. Students are taught to analyze.

Letter-sound relationship and look to decode word based upon spelling and letter patterns and their sounds. For example, if the child knows "bat", "cat" and "hat", then the word "mat" will be easy to read. Here are the procedure to teach it :

1. First the students must know all the letters in the alphabet and their sounds. The students will need to be able to identify the sounds in the beginning, middle and end of a word. Once the students are able to do that, the teacher then selects a text that has a lot of letter sounds.

2. Next the teacher presents the words to the students (usually site words are selected to start). For example, the teacher place that these words on the board: light, bright, night or green, grass, grow.

3. The teacher then asks the students how these words are a like, the student would respond. " they all have "ight" at the end of the word. "or" they all have "gr" at the beginning of the word."

4. Next the teacher focuses on the sound of the words makes by saying. " how does the "ight" sound in the these words?" or "how does the "gr" sound in these words?".

5. The teacher picks a text for the students to read has the sound they are focusing on. For example, choose a text that has the word family. "ight" (light, might, fight, right) or choose a text that has the word family, "gr" (green, grass, grow, gray, great, grape).

6. Finally the teacher reinforces to the students that they just used a decoding strategy to help them read understand words based upon the relationships letters have with one another.

Phonics-through-spelling programs teach students to segments and write the phonemes in words. Phonics in context teaches students to use letters-sounds correspondences along with context cues to identify unfamiliar words they encounter in text.

Analogy phonics teaches students to use parts of written they already know to identify new words. For example, they are taught a set of key words that are posted on the wall (e.g., tent, make, mig) and then are taught to use these words to decode unfamiliar words by segmenting the shared and blending it with the new onset)e.g., rent, bake, jig).

3.1 Advantages and Disadvantages of Phonics Instruction Method

The Advantages of Phonics Instruction Method :

1. This method teaches students the ability to read and eloquently well as the ability conversation, a lot of exercises and writing dialogue (dictation)

2. Students listen to the reading error and conversation of teachers or classmates, and then amended and corrected the mistakes.

The Disadvantages of Phonics Instruction Method :

1. This method requires sincerity and expertise (professional) of the teacher.
   Besides planning and time to be mature

2. At the beginner levels (first) method is still difficult to apply, especially for students who do not have a stock (basic) adequate foreign language, because it is necessary to motivate students and teach communicatively.

3. If the series of lessons are not structured and planned in a way, the learning and mastery of the material for the students become floating, for example, the subject matter is given a little reading, conversation also was round responsibility. Therefore, the timing and the material should be arranged such that both controlled.

4. Pronunciation

4.1 Definition of Pronunciation

Webster (1988) defines pronunciation as the act or manner of pronouncing words articulate utterance or the way in which a unit of language is usually spoken. Pronunciation is usually served with a quick run through the alphabet to illustrate the characteristics of sound with each other (Bowen, 1980 cited in Yurlinda, 2010). In oxford learners' dictionary (2003), pronunciation is way in which a language or a particular word or sound is spoken.

Pronunciation is a broad term used to describe a number of aspects producing the appropriate sounds in the language targeted. Most people think refers to only the separate, identifiable sounds of words, but it covers more than just that.

Having experienced in teaching English when the researcher is teaching in teacher training practice, he find that pronunciation is one of the most difficult area areas of the English language. For many students, the English speech sounds appear confusing and doubting and the difficulty of pronouncing correctly is often discoursing. Nobody pronounce exactly is like.

The differences arise a variety of course, such as locality. Early influence and social surrounding and especially for foreign language learning still bring their mother tongue influence.

There are many things include in pronunciation, such as the particular sounds language, intonation, phrasing, stress, timing, rhythm, how the voice is

produced, and attention to gestures and expressions that related to the way we speak a language.

Kleider (2004 : 4) said that there are two aspects which are usually known in English pronunciation, including speech and language. Focusing on the aspect of speech, it is an activity that is carried on by people who use English for communicating. Roach (2001 : 5) said that speech is complicated process, and to study it requires a scientific theory the science of phonetic.

Futher, Kleider (2004 : 4) suggests that English pronunciation uses information and concepts from two disciplines, phonology and phonetics.

4.2 Factors Influencing Pronunciation

The fact that some students are able to acquire a reasonable knowledge of English in few months and the others are not able to reach the level within some few years leads this paper to the topic factors which influence attaining English pronunciation. As noted by Shoebottom (2012), some of these factors can affect acquiring pronunciation skills prosperously (e.g. determination and hard work in training pronunciation skills), some of these factors are far beyond human control. Generally, we can distinguish two main groups of the factors, internal and external.

a. Internal Factors

There are the factors which are incorporated into student's individual language.

1. Age: it is proved that children are the most talented ones in terms of acquiring English as a foreign language. However, adults can achieve a

reasonable progress in obtaining pronunciation skills successfully if they are well motivated and determined.

2. Personality: students who are of introvert character are usually afraid of expressing themselves orally; they do not rather look for any opportunities to speak. On the other hand, students who are of extrovert character are usually seeking for taking part in every conversation possible, ignoring their mistakes.

3. Motivation: it is important to distinguish between and extrinsic motivation. Students who are intrinsically motivated exhibit greater interest and enjoyment in their English language development. Students who need to study English in order to take a better job or to communicate with relatives who live in an English speaking country (so they are extrinsically motivated) are also likely to achieve better results.

4. Experiences: students who have already been exposed to some foreign language have greater chances to acquire a new language easier than students who have never encountered one.

5. Cognition: it is believed by some linguistics that the cognitive abilities that are stronger with some students than with some others can lead to faster language progress.

6. Native language: student who try to acquire a foreign language which belongs to the same language family as their native language have greater

chance than those students who try to master a language from a family group that is different from their native tongue.

b. External factors

These factors characterize the particular language learning situation.

1. Curriculum: It is important to expose students student's of English language to such a workload which is appropriate for their studying needs.

2. Instruction: It depends also on teacher's teaching skills and abilities how successful student are in terms of their language development. In addition to this, students who are exposed to some English language teaching also in other subjects reach greater progress.

3. Culture and Status: It is has been noticed that students whose culture possesses a lower status than the culture whose language they are exposed to achieve the language skills slower.

4. Motivation: It is proved that students who are continually supported to better their language skills by their families or teacher reach a greater success.

5. Access to native speaker: students who have the possibility to meet with native speakers lose the fears to communicate. Native speakers provide a linguistics model and an appropriate feedback for students. (Shoebottom 2012)

4.3 Aspect of Pronunciation

Another important aspect in teaching pronunciation is to decide what features of pronunciation are critical to be focused on. Pronunciation is related to phonetic transcription. Since the phonetic transcription represents speech sound consistently, it can be used as a reliable guide to have a control of the spoken language. The main components of pronunciation are sounds and letters, syllables, and stress.

1. Sounds and letters

Sounds are heard. Letters are seen. Letters provide a means of symbolizing sounds. If they do so in a logical manner in other words. If they essential sounds of any particular language or dialect are represented consistently- the writing is said to be phonetic.

Classification of sounds:

The sounds which the organs of speech are capable of uttering are of many different kinds. Some of the continuous voiced sounds procedure without obstruction in the mouth are what may called 'pure musical sounds' unaccompanied by any friction al noise. They are called *vowels.*

All other articulated sounds are called consonants. Consonants include: (i) all breathed sounds, (ii) all voiced sounds formed by means of an obstruction in the mouth, (iii) all those in which there is a narrowing of the air passage giving rise to a frictional noise, and (iv) certain sounds which are 'gliding'

a. Vowels

If the tongue is held very close to the roof of the mouth and a voiced air-stream 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 position, a resonance chamber is formed which modifies the quality of tone produced by the voice, and gives rise to a distinct quality or tamber 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 escape solely through the mouth, the vowels are said to be oral; 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 sample (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

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

   Example :

   i : meat, eat, see

   ɔ : saw, also, call

   ɑ : car, father

   u : food, too, you

   ɜ : bird, sir, shirt

   a : hard, part, bar

b. Consonants

A consonant is sounds produced by obstructing the air stream in the mouth either completely of partially and also consonants are sound used before or after a vowel or diphthong to form a syllable. Jhones (1997:23) " all sounds which are not voiced in the air has and impeded passage through the mouth and all sounds in the production of which the air does not pass through, the mouth and all sounds in which there is audible friction that is called *consonant*''.

The building blocks of pronunciation are the individual sounds, the vowels and consonants go together to make words. The consonants such as /b/ and /p/ are separate in English because if they are interchanged, they will make new words; for example, in bit and pit. Similarly, the vowels /i/ (as in *it*) and /Λ/ (as in *up*) are separate. It is important to remember that there is a difference between vowel and consonant *letters* and *vowels* and consonant *sounds*.

Students may be asked to deal with particular sound (s) in order to realize how this/these sounds (s) 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

For example, all the word that rhyme with "pie" and have only single consonant at the beginning. A set of word each of which differs from all the others by only one sound is called a minimal set.

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: Ө,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 : b the tip (and rims) of the tongue articulate with the rear past 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

4.4 principles for Teaching Pronunciation

According to Nunan (2003: 115) the principles for teaching pronunciation are:

1. Foster intelligibility during spontaneous speech

In earlier decades, a serious flaw of pronunciation teaching was the tendency to teach speech sounds isolated from meaningful content. Contemporary teachers and learners realize that efforts to communicate meaningfully are even

more important than perfect pronunciation. Lessons should engage learners in using sound in more personalized ways and through more spontaneous ways of speaking.

2. Keep affective considerations firmly in mind

Emotions can run high whenever language learners are asked to develop new pronunciation habits. It is essential to realize that pronunciation practice normally takes place in front of other students and a teacher. There are many learners who have what they believe to be very good reason to resist a teacher's efforts to modify their ways of pronouncing English.

3. Avoid the teaching of individual sounds in isolation

It is crucial for teachers to embed whatever sound or sound patterns are the focus of instruction within connected stretches of speech. Other than very brief lesson segments when teachers may introduce a specific pronunciation point for the first time, it is almost always more effective to illustrate and practice sounds within contexts of whole phrases, short sentences and interactive classroom tasks.

4. Provide feedback on learner progress

It is important to provide learners with feedback on how well they are doing. Teachers need to support learners' efforts, guide them and provide cues for improvement. Otherwise, learners may be unaware where they need to place their energies. Such feedback can be provided by you as the classroom teacher, by peers and through self-awareness training in conjunction with live analysis, video and/or audio recordings.

5. Realize that ultimately it is the learner who is in control of changes in pronunciation

Try as we may, teachers are not able to make the changes necessary for improvement in pronunciation to take place. Teachers can provide guidance and practice opportunities, but learners are the ones who are in charge of making any changes that may ultimately take place. Morley (1994) said of the pronunciation teachers as a "language coach'' who supplies information; gives models from time to time, sets high standards; provides a wide variety of practice opportunities and supports and encourages the learner''

4.5   The Important of Pronunciation

Pronunciation is one of the most important things that students have to master in order to communicate appropriately and fluently. According to Fangzhi (1998: 39), that it is important to pay attention to pronunciation since it result in whether or not someone's message can be passed or not by other people. Moreover, Gilbert (cited in Otlowsky, 2004:3) stated that if someone cannot hear English well, she or he is cut off from the language. And if someone cannot be understood easily, she or he is cut off from conversation with native speakers. we can conclude from the statements above that pronunciation give significant effect to the meaning of what someone says.

B. Conceptual Framework

In this research, the researcher wanted to focus on the effect of applying phonic instruction on pronunciation. In which the researcher, students grade seventh senior high school as a sample in collecting data. In this research, the researcher must test the students to know the students difficulties in pronunciation. Pronunciation is important in the process of understanding and remembering of the text. It is an active thinking process which greatly depends not only on comprehension, but determine whether the applying of phonic instruction method can improve student's pronunciation. Phonic instruction method was expected to help stimulate student's willingness to be active in the learning process.

This research had been conducted the effect of applying phonics instruction to the students achievement in pronunciation and to minimize their difficulties and also to have a better reading.

C. Hypothesis

Based on the problem of the study, the hypothesis is formulated as the following :

Ha : There was a significant effect of applying phonics instruction method on the student's pronunciation.

Ho : There was not significant effect of applying phonics instruction method on the student's pronunciation.

CHAPTER III

METHOD OF RESEARCH

A. Location of Research

This research was conducted in SMP PAB 8 Sampali Medan at Jalan Pasar Hitam No. 69, Kecamatan Percut Seituan. The research was conducted during the academic year 2016/2017. The reason for choose this school because the researcher had done field experience practice (PPL) in this school. And the same research has never been conducted there.

B. Population and Sample

1. Population

Population refers to any selection entities of whatever land and that becomes the objective the investigation (sudjana, 2010 : 5). In this study, the population of this research was the first grade students of SMP PAB 8 Sampali Medan academic year of 2016/2017 which consist of two classes, they are VII-A and VII-B. Class VII-A consist of 26 student's and class VII-B consist of 25 student's, so total of the sample are 51 student's.

2. Sample

Arikunto (2010: 174) stated that sample is a part of population or the respretation of population being assessed. In the determining the size of sample, Arikunto (2010: 174) says that the population more than 100, the researcher may take 10%   - 15% or 20% - 25% or more as the sample, if the population less than 100, the researcher may take all as sample.

Sample in this research will be take 51 student's in two classes which take from all population, that is VII-A and VII-B. These two classes derided in two groups Class VII-A as experimental group and class VII-B as control group.

Table 3.1

Population and Sample in SMP PAB 8 Sampali Medan

	Class	Population	Sample
	VII-A	26	26
	VII-B	25	25
	Total	51	51

C. Research Design

In this research, the research used quantitative design. This study had two variables, they were dependent and independent variable. In this case, *phonics instruction method* as independent variable and student's pronunciation as dependent variable.

Table 3.2

Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	✓	*Phonics instruction method*	✓
Control	✓	*Lecture method*	✓

X   : The experimental group, where the sample was taught by applying *phonics instructions method*

Y   : The control group, where the sample was taught by applying *lecture method*

D. Instrument of the Research

The instrument for collecting data in this research was oral tests. The students were given 20 words which pronounced in front of the class correctly. The test was constructed in the form of oral test. Each correct answer gave score and the incorrect answer gave score 0. So the incorrect answer.

The total score $= \left(\frac{right\ score}{2o} \ x \ 100\% \right)$

Table 3.3

Procedure of the Research in Experimental Group by Phonics Instruction Method

No	Researcher Activity	Students activity
1	The researcher give pre-test, the researcher ask students to pronounce some vocabularies in front of the class.	The students do the test, the students pronounce some vocabularies in front of the class.
2	The researcher give treatment : 1. The researcher explains of greeting and introducing 2. The researcher provides instruction phonics method	1. The students listen and give attention 2. The students give attention and comprehend to teachers' explaining
3	The researcher gives post-test, the researcher	The students do the test,

	asks students to pronounce some vocabularies in front of the class	the students pronounce some vocabularies in front of the class
4	The researcher records the students' pronunciation	

Table 3.4

Procedure of the Researcher in Control by Conventional Method

No	Researcher Activity	Student' Activity
1	The researcher give pre – test, the researcher ask students to pronounce some vocabularies in front of the class	the students do the test, the students pronounce some vocabularies the class
2	The researcher give treatment : the researcher explains of greeting and introducing	The students give attention and comprehend to researcher explaining
3	The researcher gives post- test, the researcher asks students to pronounce some vocabularies in front of the class	The students do the tests, the students pronounce some vocabularies in front of the class
4	The researcher records the students' pronunciation	

E. Technique of Collecting Data

In collecting the data, some steps was apply as follows:

1. Giving pre-test to both of classes

2. Teaching was experimental group by applying *phonics instruction method*

3. Teaching was control group without applying *phonics instruction method*

4. Giving post- test to both of classes

5. Scoring the students' answer by using formula :

$$P = \frac{B}{JS} \text{ X } 100 \%$$

F. Technique for Analyzing Data

In this research there was some steps that apply to analyze the data.

They are :

1. Scoring the students' answer.

2. Listing their score into two tables, first for experimental group scores and second for the control group scores.

3. Calculating the total score post test in experimental group and control group. From the data, a calculation make to find out whether using of Point Counter Point strategy can be helpful in reading or not. The calculation will conduct by using T-test as own below, according to Arikunto (2010 : 354) :

$$t = \frac{|MX - MY|}{2\left(\frac{\sum X\,2 + \sum Y\,2}{N_x + N_y}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}$$

where :

t : t-test

M : mean score of samples per group

N : the amount of sample

X : standard deviation of X_1 and X_2

Y : standard deviation of Y_1 and Y_2

4. The last step, to find the students' difficulties, the researcher analyzes the items of the students' answer by using formula :

$$P = \frac{B}{JS} \ x \ 100 \ \% \qquad (\ Arikunto , 2010 : 216 \ )$$

Where :
P : difficult index
B : the total of right answer
JS : the total of test

G. Statistical Hypothesis

Based on the problem of the study, the hypothesis was formulated as the following

Ha : There was a significant effect of applying *phonics instruction method* on the students' pronunciation was accepted.

Ha : There was not significant effect of applying phonics instruction method on the students' pronunciation was rejected.

CHAPTER IV

DATA AND ANALYSIS

A. Description of Data

The test was taken from students' pronunciation test. The students' score was taken from their vocabulary, accuracy, pronunciation, and fluency. In this case, the researcher gained the learners' score after applying the post test to the experimental and control group. The result of pre-test and post-test from both groups can be seen in the following table:

Table 4.1

Result of Pre Test and Post Test of the Experimental Group

No	Initial Name	Pre – Test	Post-Test
1	ASB	60	80
2	AWR	70	95
3	AN	55	80
4	AM	65	85
5	AAS	75	95
6	AP	50	65
7	AK	80	95
8	AF	75	95
9	BR	65	80
10	BP	55	75
11	CP	65	85
12	DP	50	75
13	DR	60	80
14	EK	70	80
15	I	55	75
16	IWL	50	75
17	ISH	60	75
18	JAR	70	90
19	KA	75	85
20	LI	80	90
21	LO	60	80
22	MJ	65	85
24	MS	60	80
25	MD	65	85

26	MZ	70	8
	Total	1674	2141
	Mean	64	12

Table 4.1 show that in the experimental group, the lowest score for pre test is 50 the highest score is 80 while the lowest score for the post test 65 and the highest score is 95. In this case, the students' pronunciation is calculated based on scoring oral test, they are vocabulary, accuracy, pronunciation, and fluency.

Table 4.2

Result of Pre-Test and Pre- Test of the Control Group

No	Initial Name	Pre-Test	Post-Test
1	AS	70	80
2	AV	60	65
3	AI	65	85
4	A	55	70
5	AMS	60	75
6	AN	50	70
7	AP	65	75
8	BP	55	75
9	DI	55	70
10	DI	70	75
11	DN	60	75
12	DD	65	70
13	DP	50	70
14	EA	75	80
15	FY	60	75
16	FA	65	75
17	FS	60	70
18	KAS	55	75
19	NF	60	70
20	RF	50	65
21	RMM	60	65
22	SAA	55	65
23	YT	60	70
24	YY	75	80
25	ZG	55	70
	Total	**1520**	**1825**
	Mean	**60**	**73**

Table 4.2 show that in the control group, the lowest score for pre test is 55 the highest is 75, while the lowest score for the post test 65 and the highest score is 85. After getting the students score in pre test and post test both group, it can be known that there is difference of students' ability after receiving the treatment.

B. Data Analysis

Based on the table 4.1 and 4.2 above, the following table is the scores difference pre-test and post-test in both experimental and control group.

Table 4.3

The Differences Score between Pre-Test and Post-Test of Experimental

Group

No	Initial Name	score		$x_1 - x_2$	X^2
		Pre-Test x_1	Post-Test x_2	(X)	
1	AAB	50	65	15	225
2	AWP	60	80	20	400
3	AN	70	95	25	625
4	AM	55	80	25	625
5	AAS	65	85	20	400
6	AM	80	95	15	225
7	AK	75	95	20	400
8	AF	75	90	15	225
9	BR	65	80	15	225
10	BP	50	75	25	625
11	CP	60	80	20	400

12	DP	65	85	20	400
13	DRF	70	80	10	100
14	EK	50	75	20	400
15	I	55	75	20	400
16	IWL	70	90	20	400
17	ISH	70	80	10	100
18	JA	70	90	20	400
19	KA	60	80	15	225
20	LI	65	85	10	100
21	LO	60	80	20	400
22	MJ	60	75	15	225
23	MR	75	85	10	100
24	MS	80	90	10	100
25	MD	60	75	15	225
26	MZ	55	75	20	400
Total		**1675**	**2140**	**440**	**8650**

Based on the table 4.3 the mean score are calculated as follow:

$$Mx= \frac{\Sigma X}{N}$$

$$Mx= \frac{446}{26}$$

$$Mx= 16,92$$

So, the men core or experimental group was 16,92

Table 4.4

The Different between Pre-Test and Post-Test of control Group

No	Initial Name	Score		y_1-y_2	Y^2
		Pre- Test (y_1)	Post- Test (y_2)	(Y)	
1	AS	70	80	10	100
2	AV	65	85	20	400
3	AI	60	65	5	25
4	A	75	80	5	25
5	AMS	55	70	15	225
6	AN	60	75	15	225
7	AP	50	70	20	400
8	BP	65	75	10	100
9	DI	55	75	20	400
10	DN	70	75	5	25
11	DD	55	70	15	225
12	DP	60	75	15	225
13	EA	65	70	5	25
14	FY	50	75	20	400
15	FA	75	80	5	25
16	FS	60	75	15	225
17	KAS	65	75	10	100

18	NF	60	70	10	100
19	RF	55	75	20	400
20	RMM	60	70	10	100
21	SAA	50	65	15	225
22	TH	60	65	5	25
23	YT	45	65	20	400
24	YY	60	70	10	100
25	ZG	75	80	10	100
Total		**1520**	**1825**	**305**	**4525**

Based on the table 4.4 the mean score are calculated as follow:

$$My = \frac{\sum Y}{N}$$

$$My = \frac{305}{25}$$

$$My = 12,2$$

So, the mean score for Control Group was 12,2

Based on the mean score of both sample group (table 4.3 and 4.4), the following table are the table of calculation between score in both group.

Table 4.5

The Calculation of Mean and Standard Deviation of Experimental Group

No	Initial Name	$x_2 - x_1$ (X)	(dx) (X-Mx)	Dx^2
1	ASB	15	-1,92	3,6864
2	AWR	20	3.08	9,4846
3	AN	25	8,08	65,2864
4	AM	25	8,08	65,2864
5	AAS	15	-1,92	3,6864
6	AP	20	3,08	9,4864
7	AK	15	-1,92	3,6864
8	AF	20	3,08	9,4864
9	BR	15	-1,92	3,6864
10	BP	20	3,08	9,4864
11	CP	25	8,08	65,2864
12	DP	20	3,08	9,4864
13	DR	20	3,08	47,8864
14	EK	10	-6,92	65,2864
15	I	25	8,08	9,4864
16	IWL	20	3,08	9,4864
17	ISH	20	3.08	3,6864
18	JAR	15	-1,92	47,8864

19	KA	10	-6,92	47,8864
20	LI	10	-6,92	47,8864
21	LO	20	3,08	9,4864
22	MJ	20	3.08	9,4864
23	MR	10	-6,92	47,8864
24	MS	15	-1,92	3,6864
25	MD	15	-1,92	3,6864
26	MZ	20	3,08	9,4864
Total		**440**	**25'08**	**582,8464**

Note:

X   = The Differences between Post-Test and Pre-Test

x_1 = Pre-Test

x_2 = Post-Test

Mx   = Mean score for experimental Group

Dx   = Standard Deviation for Experimental Group

Based on the table above, means that the total differences between Post-test and Pre-test was 4,40, standard deviation was 25,08 and quadrate of standard deviation was 582,8464.

Table 4.6

The Calculation of Mean and Standard Deviation of Control Group

No	Initial Name	y_1-y_2 (Y)	(dy) (Y-My)	dy^2
1	AS	10	-2,2	174,24
2	AV	20	7,8	2190,24
3	AI	5	-7,2	2540,24
4	A	5	-7,2	2540,24
5	AMS	15	2,8	285,24
6	AN	15	2,8	285,24
7	AP	20	7,8	2190,24
8	BP	10	-7,2	2540,24
9	DI	20	2,8	282,24
10	DN	5	2,8	282,24
11	DD	15	-7,2	2540,24
12	DP	15	7,8	2190,24
13	EA	5	-7,2	2540,24
14	FY	20	7,8	282,24
15	FA	5	-7,2	2540,24
16	FS	15	2,8	282,24
17	KAS	10	-2,2	174,24

18	NF	10	-2,2	174,24
19	RF	20	7,8	2190,24
20	RMM	10	-2,2	174,24
21	SAA	15	2,8	282,24
22	TH	5	-7,2	2540,24
23	YT	20	7,8	2190,24
24	YY	10	-2,2	174,24
25	ZG	5	-7,2	2540,24
Total		**305**	**0**	**33991,44**

Note:

Y = The Differences between Post-Test and Pre-Test

y_1 = Pre-Test

y_2 = Post-Test

My = Mean Score for Control Group

Dy = Standard Deviation for Control Group

Based on the table above, means that the total differences between Post-test and Pre-test was 305, standard deviation was 0 and quadrate of standard deviation was 33661,44.

Remember that, to get the value of $\sum x^2$ and $\sum y^2$ is each total of X and Y is quadrate.

$\sum x^2 = \sum x^2 - \frac{(\sum X)^2}{N}$
$\sum x^2 = 8650 - \frac{(440)^2}{26}$
$\sum x^2 = 8650 - \frac{193600}{26}$
$\sum x^2 = 8650 - 7746,15$
$\sum x^2 = 903,85$

$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$
$\sum y^2 = 4525 - \frac{(305)^2}{25}$
$\sum y^2 = 4525 - \frac{93025}{25}$
$\sum y^2 = 4525 - 3721$
$\sum y^2 = 804$

Based on the calculation of the table 4.5 and 4.6, the following formula t-test was implementing to find out the t- observed value of both group as the basis to test hypothesis of this research.

$$T_o = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{nx} + \frac{1}{ny}\right)}}$$

$$T_o = \frac{16,92 - 12,2}{\sqrt{\left(\frac{903,85 + 804}{26 + 25 - 2}\right)\left(\frac{1}{26} + \frac{1}{25}\right)}}$$

$$T_o = \frac{4,72}{\sqrt{\left(\frac{1707,85}{49}\right)\left(\frac{51}{650}\right)}}$$

$$T_o = \frac{4,72}{\sqrt{\left(\frac{87100,35}{31850}\right)}}$$

$$T_o = \frac{4.72}{\sqrt{2,73}}$$

$$T_o = \frac{4,72}{1,65}$$

$$T_o = 2,86$$

Based on the calculation of t-test, it was found that t-test was 2,86 and based on the level of significant of 0,05 with the degree of freedom 49 (Nx + Ny − 2). So, in the table (t_t) is 2,02 for 5%.

C. The Testing Hypothesis

The formula of t-observed and t- table were applied to test the hypothesis. Based on the calculation of t-test, it was found that the t-test was 2.86 and t-table 2.02. it means that t-observed > t-table or 2,86 > 2,02.

Based in this, it is conducted that alternative hypothesis (Ha); there is a significant effect of applying *phonics instruction method* on the students' pronunciation was accepted. And null hypothesis (Ho); there is not a significant effect of applying *phonics instruction method* on the students' pronunciation was rejected. It means that there is significant effect of applying *phonics instruction method* on the students' pronunciation.

D. Research Finding

After collecting data, the lowest score for pre-test of Experimental Group is 50 and highest is 80. The lowest score for post test is 65 and the highest is 95. The lowest score for pre-test of Control is 55 and highest is 75.the lowest for post test is 65 and highest is 85.

After adapting the data into t-test formula it is obtained that t-observed is value 2,86 the distribution of t-observed is used as based of accounding t- critic. The mean score of Experimental Group is 16,92 and Control Group 12,2. It certain degree of freedom (df), in this research the df 49 (Nx + Ny -2). The t-observed lated compared to the t-table values (2,86>202), so the hypothesis has

null hypothesis has been successfully rejected. As the result, the students'
achievement in speaking by applying *phonics instruction method* is higher than
taught by *conventional method*, the hypothesis is accepted.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusion were drawn as the following:

1. It was found that there was a significant effect of applying phonic instruction method on the students' pronunciation achievement which was proved by the result of the score of the pre-test before giving treatment. And it was found that the $t_{observed} > t_{table}$ or $2,86 > 2,02$.

2. It was also found some difficulties in students' pronunciation by applying phonics instruction method that students got confused to make different between sound ɑ: and ɔ:.

B. Suggestion

in relation to the conclusion above, suggestion are put below:

1. English teacher should invite students' to read English text during teaching learning. So, they can read English text correctly and improve their pronunciation when they read or speak.

2. The teacher should teach pronunciation correctly for the students because they give influence when they speaking.

3. The teacher should be creative in choosing the teaching method for ˙ ´˙ success in teaching a subject.

REFFERENCE

Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : Rineka Cipta

Aukerman, R. 1984. *Approaches to beginning reading*.New York: Wiley

Harmer, J. 2003. *The Practice of English Language Teaching*. New York: Longman

Johnson,B., & Eagly, A. 2008. *Quantitative synthesis of social psychological research*. In H. Reis & C.Judd (eds), Handbook of research methods on social and personality psychology (pp. 496-528). London: Cambridge University Press.

Jones, Daniel, 1986. *The Pronunciation of English*. London the Syndics of the Cambridge University Press.

Nunan, D. 2003. *Practical English Language Teaching :*Yung Learners. New York: MCGraw–Hill Companies, Inc.
Richards, Jack C., 2002. *Longman Dictionary of Language Teaching and Applied Language*. London. Pearson Education Limited.

Richards, J. C., & Rodgers, T. S. 1992. *Approaches and Methods in Language* Teaching (Second Edition). Cambridge: CUP.

Stevenson. 2002. *Definition of Effect*. New York: Longman

Sudjana. 2002. *Metode Statiska*. Bandung. Tarsito

http://www.ukessays.com/.../the -portrait-of-ed-students-proununciation-education-essay.php (accessed on 22th November 2016)

https://www.howtopronunce.com/yusuf/ (accessed on 27th November 2016)

http://en.wikipedia.org/wiki/phonic (accessed on 12th December)

http://www.readingrockets.org/article/phonic-instruction (accessed on 17th 2016)

http://www.mothercare.co.id/early-early-learning-centre/learning-books/leapfrog-tag-learn-to-red-phonics-books-set-long-vowels.html (accessed on 22 December)

APPENDIX I

<div align="center">

LESSON PLAN

FOR EXPERIMENTAL GROUP

</div>

School   :   SMP PAB 8 Sampali Medan

Class / Semester   :   VII / II

Time allocation   :   2 x 40 minutes

Topic of Learning   :   Greeting and Introduction

Skill   :   Reading

E. COMPETENCY STANDARD

1. Living and practice the teaching of their religion

2. Living and practice honest behavior, descriptive, responsibility, (mutual assistance, cooperation, tolerance, peace), polite, responsive, and pro-active and demonstrate behaviors as part of a solution for various problem in interacting effectively with the social environment and nature and the place itself as a reflection of the nation in the association

3. Understand, apply, analyze factual knowledge, conceptual, procedural, and metacognitive by curiosity about science, technology, art, culture, and humanities with human insight, national, state, and civilization-related causes of phenomena and events, and apply knowledge procedural is specific fields of study according to their talents and interests to solve the problem.

4. Rework, reasoning, and presentation in the realm of concrete and abstract domains associated with the development of the learned in school independently, act effectively and creatively, and be able to use the method according to the rules of science.

F. BASIC COMPETENCY

1.1. Grateful for the opportunity can learn English as language of communication International embodied in the spirit of learning

1.2. Shows the behavior of responsibility, caring, cooperation, and peace loving, in implementing functional communication.

1.3. Know the different ways of opening a conversation (say hello, introduce yourself, initiate a conversation topic).

1.4. Know pronunciation in each word correctly.

G. INDICATORS

1.1. Students are grateful for the opportunity can learn English as the language of instruction communication Internal embodied in the spirit of learning

1.2. Students demonstrate responsibility behavior, curing, cooperation, and peace loving, in implementing function communication

1.3. Students know the different ways of opening a conversation (say hello, introduce yourself, initiate a conversation topic).

1.4. Students know pronunciation in each word correctly

H. LEARNING OBJECTIVES

1.1. After learning activities, students can appreciate the opportunity can learn English as the language of instruction communication International embodied in the spirit of learning

1.2. After learning activities, students can demonstrate responsible behavior, caring, cooperation, and peace-loving, in implementing functional communication.

1.3. After learning activities, students can know the different ways of opening a conversation (say hello, introduce yourself, initiate a conversation topic).

1.4. After learning activities, students can know pronunciation in each word and stress in pronunciation correctly.

I. LEARNING MATERIALS

❖ Phrase Greeting : Good morning, afternoon, evening, night, how are you, by, hello, etc.

❖ Greeting to introduce ourselves or other : I'am Adi, this is Ahmad, please meet Joni, etc. Greeting Response : hi, hello, I am fine, how do you do, etc.

❖ Vocabulary:

Verb : stand up, sit down, open, take put, sit down, open, take, put, show, etc.

Noun : book, pen, pencil, bag, table, chair, ruler.

Form and function: imperative (command 0, prohibition

❖ Response: yes sir/ mam/, miss, No I won't, of course I will, Sure I will.

❖ Teacher gives an example of how to greet other :

    Teacher   : Good morning, class

    Students   : Good morning, miss

    Teacher   : How are you?

    Students   : we are fine, thanks you

    Teacher   : Now, listen and repeat after me!

                  (repeat twice or three times)

❖ The teacher asks the students to imitate speech teacher.

o Good morning/ afternoon/ evening/ night/ hey

o Good morning sir/ mam/ miss/ Madam

o Hello, Ari

o Hi, Budi

o Students:………

o Teacher : how are you/ we are fine/ I am fine/ fine/ very well

o Students :…….

o (repeat this activity for several time until the students understand well)

The teacher gives example of how to introduce others (*teaching with 2 students demonstrate*)

    Teacher   : Ok, class pay attention to me!

Eko, susi, and bayu, come here

Teacher   : this is Eko

Eko   : Hi, class Nice to meet you

Class   : Nice to meet you, too

Teacher   : This is Bayu

Bayu   : hello, Im glad to meet you

Class   : glad to meet you too

J. TIME ALLOCATION

1 x 2 JP

K. METHODISTRATEGY OF LEARNING

Approach   : Communicate Approach

Method   : *Phonics Instruction Method*

L. LERANING ACTIVITIES

ACTIVITY	ACTIVITY DESCRIPTION	TIME ALLOCATION
INTRODUCTION	• Teacher give information • Students receive information about learning topics • Students receive information competencies,	10°

	objectives, measures of learning materials that will be implemented	
CORE ACTIVITY	• Teacher asks definition of greeting and introducing • Teacher explains the material • Teacher provide phonics instruction method • Teacher provide English consonants and vowels • Teacher give a conversation to students • Teacher ask students to demonstrate the conversation in front of the class • Teacher record their pronunciation • Teacher evaluate students learning outcomes	60°
CLOSING	• Students learning with the	10°

ACTIVITY	teacher concludes • Students reflect on activities already carried out • Students and teachers plan a follow up on the next meeting	

M. SOURCE AND MEDIA OF LEARNING

Source : Textbook, dictionary

Media : Paper sheets, marker, whiteboard and recorder

N. TYPE, PROCESS AND RESULT OF LAERNING

INDICATORS	ENGINEERING ASSESMENT	FORM INSTRUMENT
1.1 Students are grateful for the opportunity can learn English as the language of instruction communication International embodied in the spirit of learning	Assessment Observation	Attitude Assessment Sheet
2.2 Students are grateful for the opportunity can learn	Assesssment Observation	Attitude Assessment Sheet

English as the language of the instruction communication International embodied in the spirit of learning		
2.3 students know the different ways of opening a conversation (say, hello, introduce yourself, initiate a conversation topic)	Assessment Observation	Oral Test Rubric Assessment
2.4 students open and close interpersonal conversation with varying expression through speaking activities	Assessment Observation	Oral Test Rubric Assessment

MATERIAL OF LERNING

The Long Vowels /i/, /ɜ:/, /ɑ:/, /ɔ;/, /u;/

Mention each word in this below correctly !

1. Pi<u>e</u>ce

2. Pref<u>er</u>

3. Ban<u>a</u>na

4. W<u>a</u>ter

5. Impr<u>o</u>ve

6. Fr<u>ee</u>

7. Thursday

8. H<u>ea</u>rt

9. Abr<u>oa</u>d

10. Fr<u>ui</u>t

11. L<u>oo</u>se

12. L<u>a</u>w

13. L<u>au</u>gh

14. E<u>a</u>rly

15. M<u>e</u>

16. V<u>i</u>sa

17. W<u>o</u>rd

18. H<u>a</u>lf

19. B<u>o</u>rder

20. Bl<u>ue</u>

Medan,   2017

Known by

English Teacher   Researcher

(   )   (Ivo   Krisna   Dilla   )

NIP.   NPM.1302050111

Headmaster of SMP PAB 8 SAMPALI MEDAN

(   )

NIP.

APPENDIX I

LEARNING MATERIAL

RUBRIC ASSASMENT ORAL TEXT

Subject   : English

Class/Semester   :VII/II

Academic Year   :2016/2017

No	Initials' Name	Pronunciation (Pengucapan)			
		1	2	3	4
1	ASB				
2	AWR				
3	AN				
4	AM				
5	AAS				
6	AP				
7	AK				
8	AF				
9	BR				
10	BP				
11	CP				
12	DP				
13	DR				
14	EK				

15	I				
16	IWL				
17	ISH				
18	KA				
19	LA				
20	LO				
21	KA				
22	MJ				
23	MR				
24	MS				
25	MD				
26	MZ				

Specification:

1 = Less

2 = Moderate

3 = Neither

4 = Very Well

Characters that are integrated Grateful, Honest, Discipline, Confidence,

and Responsible!

No	Initials' Name	Grateful				Honestly				Discipline			
		BT	MT	MB	MK	BT	MT	MB	MK	BT	MT	MB	MK

1	ASB											
2	AWR											
3	AN											
4	AM											
5	AAS											
6	AP											
7	AK											
8	AF											
9	BR											
10	BP											
11	CP											
12	DP											
13	DRF											
14	EK											
15	I											
16	IWL											
17	ISH											
18	JAR											
19	KA											
20	LI											
21	LO											
22	MJ											

23	MR											
24	MS											
25	MD											
26	MZ											

No	Initials' Name	Confident				Responsible			
		B T	M T	M B	M K	B T	M T	M B	M K
1	ASB								
2	AWR								
3	AN								
4	AM								
5	AAS								
6	AP								
7	AK								
8	AF								
9	BR								
10	BP								
11	CP								
12	DP								
13	DRF								
14	EK								

15	I								
16	IWL								
17	ISH								
18	JAR								
19	KA								
20	LI								
21	LO								
22	MJ								
23	MR								
24	MS								
25	MD								
26	MZ								

Specification:

1. BT (Not Looking), if at all do not show real effort in during the task.

2. MT (Starting Looking), if the show had no real effort in completing the task but still little and not steady or consistent.

3. MB (Start Developing), if it shows no real effort in completing tasks quite often and start steady or consistent.

4. MK (entrenched), if it shows any real effort in completing the tasks continuously and steady of consistent.

APPENDIX I

LESSON PLAN

FOR CONTROL GROUP

School   : SMP PAB 8 Sampali Medan

Class / Semester : VII / 11

Time Allocation   : 2 x 40 minutes

Topic of Learning : Greeting and Introduction

Skill   : Reading

A. COMPETENCY STANDARD

1. Living and practice the teachings of their religion

2. Living and practicing honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite responsive and pro-active and demonstrate behaviors as part of a solution to various problems in interacting effectively with the social environment and nature and the place itself as a reflection of the nation in the association's

3. Understand, apply, analyze factual knowledge, conceptual, procedural, and metacognitive by curiosity about science, technology, art, culture, and humanities with human insight, national, state, and civilization-related causes of phenomena and events, and apply knowledge procedure in specific fields of study according to their talents and interest to solve the problem.

4. Rework, reasoning, and presentation in the realm of concrete and abstract domains associated with the development of the learned in school independently, act effectively and creatively, and be able to use the method according to the rules of science.

B. BASIC COMPETENCY

1.1. Grateful for the opportunity can learn English as language of communication International embodied in the spirit of learning

1.2. Shows the behavior of responsibility, caring, cooperation, and peace loving, in implementing functional communication.

1.3. Know the different ways of opening a conversation (say hello, introduce yourself, initiate a conversation topic).

1.4. Open and close interpersonal conversation with varying expression through speaking activities.

C. INDICATORS

1.1. Students are grateful for the opportunity can learn English as the language of instruction communication Internal embodied in the spirit of learning

1.2. Students demonstrate responsibility behavior, curing, cooperation, and peace loving, in implementing function communication

1.3. Students know the different ways of opening a conversation (say hello, introduce yourself, initiate a conversation topic).

1.4. Students open and close interpersonal conversation with varying expression through speaking activities

D. LEARNING OBJECTIVES

1.1. After learning activities, students can appreciate the opportunity can learn English as the language of instruction communication International embodied in the spirit of learning

1.2. After learning activities, students can demonstrate responsible behavior, caring, cooperation, and peace-loving, in implementing functional communication.

1.3. After learning activities, students can know the different ways of opening a conversation (say hello, introduce yourself, initiate a conversation topic).

1.4. After learning activities, students can open and close interpersonal conversation with varying expression through and speaking activities.

E. LEARNING MATERIALS

❖ Phrase Greeting : Good morning, afternoon, evening, night, how are you, by, hello, etc.

❖ Greeting to introduce ourselves or other : I'am Adi, this is Ahmad, please meet Joni, etc. Greeting Response : hi, hello, I am fine, how do you do, etc.

❖ Vocabulary:

Verb   : stand up, sit down, open, take put, sit down, open, take, put, show, etc.

Noun   : book, pen, pencil, bag, table, chair, ruler

Form and function: imperative (command 0, prohibition

❖ Response: yes sir/ mom /, miss, No I won't, of course I will, Sure I will.

❖ Teacher gives an example of how to greet other :

    Teacher   : Good morning, class

    Students   : Good morning, miss

    Teacher   : How are you?

    Students   : we are fine, thanks you

    Teacher   : Now, listen and repeat after me!

                  (repeat twice or three times)

❖ The teacher asks the students to imitate speech teacher.

o Good morning/ afternoon/ evening/ night/ hey

o Good morning sir/ mom/ miss/ Madam

o Hello, Ari

o Hi, Budi

o Students:………

o Teacher : how are you/ we are fine/ I am fine/ fine/ very well

o Students :…….

o (repeat this activity for several time until the students understand well)

The teacher gives example of how to introduce others (*teaching with 2 students demonstrate*)

Teacher : Ok, class pay attention to me!

       Eko, susi, and bayu, come here

Teacher : this is Eko

Eko : Hi, class Nice to meet you

 Class : Nice to meet you, too

Teacher : This is Bayu

Bayu : hello, I'm glad to meet you

Class : glad to meet you too

F. TIME ALLOCATION

1 x 2 JP

G. METHOD/STRATEGY OF LEARNING

Approach   : *Communication Approach*

Method   : *conventional Method*

H. LERANING ACTIVITIES

ACTIVITY	ACTIVITY DESCRIPTION	TIME ALLOCATION
INTRODUCTION	• Teacher give information • Students receive	

	information about learning topics	10°
	• Students receive information competencies, objectives, measures of learning materials that will be implemented	
CORE ACTIVITY	• Teacher asks definition of greeting and introducing	
	• Teacher explains the material	
	• Teacher provide phonics instruction method	
	• Teacher provide English consonants and vowels	60°
	• Teacher give a conversation to students	
	• Teacher ask students to demonstrate the conversation in front of the class	
	• Teacher record their pronunciation	

	• Teacher evaluate students learning outcomes	
CLOSING ACTIVITY	• Students learning with the teacher concludes • Students reflect on activities already carried out • Students and teachers plan a follow up on the next meeting	10°

I. SOURCE AND MEDIA OF LEARNING

Source :text book, Internet, dictionary,

Media : Paper sheets, marker, whiteboard and recorder

J. TYPE, PROCESS AND RESULT OF LAERNING

INDICATORS	ENGINEERING ASSESMENT	FORM INSTRUMENT
1.1 Students are grateful for the opportunity can learn English as the language of instruction communication	Assessment Observation	Attitude Assessment Sheet

International embodied in the spirit of learning		
2.2 Students demonstrate responsible behavior, caring, cooperation, and peace-loving, in implementing functional communication	Assessment Observation	Attitude Assessment Sheet
2.3 students know the different ways of opening a conversation (say, hello, introduce yourself, initiate a conversation topic)	Assessment Observation	Oral Test Rubric Assessment
2.4 students open and close interpersonal conversation with varying expression through speaking activities	Assessment Observation	Oral Test Rubric Assessment

MATERIAL OF LERNING

The Long Vowels /i/, /ɜː/, /ɑː/, /ɔ;/, /u;/

Mention each word in this below correctly !

1. Piece

2. Prefer

3. Banana

4. Water

5. Improve

6. Piece

7. Prefer

8. Banana

9. Water

10. Improve

11. Free

12. Thursday

13. Heart

14. Abroad

15. Fruit

16. Loose

17. Law

18. La ugh

19. Early

20. M<u>e</u>

21. V<u>i</u>sa

22. W<u>o</u>rd

23. H<u>a</u>lf

24. B<u>o</u>rder

25. Bl<u>ue</u>

APPENDIX I

LEARNING MATERIAL

RUBRIC ASSASMENT ORAL TEXT

Subject   : English

Class/Semester   :VII/11

Academic Year   :2016/2017

No	Initials' Name	Pronunciation (Pengucapan)			
		1	2	3	4
1	AS				
2	AV				
3	AI				
4	A				
5	AMS				
6	AN				
7	AP				
8	BP				
9	DI				
10	DN				
11	DD				
12	DP				
13	EA				
14	FY				

No	Initials' Name				
15	FA				
16	FS				
17	KAS				
18	NF				
19	RF				
20	RMM				
21	SAA				
22	TH				
23	YT				
24	YY				
25	ZG				

Specification:

1 = Less

2 = Moderate

3 = Neither

4 = Very Well

Characters that are integrated Grateful, Honest, Discipline, Confidence, and Responsible!

No	Initials' Name	Grateful				Honestly				Discipline			
		BT	MT	MB	MK	BT	MT	MB	MK	BT	MT	MB	MK
1	AS												

2	AV											
3	AI											
4	A											
5	AMS											
6	AN											
7	AP											
8	BP											
9	DI											
10	DN											
11	DD											
12	DP											
13	EA											
14	FY											
15	FA											
16	FS											
17	KAS											
18	NF											
19	RF											
20	RMM											
21	SAA											
22	TH											
23	YT											

24	YY											
25	ZG											

No	Initials' Name	Confident				Responsible			
		B T	M T	M B	M K	B T	M T	M B	M K
1	AS								
2	AV								
3	AI								
4	A								
5	AMS								
6	AN								
7	AP								
8	BP								
9	DI								
10	DN								
11	DD								
12	DP								
13	EA								
14	FY								
15	FA								
16	FS								

17	KAS								
18	NF								
19	RF								
20	RMM								
21	SAA								
22	TH								
23	YT								
24	YY								
25	ZG								

Specification:

1. BT (Not Looking), if at all do not show real effort in during the task.

2. MT (Starting Looking), if the show had no real effort in completing the task but still little and not steady or consistent.

3. MB (Start Developing), if it shows no real effort in completing tasks quite often and start steady or consistent.

4. MK (entrenched), if it shows any real effort in completing the tasks continuously and steady of consistent.

APPENDIX II

TEST ITEM

The Long Vowels /iː/, /ɜː/, /ɑː/, /ɔː/, /uː/

Mention each word in this below correctly:

No	Word	No	Word
1	Piece	11	Loose
2	Prefer	12	Law
3	Banana	13	Laugh
4	Water	14	Early
5	Improve	15	Me
6	Free	16	Visa
7	Thursday	17	Word
8	Heart	18	Half
9	Abroad	19	Border
10	Fruit	20	Blue

Appendix III

ANSWER KEY

The Long Vowels /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/

No	Word	vowels
1	Piece	Pi:s
2	Prefer	prIfɜ: (r)
3	banana	bəna:nə
4	Water	wə:tə (r)
5	Improve	Impru:v
6	Free	Fri:
7	Thursday	Ɵɜ:zdeI
8	Heart	Ha:t
9	Abroad	əbrə:d
10	Fruit	Fru:t
11	Loose	Lu:s
12	Law	lɔ:w
13	Laugh	La:f
14	Early	ɜ:li
15	Me	Mi:
16	Visa	Vi:za
17	Word	wɔ:d
18	Half	Ha:f
19	Border	bɔ:də (r)
20	Blue	Blu: