IMPROVING THE STUDENTS' PRONUNCIATION IN DENTAL SOUNDS /Ө// ð / AND LABIODENTAL SOUNDS /f//v/ BY USING JAZZ CHANT

Skripsi

Submitted in Partial Fulfillment of Requirements
For degree of SarjanaPendidikan (S.Pd)
English Education Program

By

Reyzya Putri Aditiya
NPM. 1302050362

FACULTY OF TEACHERS TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2017

ABSTRACT

ADITIYA, REYZYA PUTRI. 1302050362. Improving The Students' Pronunciation In Dental Sounds /θ/ /ð/ And Labiodental Sounds /f//v/ By Using Jazz Chant. English Education Program of Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2017.

The study deals with Improving The Students' Pronunciation In Dental Sounds /θ/ /ð/ and Labiodental Sounds /f//v/ By Using Jazz Chant. The research was conducted at SMP Sutan Oloan Medan of Academic year 2016/2017. This study was conducted by using class room action research. The researcher take from the eighth class. It was conducted in one class which consist of 30 students. This research was conducted in two cycles action research continuously in some cycles that consist of namely planning, action, observation and reflection. In Cycle I the mean is 71,33 (twenty four students got 70) and in cycle II the mean is 97,33 (twenty students got 70). In this case, those score showed the successful of the classroom action research. The researcher can improving students pronunciation by using Jazz Chant in Cycle II.

Pronunciation, Dental Sounds /θ/ / ð / and Labiodental sounds /f/ /v/, Jazz Chant

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Assalamu'alaikum Wr. Wb

In the name of Allah, the most Beneficent, the most Merciful, Praise be to Allah SWT. Firstly, the researcher would like to thank Allah SWT who has given her chances in finishing her study.

Secondly, blessing and peace be upon the Prophet, Muhammad SAW who has broke human beings from the dark era into bright era. The researcher also would like to thank her parents, **Ir. Resde .L. Tanjung** and **Tisa Adertina Harahap S.H** for their dedication and support.

In finishing this study entitled, **Improving the Students' Pronunciation in Dental Sounds /Ɵ/ ð/ and Labiodental sounds /f/ /v/ by Using Jazz Chant ,** the researcher got many contribution and guidance from various parties therefore would like to thanks for :

1. **Dr. Agussani M.AP** as the Rector of University of Muhammadiyah of Sumatera Utara who have been leading us in campus and for his valuable guidance.

2. **Dr. Elfrianto Nasution S.Pd, M.Pd** the Dean of the FKIP UMSU who had given recommendation for me to carry out the study.

3. **Mandra Saragih S.Pd, M.Hum** and **Pirman Ginting S.Pd, M.Hum** as the head and secretary of English Education of FKIP UMSU

4. **Habib Syukri Nst,S.Pd, M.Hum** as her supervisor who has given suggestions, advices and guidance in completing her study.

5. **Hj. Dewi Kesuma Nst, S.Pd, M.Hum** as my reviewer and give me support to my study and give me review about my study.

6. **All lecturers** of FKIP UMSU, Especially those who are in English Department from whom the researcher got the valuable instruction well as information during her academic years at FKIP UMSU.

7. **Drs. Wagito** as the headmaster of SMP Sutan Oloan Medan for giving her the location of the research.

8. Her Big Family, her beloved Fattah Al Ibrahim giving her much motivation, her sister Dinda Dita Mahdiya Amd and brother Habib Arroh yudha and Aulia Akbar for their support morality and materially.

9. Her beloved friends, Riris Wulandari, Winda Suharvinna, Novia Fatriana, Mawar Diana, Fatimah Hanum Rambe, Eka Diana, Lini Pertiwi S.E And Mega Kartika. Thanks for all of our crazy moments, thanks for the motivation, pray, support and much love.

10. All classmate of Evening Class (VII-A Evening for the most wonderful time that she has ever had in education and given support and help her so the researcher can resolves this study. thank you so much for all

May Allah the most almighty, bless them All, Amin.

Wassalamu'alaikum Wr.Wb

Medan,   Oktober 2017

The Researcher

Reyzya Putri Aditiya

TABLE OF CONTENTS

LIST OF TABLE

LIST OF CHART

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is very important especially English language. Language is the very essence of what makes us human. If we are to fully understand what it means to be human, then we must understand what language is how to work and how we use it. According to Brown (2005) as cited in Lanteigne (2006), the goal of the language learners is to make sure that students can communicated what they have in mind effectively; they have to be understood when they are uttering the words. The main goal of language teaching is to enable the students to communicate with others. In terms of speaking, teachers should also be concerned about the micro skill. Speaking in Indonesia is considered to be the most difficult, pronunciation, structure, discourse, and the social context of culture and situation. In short, it needs the mastery of the linguistic and the cultural competence.

Linguistics often defined as the scientific study of language, is a board covering a wide range of different disciplines. The traditional core areas of the subject deal with the structure of human languages in terms of how speech sounds combine to form syllables and words (phonetics and phonology), how words combine into meaningful utterances such us sentences and phrases (morphology and syntax), and how we extract meaning from utterances we read or hear used by other people (semantic and pragmatics).

But beyond this linguist are also interested in matters such as how languages evolve and change over time, how they are learned by children and by adult, how languages are used in social settings, the historical and contemporary relationship between languages, the roles systems, how the brain processes speech and language, how communication is possible when speech and language are impaired and documenting endangered languages before they disappear.

Phonetic is a brand of linguistics that comprises the study of the sounds of the human's speech, or in the case of sign language the equivalent aspect of sign. It is concerns with the physical properties of speech sounds and signs (phones) their physicogical production, acoustic properties, auditory perception, and neurophsiological status. Phonology on the other hand, is concerned with the abstract, grammatical characterization of system of sounds and sign.

One of the micro skill is pronunciation. The aspects of pronunciation that can be taught consist not only the segmental features like how to pronounce vowel and consonants but also the supersegmental features such as rhythm and intonation. The teacher needs to realize how important pronunciation is students who cannot pronounce well cannot express what they intend to and may lose their confidence too. Realizing the importance of pronunciation, teachers should be able to convince students so that they have willingness to improve their English pronunciation. The pronunciation teaching is not expected to get students to have native-like pronunciation but the students can achieve at least the minimum requirement of good

pronunciation. To get students have good pronunciation, teachers can provide activities that can improve students' pronunciation. Students can be taught things related to pronunciation like minimal pairs, stress, rhythm and intonation. By teaching those things, students can be aware to what they pronounce. They can understand that words having different stresses have different meaning and sentences can have meaning according to how the intonation is uttered.

Teachers were facilitator and they had to facilitate the students in their English language learning. According to Hamer (2003: 57) as a facilitator, the teacher attempts to maintain a low profile to make their students' own achievement of a task possible. Therefore, in this situation the teacher should be able to select suitable and appropriate resources to facilitate the students' English language learning. Futher, Kasihan (2007: 34) says that as facilitator, teacher facilitates what the students' need in English learning process. Teaching pronunciation as well need the media. In other to make the students can understand the material easily and creatively. From the explanation above we can conclude the media was very essential in conducting class. Moreover, in teaching speaking skill especially for teaching pronunciation. The writer found jazz chant is one of the appropriate media. It was one of useful media of activity and are particularly useful when structure with pronunciation choose for a certain level. Then jazz chant was appropriate to be the media if it sung by the native speakers clearly, could help the students to determine each sound or specific sound of the word in the lyrics.

Carolyn said that a jazz chants' sound and rhythm was reflected exactly from the traditional American Jazz. Shin explains that the role of teacher is working effectively and actively with them. Teacher should pay attention the capacity of his/her young learners in accepting new knowledge, especially new language. Adults have role in guiding them. Young learners are learners that gain knowledge through listening and experiencing language. They also learn through playing. With this activity, they are not realized that they are actually learning new words and phrases. These young learners like to imitate spoken words and producing funny sounds in learning language. As they have not had ability to read and write, Language learning should be focused in speaking and playing. Their language structure will grow continually as they employ the language in daily basis. So it is important to create language environment that are suitable to them which is real world with authentic language. That is why jazz chants is appropriate to young learners as language used is authentic.

The ability of speaking English has become very important in this global era and in This Paper Explained about how to improve the students` pronunciation because of the students` do not know about pronunciation. Pronunciation of their song were not fluent, it was they did not memorizes alphabet that was given by their teacher in the school.

So the expectation is the researcher can improve the students pronunciation after the students' teach pronunciation and the reality cannot same with the expectation because the students' cannot understand about pronunciation after the teacher teach pronunciation more detailed.

Based on the Explanation above the researcher was conducted an experimental research entitled, Improving the Students' Pronunciation in dental sounds /ɵ/ /ð/ and labiodental sounds /f/ /v/ by using jazz chant

B. The Identification of the Problem

The problems of this study are identified as in the following.

1. The students' difficulties to pronounce dental sounds /ɵ/ / ð / and labiodental sounds /f/ /v/ by using jazz chant

2. Students' were very difficult to identify the dental sounds /ɵ/ / ð / and labiodental sounds /f/ /v/ by using jazz chant

3. Students do not know how to distinguish pronunciation English words especially dental Sounds /ɵ/ / ð / and labiodental sounds /f/ /v/ by using jazz chant

4. They do not receive subject because they think English is difficult subject

C. The Scope and Limitation

Based on the identification of problem stated above then the scope is focused pronunciation and it is limited in about dental sounds /ɵ/ / ð / and labiodental sounds /f/ /v/.

D. The Formulating of the problem

The problems of this study are formulated as in the following

1. How to improve students' Pronunciation in dental sounds /Ɵ/ / ð / and labiodental sounds /f/ /v/ by using jazz chant ?

2. What are difficulties faced by the students' in pronounce dental Sounds /Ɵ/ / ð / and labiodental sounds /f/ /v/ by using jazz chant?

E. The Objectives the Study

The objectives of this research are follows:

1. To improve students' Pronunciation in dental sounds /Ɵ/ / ð / and labiodental sounds /f/ /v/ by using jazz chant

2. To find out the students` difficulties in pronounce dental sounds /Ɵ/ / ð and labiodental sounds /f/ /v/ by using jazz chant

F. The Significance of the Study

The result of this research is expected to be significant:

1. **Theoretically**

The findings was expected to be useful as hoped to contribute inputs in solving the problems in pronunciation skill especially in pronounce dental sounds /Ɵ/ / ð / and labiodental sounds /f/ /v/ by using jazz chant

2. **Practically**

1. For the English teacher, should give some motivation to students, in order to the students' can pronounce dental sounds /ɵ/ / ð / and labiodental sounds /f/ /v/ by using jazz chant

2. For the students', found their ability in pronounce dental sounds /ɵ/ / ð / and labiodental sounds /f/ /v/ by using jazz chant

3. For other Researcher, the result of this study was useful for who want interest in doing research related to the study. Researcher can get some new experience of this research, may be researcher can explore their ability by this research.

CHAPTER II

REVIEW OF THE LITERATURE

A. Theoretical Framework

The basic concept of the study should 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. 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 utterance 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:

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-natice, 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.

According to Lado (1964: 70), pronunciation is the use of a sound system in speaking and listening. Here pronunciation is merely treated as the act that happens in speaking and listening. Lado doesn't mention how the sounds are produced. Learners' with a good pronunciation are more likely to be understood even if they make errors in others areas. Pronunciation also include attention to the particular sounds of language and aspects of speech beyond the individual sounds, such as intonation, stress, rhythm, vowel and consonant, voiced and voiceless' sound.

1.1 Importance of Pronunciation

First Perceived Competence, many native speakers will think a second language English speaker has a low level of fluency if their pronunciation is incorrect. This can cost you a job, a relationship or just be plain frustrating. Second Clarity and Intelligibility. Being understood. Communication, especially in today's international world of school and business is so important. Your pronunciation mistakes may imped you from

being understood and affect your results at school and in business. Third Pronunciation helps you acquire English faster.   Yes, it is true. The earlier you focus and master the basics of English pronunciation, the faster you'll become fluent. Our ear is so important in this process and focusing on clearly hearing and then speaking the sounds of English leads to large gains in fluency later on.

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.

1.2 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.

1.3 Elements of Pronunciation

A broad definition of pronunciation includes both suprasegmental and segmental features. Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language. The theory outlined below is essential for teachers so that they understand how these different aspects work, but learners do not necessarily need to cover the theory in depth. It is the practice that concerns them most! Traditional approaches to pronunciation have often focused on segmental aspects, largely because these relate in some way to letters in writing, and are therefore the easiest to notice and work on. More recent approaches to pronunciation, however, have suggested that the suprasegmental aspects of pronunciation may have the most effect on intelligibility for some speakers. Usually learners benefit from attention to both aspects, and some learners may need help in some areas more than in

others. This overview starts with suprasegmental features. One considerable practical advantage of focusing on suprasegmentals is that learners from mixed the backgrounds in the same class will benefit, and will often find that their segmental difficulties improve at the same time.

1.3.1 Suprasegmental Aspects

a. Stress

Many teachers advocate starting with stress as the basic building block of pronunciation teaching. 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. One noticeable feature of English is the reduced nature of unstressed syllables. Thus, not only are stressed syllables longer, louder, more forceful and at a different pitch, but unstressed ones are often different in quality. Stress is important at three different levels:

(a) word level – multisyllabic words have one or more syllables that are stressed

(b) sentence level – the most important words tend to be stressed

(c) contrastive stress – the most important words carry greater stress.

Consider the example below:

*LYN*da shouldn't TAKE the STUDents to the PARty

The stressed syllables are marked with capital letters. Each two-syllable word in this utterance must have one syllable that is stressed. This is word level stress, and it is fixed for any word, although there are some

variations between different varieties of English. Those words which are more important for communicating the speaker's meaning, usually the content words, tend to be stressed (these are underlined in the example), while those which are less important, usually the grammatical words, are unstressed. In addition, one of these stressed syllables or words is usually more important than the others, and this is called the 'tonic'. When we speak, we tend to group words together in chunks that make sense, called 'sense groups' or 'tone groups'. Thus the example above would normally be said as one sense group. Sense groups are often bounded by short pauses, and are said under a single intonation contour or tune. The tonic is important because it carries not only the major stress, but also the major pitch change (see next section), and it changes according to the speaker's intended meaning. So if the speaker wanted to emphasis that fact that it is Lynda rather than some other person who should not take the students, then the LYN of Lynda would be more strongly stressed than other stressed syllables in the utterance. If, however, the speaker wanted to emphasis a that Lynda should not take them but could perhaps bring them back, then take would be the most strongly stressed syllable in the utterance. This is sometimes called contrastive stress, and is marked with italics in the example. As noted above, however, an important aspect of teaching stress is its converse – an absence of stress. It is often failure to unstressed syllables appropriately that makes learners' pronunciation difficult to understand because, unlike other languages, English tends to maintain a rhythm from stressed syllable to stressed syllable by unstressed and therefore reducing the syllables in between. This rhythm gives English its

characteristic pattern. Work on stress and unstressed at each of the three levels is therefore essential for many learners, and the stress pattern should be taught along with every new multisyllabic word

b. Intonation

Intonation or change of pitch, is crucial in signaling speaker meaning, particularly interpersonal attitudes. As we saw in the previous section, pitch changes are crucially linked with stress. Since intonation patterns are language-specific, learners will need to acquire new ones for English in order to avoid inappropriate transfer from their first language, and thus perhaps inadvertently causing offence. There have been three major approaches to intonation theory: the grammatical approach (which relates intonation to grammatical functions), an approach that focuses on the link between intonation and attitude, and the discourse approach (which emphasis speakers and their intentions in longer stretches of discourse). Clennell (1997) identifies some major functions that are important for learners:

(a)   Information marking (prominent stress)

(b)   Discourse marking (given/new)

(c)   Conversational management (turn-taking/collaborating)

(d)   Attitudinal or affect marking (mood/feeling)

(e)   Grammatical/syntactic marking (clause boundaries/word classes)

(f)   Pragmatic marking (illocutionary force/intention of the speaker).

The way in which intonation works is highly complex, and teachers will not have the time to explore the theory in depth with learners. However,

there are some simple patterns that can be identified and practiced even for beginner learners.

The major changes of pitch take place on stressed syllables, particularly on the tonic syllable. Five major patterns of tones can be identified: fall, rise, fall-rise, rise-fall and level:

A falling pattern usually indicates that the speaker has finished, at least temporarily and A rising intonation signals a question or continuation.

This difference can signal meaning even in short exchanges. Thus, if someone calls me and I answer 'Yes' with a rising tone, I signal that I am opening interaction with them, but if I say 'Yes' with a falling tone, this may indicate that I do not wish to speak to them, and may even be interpreted as rude. Thus questions to which the speaker knows the answer will be said with a falling tone, while questions in which new information is sought are usually said with a rising tone (Clennell 1997). Often, 'Yes-No' questions will have a rising tone, and 'wh' questions will have a falling tone, but this is only true some of the time, since the way speakers make these questions depends crucially on their intention and how the question fits into the rest of what they are saying. Also important in intonation is the notion of 'key' or the relative pitch chosen by a speaker. Contrasts in intonation are usually perceived in relation to the key. Thus, the first stressed syllable of new information may be said at a higher pitch, criticism may be offered at a lower pitch and so on. Indeed, one relatively simple way of approaching intonation in the classroom is through the identification and practice of stressed syllables and their relative pitch. More details on tones and how they are used in speech can be found in

Yallop (1995), and some practice activities can be found in Gilbert (1994) and Hancock (1995). Clennell (1997) provides a useful description of how intonation is used to signal what is important in what is said, the force or attitude with which something is said, how we use intonation to distinguish between new and old information, and how we use pitch change to signal turn-taking and other conversational management strategies. He also suggests some teaching ideas appropriate for more advanced learners, but which could be adapted for use with lower levels.

c. Features of Connected Speech

In English we link and blend sounds between words in a way which is quite distinctive from that of other languages, and these features help us to manage the patterns of stress, unstressed and pitch change discussed above. Crucially, learners in whose first language final consonant sounds are rare or not fully pronounced (example many Asian languages) may find it very difficult to say word-final consonants and therefore to link words in the way that is characteristic of English. These linking devices are not trivial, as they help learners to avoid the breathy, choppy delivery that can impede communication. This is true not only for speakers of Asian languages, but also for speakers of languages where some vowels cannot be linked in this way – for example, Arabic speakers.

The example below illustrates these features:

It's_important_to_analyse_your_own_English
1   2 3   4   5   6

There is an example of a consonant-vowel link at no 1 and no 6, a consonant-consonant link at no 2, the intrusion of a 'w' glide at no 3 and an 'r' glide at no 5, and either a consonant-vowel link or a sound change from /z/ to /_/ between the two words at no 4. A fuller account of these phenomena and some practice activities can be found in Celce-Murcia, Brinton and Goodwin (1996). For some excellent ideas on practising the features of connected speech see Hancock (1995).

d. Voice Quality

Voice quality has received little attention in L2 learning although actors may be quite familiar with the concept. The term refers to the more general, longer-term articulation settings shared by many sounds within a language, and these affect accent and the quality of voice in a global way. Pennington (1996) notes that voice quality is the aspect of prosody that 'spans the longest stretches of speech and underlies all other aspects', and argues that all other aspects of pronunciation (suprasegmental and segmental) are 'produced within the limits of the voice quality set by the articulators and the breath stream coming up from the lungs'. Basically, the argument is that areas of the mouth may be held ready in particular long-term settings which affect the overall quality of the accent. Since different languages have different long-term settings, getting learners to focus on the settings relevant to English may help the learner with individual sounds as well as their overall voice quality, particularly for speakers with settings that differ considerably from English.

1.3.2 Segmental Aspects

Learning to pronounce the sounds of English in natural speech is a crucial part of learning pronunciation in English. Many learners may have difficulty with particular sounds, sound combinations or with putting particular sounds in particular positions (word-final /z/. The sound system of English is made up of phonemes, or individual sounds which carry the potential to make meaning, and these may be vowels, diphthongs (combinations of two vowel sounds), triphthongs (combinations of three vowel sounds) or consonants. These sounds are made using our tongue in different parts of the mouth.

a. Consonant

Consonants are made by causing a blockage or partial blockage in the mouth, and these are usually described in terms of where the sound is made in the mouth, or place of articulation, how the sound is made, or the manner of articulation, and whether or not the vocal cords vibrate, or voicing. It is important for teachers to know where and how a sound is made, and many learners also find this knowledge helpful, although they will only come to say sounds intelligibly through careful listening and practice. The distinction between voiced and unvoiced sounds is often more clearly heard in the amount of aspiration or force heard (greater for unvoiced sounds) and the length of the vowel before the sound (longer before voiced sounds) rather than

in the presence or absence of voicing. Consonant sounds may occur together in English to form clusters, which can pose particular difficulties for learners.

b. Vowels

Vowels are usually described in terms of length, although remember that length depends on stress, and that even short vowels in English may seem rather long when stressed, the position in the mouth in which they are made (in terms of their position from high to low and front to back), and the degree to which the lips are rounded, spread or neutral. (Vowels are also often described as either lax or tense, but this information is not always helpful for learners.) The vowels in the phonemic chart are ordered according to where they are made in the mouth. Thus the top row of vowels are made high in the mouth, the middle row are made in the centre, and the bottom row are made low in the mouth.

c. Gestures

There has been quite a lot of interest in how the movements that our body makes as we are speaking may be closely related to how we speak, and some approaches to the teaching of pronunciation heavily emphasis training in gestures associated with speaking habits in English. As we speak, we synchronise many of our movements with the rhythm of what we are saying, so that focusing on the movements may help learners develop an awareness of stress and rhythm.

2. Dental Sounds

Dental sounds are produced by placing the tip of the tongue between the upper and lower front teeth. The active articulator may be either tip or (usually) the tongue blade- diacritic symbols can be used if it matters which. Extreme lamino- dental sounds are often called interdental. English interdental sounds include [θ̪] [ð̪]. The example of the words are "thigh, thy" etc. For additional description, each of those sounds was then classified into three categories in relation to the positions of their occurrences: they are initial, medial and final positions. Moreover, the phonological environments of the deviations were also formulated with the intention that futher explanation about the patterns of the deviations could be provided the analysis began with the identification to improve by comparing each students' actually pronunciation. This differs from dental consonants, which are articulated with the tongue against the back of the upper incisors. Interdental consonants are rare cross-linguistically. Interdental realisations of otherwise dental or alveolar consonants may occur as idiosyncrasies or as articulatory effects of a neighboring interdental sound. The most commonly occurring interdental consonants are the non-sibilant fricatives (sibilants may be dental, but do not appear as interdentals). Apparently, interdentals do not contrast with dental consonants within any language. Voiced and voiceless interdental fricatives [ð̪, θ̪] appear in American English as the initial sounds of words like 'then' and 'thin'. In British English, these consonants are more likely to be dental [ð, θ]. English Fricatives / ð / (voiced dental fricative). This sound is made by the tip of the tongue makes light contact with the back of the top, front teeth. The

common classification of /ð/ is identical with / θ / except for the voicing. In order to see the production of final /ð/, it was used the word 'Clothe' that phonetically should be pronounced as /klə ʊ ð/. The production of phoneme /ð/ in final position according to the findings is described below

English Word   Pronounced as

Clothe'/klə ʊ ð/   /klə ʊ t/

The finding shows that there was replacement of phoneme /ð/ to phoneme /t/. There were only 6 employees pronounced the word correctly. The error of /ð/ pronunciation in overall was similar to the error of fricative /θ/ pronunciation.

2.1   The pronunciation of [θ]

In general [θ] is categories as a voiceless dental fricative. [θ] is another consonant sound that is typically English sound, therefore other language, especially Indonesian, may not have exact sound in their phonetic system.

Example

Thursday	Enthusiasthic	Wrath
[θɜːrzdeɪ]	[ɪnθuː ziæstɪk]	[ræt]

2.2   The pronunciation of [ð]

[ð] is another original English consonant sound that does not exist in Indonesian phonetic system. In English, it is listed as voiced dental fricative. Despite its clear- cut definition of how this sound should be produced, many

English learners as the subjects of this research can not to improve when they had to articulate [ð] correctly.

Example

> They shooting breathing
> [ðeɪ] [su: ðɪŋ] [bri: ð]

3. **Labiodental Sounds**

The lower lip is the active articulator and the upper teeth are the passive articulator. English labiodental sounds include [f] and [v]. the examples of the words are "fie", "vie" etc. Logically speaking, labiodental sounds could involve the lower teeth and the upper lip, but this is difficult for most people to do: it involves protruding the jaw, and most people have upper teeth that sit in front of the lower teeth. Labiodental sounds can be made with the teeth against either the inside surface of the lip (endolabial) or the outside edge of the lip (exolabial).

Labiodental may be voiced (vocal cords vibrating during the articulation of the consonant) or voiceless (vocal cords not vibrating during the articulation of the consonant). There are two labiodentals in Present-Day English

a. /f/ (the phoneme spelled f in fine): voiceless labiodental fricative

b. /v/ (the phoneme spelled v in vine): voiced labiodental fricative.

3.1   The pronunciation of [f]

The voiceless labiodental fricative is a type of consonantal sound, used in a number of spoken languages. The symbol in the International Phonetic Alphabet that represents this sound is ⟨f⟩. Its phonation is voiceless, which means it is produced without vibrations of the vocal cords. In some languages the vocal cords are actively separated, so it is always voiceless; in others the cords are lax, so that it may take on the voicing of adjacent sounds. It is an oral consonant, which means air is allowed to escape through the mouth only. Because the sound is not produced with airflow over the tongue, the central–lateral dichotomy does not apply.

3.2   The pronunciation of [v]

The voiced labiodental fricative is a type of consonantal sound used in some spoken languages. The symbol in the International Phonetic Alphabet that represents this sound is ⟨v⟩, and the equivalent X-SAMPA symbol is v. Although this is a familiar sound to most European and Middle Eastern listeners, it is cross-linguistically a fairly uncommon sound, being only a quarter as frequent as [w]. The presence of [v] and absence of [w], is a very distinctive areal feature of European languages and those of adjacent areas of Siberia. Speakers of East Asian languages that lack this sound tend to pronounce it as [b] (Korean and Japanese), or [f]/[w] (Cantonese and Mandarin), thus failing to distinguish a number of English minimal pairs.

4. Music in English Lesson

Learning English as a foreign language is supported by Krashens' hypotheses as well. According to the first one, listening to songs along with the usage of pictures, photos or gestures is conformable to orally-read stories supported by different visual materials, which finally in both cases leads to language acquisition. In accordance with the second hypothesis, the Affective filter hypothesis, the extent to which linguistic input is received and attitude. It means that if a learner is unmotivated or has little confidence, language acquisition will be limited and therefore the teacher must provided an environment with positive emotions. Music creates exactly this needed situation.

There are many types of music and teachers have to choose carefully the songs they want to use for their target, what should be taken into consideration is mainly age the students, their level of English and interests. As to the learners age, the youngest children usually appreciate simple song with many repetitions which are full of concrete nouns and verbs being easy to imagine and close to their range of pronunciation in their mother tongue.

Music, rhyming and chanting combine two necessary phenomena for learning a language: the system of language and pleasure. This does not apply only to foreign languages but also to the mother tongue. Children must enjoy learning and through chants it is not only possible but even highly likely. I would not suggest using only singing and chanting to learn foreign language. However, as an additional material it is a perfect method

how to make children motivated and involved in language lessons, especially the little children, slower students or students with some learning difficulties.

5. Jazz Chant

Jazz chants were introduced at the first time by Carolyn Graham in 1970s', but the book was first published in 1978. She was Master Teacher of ESL at New York University. Actually she is a musician, writer and a teacher.

Carolyn Graham claims Jazz Chant is a rhythmic expression of natural language which links the rhythms of spoken American English to the rhythms of traditional American jazz. The rhythms, stress and intonation pattern of the chant should be an exact replica of what the student would hear from an educated native speaker in natural conversation. Carolyn Graham discovered Jazz Chants only by accident while playing the piano in one bar. Her friend came to her said several words in which she could feel exactly the music beat she was playing.

That way she found the connection between traditional American jazz and spoken American English. The music for chants is often taken from some traditional English songs so the children can concentrate on the words and rhythm more because they already know the melody from the original songs, for instance melodies from Twinkle, Twinkle Little Star or Are You Sleeping. (Graham, 2006) .

There are many types of Jazz Chants depending on what the teacher wants to practice. They can be divided into two main groups: topic Jazz Chants and grammar/structure Jazz Chants. The topic Jazz Chants are always connected to some specific theme such as holidays, family, nature, seasons, animals, food, transport, health, occupations, hobbies, days of the week etc., whereas the role of grammar/structure Jazz Chants is to teach or practice some English grammar or structure such as: different verbs, prepositions, tenses, questions, answers, imperatives, structures like there is/are, to be going to, or for example pronouns.

There is one more group and that is when the two mentioned types are combined together but that could be done by teachers themselves too and it does not have to be a specific Jazz Chant. There are many methods how to use the chants for teaching English as a foreign language and probably one of the best ones is suggested by Carolyn Graham in her books with Jazz Chants.

That is because jazz chants bring rhythm into the classroom where the teachers teach the students. And we know exactly how the brain responds to the rhythm. The brain loves the rhythm which can be proved by the memory. From Jazz chants, students can enjoy in learning the English language material. They can easily memorize every material which presents it in rhythm, and the brain loves it. Moreover, not only spelling the lyric, jazz chants also works with the simple body movement, like clapping and stamping. And of course it will bring happiness and joy into the classroom, especially in the English Young Learners' classroom. One of the advantages of jazz chant is we can make our own jazz chant based on the needs of our

students. We can customize the theme according to the age and educational level of the students. So, jazz chant is a method that is very effective and flexible to be used as a method of teaching English for young learners. A jazz chant is a fragment of authentic language presented with special attention to its natural rhythm. It is important to remember that jazz chanting is not like rapping, nursery rhymes, or songs, which distort the spoken language for poetic effect. The rhythm, stress, and intonation pattern of the chant should be an model of what the student would hear from a native speaker in natural conversation. A jazz chant can be constructed by anyone and is taught by emphasizing natural stress and intonation

The advantages of Jazz Chant by Carolyn Graham is:

a. To help your students speak with the natural rhythm and intonation patterns of American English

b. To practice vocabulary and to introduce and reinforce grammar patterns

c. Chants use natural spoken English and chants can be used in classes of any size

d. Chants don't require any special materials and chants can be used with all age groups

e. Chants do not require musical ability and they are motivating, memorable and fun.

f. They add variety to language practice and they provide for lots of natural and enjoyable repetition.

g. They allow for physical movement and they are non-threatening.

h. They reinforce vocabulary and grammar and they improve all aspects of pronunciation.

i. They develop fluidity and natural speed in speaking 'chunks' of language and they provide opportunities for 'rehearsal' which helps children later transfer the language to other contexts.

j. They build up children's confidence and help create a sense of achievement and success.

Disadvantages of Jazz Chant by Carolyn Graham is:

a. Bother other classes

b. Not serious study

c. Students disagree about "which" song

d. Some students don't like singing

e. Students just want to listen not learn

f. Students just to listen

g. Lack of equipment or malfunction.

5.1 Method by Carolyn Graham

STEP 1: Preview: Talking about the title of the chant, what the students think it is about, explain connection to cultural context. With young learners using about their mother tongue, with older ones simple English can be used.

STEP 2: Listen: Familiarizing students with the chant, singing it or playing on a CD player, stressing the rhythm of the chant by using different rhythmic instruments (drums, tambourines or just hands, pencils or feet);

STEP 3: Choral chanting: Students open their books or teacher writes the text of the chant on the blackboard so they can read it and repeat it after the teacher or recording. If the students have some difficulty to pronounce individual words or phrases, teacher can isolate them from the rest of the text and practice it with learners only with some small chunk of the text.

STEP 4: Group/ individual chanting: First of all students try the chant as a whole class, then the teacher can divide them into several groups in order to practice different parts of it (for example questions and answers). Students can also pantomime or act the chants out while singing. Then children may get into pairs and sing and chants for the class in turns. After the students know the chants by heart an excellent method how to acquire naturally the language is to personalize it. This could be done in many ways. For instance substitutions (names, places, pronouns) and along with the substitution changing grammar structures (the 1st person changed into the 3rd person). Another possible method is role playing or moving the chant language into situational context. Finally, the teacher can create variety of exercises which would follow what the students have learned. (Graham, 2001)

5.2 Why and Who to Use Jazz Chants

Jazz Chants considerably improve students' listening and speaking skills. This is probably the most important point. They practice stress and

rhythm, are highly motivating and encourage role playing and pair activities. They strengthen language structures and the ability to speak every day spoken English. Chants are simple, provide the language children really use and are repetitive, which, mainly in case of very young learners, is quite necessary. They are suitable for all ages, teachers must only choose the right accompanying activities. They help students to remember difficult words or phrases. And last but not least, children are themselves while singing, clapping or shouting.

Chants are suitable for all students no matter what age they are and what level of English, learning strategies, intelligence, interests or learning problems they have. However, in my opinion, chant activities are best for children with some kind of disabilities whether they are learning, behavior or health. In case of the learning disabilities (dyslexia, dysgraphia, disorthographia) it could be a good way how to make them remember and understand for example vocabulary, which is usually the biggest problem together with pronunciation and rhythm of the English language and spelling. Regarding students with behavior problems, here I would consider it as a solution because with all that clapping, jumping, hitting things and singing and often also creating objects they do not have time to be disturbing. And if a teacher has in his or her class some integrated students (for example sightless or physically or mentally handicapped) he or she can use chants to lead them in and to incorporate them into the class.

5.3 Teachers and Learners can Make Their Own Jazz Chants

Very motivating and interesting method is making teachers' or students' own chants. Here the process would be as follows: try several "ready-made" chants and use several different methods while working with them: take a text of some chant and try to adjust it according to your own imagination; try some methods on the adjusted chant and see if others like it; think of an area (vocabulary, grammar, set expression) for which you would like to make your chant and then write something short and simple and rhythmical; read it to others and see if they like it and if it is easy for them to follow you in vocabulary and rhythm; if yes, you can start working with your new chant using any method and activity you like, do not forget to record your work somehow (write it into your exercise book, record it on a tape; for teachers: you can make a file with students' chants and use it for your portfolio.

B. Conceptual Framework

This study was intended to improving the students' pronunciation. English is the foreign language in Indonesia. Therefore the students' are expect to have at least passive knowledge of English conversation whether both in learning process and daily activities. In fact, their ability is still low especially in pronunciation. Pronunciation refers to the production of sound that used to make meaning. It includes attention to the particular sounds of language (segments), aspects of speech beyond the level of the individual sounds, such as intonation, phrase, stress, timing, rhythm (suprasegmental

aspect), how the voice is protected (voice quality) and in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

This research will be describe how to improve the students' pronunciation in Dental Sounds /Ө/ ð/ and Labiodental sounds /f/ /v/. by using Jazz Chant. However, since the subjects are generally Indonesians and especially since this particular sounds does not exist in Indonesian phonetics system, it is essential to describe this deviation from the point of view of Indonesian phonetic system.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at SMP Sutan Oloan Medan, at Jalan Haji Sutan Oloan No.1 Komplek Pondok Surya Medan. This research was conducted during the academic year 2015/2016. The researcher choose this school because the researcher found many make mistake in pronouncing Dental Sounds /Ɵ/ ð/ and Labiodental sounds /f/ /v/ by using Jazz Chant. So based on the researcher's can improve the students' pronunciation, the researcher tries to find out the real problems faced by the students' in order to find the solution to improve them pronunciation.

B. Population and Sample

a. Population

The population of this research was take from the eighth in academic year 2016/2017. There was choose one classes VIII A. The total population of this research was 30 Students. in this research, the researcher used purposive sampling and taken VIII A as the sample.

Table 3.1
The population of Research

No	Class	Population
1	VIIIA	30
	Total	30

b. Sample

In this research, the random sampling was take purposive sampling. In this case would choose VII A, as sample consisted 30 students. Sample is part of number of characteristic possessed by this population. When large populations, and researchers may not learn all that there is in the population, for example, because of limited funds, manpower and time, then the researcher can use the sample drawn from that population. What is learned from the sample, the conclusion was applied to the population. For the samples taken from the population should they actually representative (representing). This statement take from Sugiyono (2013:81). So, the researcher was taken from Sugiyono.

Table 3.2
The Sample of Research

No	CLASS	SAMPLE
1	VIII A	30
	TOTAL	30

C. **Research Design**

This research was conducted by the classroom action research its consisted of four steps: **Planning**, **Action**, **Observation**, **Reflection**. These four steps was apply to each cycle, because action research use cyclical process. If the result of the first cycle fail, it should continued to the next cycle. If there any alteration significantly or it means that the students' achievement in pronunciation improve, the cycle was stop. If it did not to

show up the improvement students' pronunciation, the cycle should continue on and on the next cycle until the result will achieve .

Action research is one process in the training of pre-service teacher that is often omitted and that might significant help capture the above benefits gained from being a reflective. The purpose of this study is:

a) Analyze the effectiveness of using a two day field experience project to teach pre-service teachers the process of conducting classroom research as a means of problem solving and developing their reflective abilities.

b) Analyze how this experience impacted students' view about classroom action research as a tool for improving reflectivity and classroom decision making and

c) Assess ways in which undergraduate faculty can improve project to enhance students' experiences and skills in using action research as a tool for instruction and assessment.

D. Instrument for Collecting Data

a) Quantitative Data

This research used quantitative data that gotten by giving test. It was the instrument to measure the student ability in pronunciation. There is two kinds of tests use to the gain the data. They used pre-test and post-test. Both were done before and after the implementation in teaching pronunciation the purpose of this season was to measure students' understanding of pronunciation, also to obtain the quantitative data.

b) Qualitative Data

1) Interview was conducted to get information about students' interest in pronunciation before and after giving treatment. So, interview only conducted in analyzing situation the English teacher and some of students in interviews.

2) Document was taken as instrument of data to analyze about students activity, behavior, expressing. It included the students documentation (photograph). According to Syahrum and Salim, all of data will collected and interpreted by the researcher. And they also supported by some media such as; photos and camera which be related to research focusing.

E. Procedure of The Reseach

The research was conducted by administrating six meeting and two cycles in this moment. Each of cycle consist of three meeting (2x45 minute at meeting). It has four steps, namely: planning, action, observation, and reflection. The four steps could be seen in the following chart:
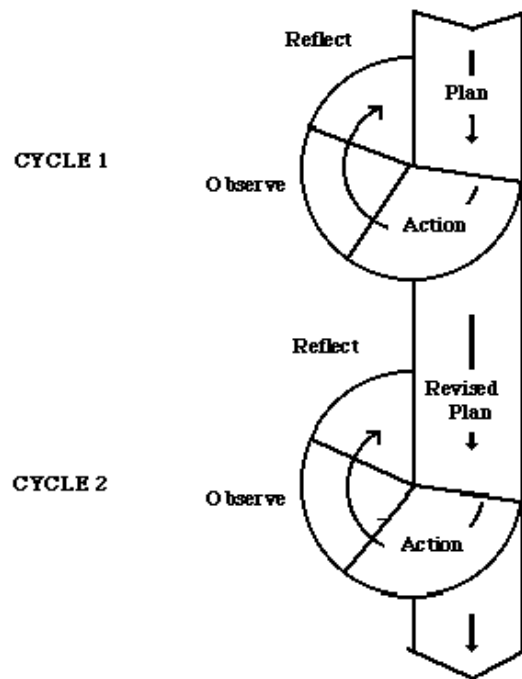
Chart 3.1. Classroom Research Model by Kemmis and Mc. Taggar

1

a. Cycle 1

a) Planning

The activities done by these steps:

1. Observing and analyzing the class to get the information about the situation of the class. Not only it, but also includes the interaction between teacher and students.

2. Interviewing the students to obtain their problem in improving pronunciation

3. Selecting the collaborating with the people who help the researcher in analyzing the weakness in learning process

4. Preparing research instrument, such as observation, interview sheet to observe the process of teaching and learning and the material.

5. Making the lesson plan and designing the scenario of teaching and learning pronunciation

6. Distributing the texts that was to pronounce Dental Sounds /ɵ/ ð/ and Labiodental sounds /f/ /v/ by using jazz Chant the students pronunciation in the first cycle

7. To know how far the students can pronounce Dental Sounds /ɵ/ ð/ and Labiodental sounds /f/ /v/ without Jazz Chant

8. Giving the text about pronunciation in the next session

9. Preparing the test to measure the result of the study .

b) Action

Table 3.3.
Action Meeting 1 in Cycle 1

Teacher	Students
Teachers opens the class by greeting the students	The students answer greeting from their teacher as response to the teacher
Teacher gave motivation to the students in teaching pronunciation in order build good relationship and to know the real condition of the class	Students listened to the teacher motivation toward the teaching pronunciation
The teacher explain about pronunciation by using Jazz chant	The students listened the explained pronunciation by using Jazz Chant
The teacher gives the example of pronunciation Dental Sounds /ɵ/ ð/ and Labiodental sounds /f/ /v/ by using Jazz Chant	The students see the example of pronunciation Dental Sounds /ɵ/ ð/ and Labiodental sounds /f/ /v/ by using Jazz Chant
The teacher gives instruction the students to make example of pronunciation Dental Sounds /ɵ/ ð/ and Labiodental sounds /f/ /v/	The students practice pronounciation Dental Sounds /ɵ/ ð/ and Labiodental sounds /f/ /v/

The teacher and the students make the conclusion about the material	The students and the teacher make the conclusion about the material
The teacher closes the class by Salam	The students answer closing from their teacher as response to the teacher

c) Observation

Observation is doing to collect date namely, teacher and students activity attitude during teacher learning process. In this section the researcher to do the formal observation. As the observer, the teacher and researcher observed the learning process. It means that, all activities, students behavior and classroom write in observation sheet.

d) Reflection

Reflection was feedback of the action which has been done. Reflection use to help the teacher make decision. Reflection has evaluation aspect to evaluate the effect of spacious and suggest the way to handle it reflection also phrase to the data take from observation while teaching learning process. After conducting the first cycle, researcher found that students achievement still low. There was just a little improving in pronunciation. Therefore, the researcher analyzed the factor.

b. **Cycle II**

Based on reflection in cycle one, the researcher decide to apply this media in teaching learning process for the next cycle, exactly in cycle II. The cycle focused in solving the problems that were found in cycle one.

a) Planning

The detail procedure of cycle as follows:

1. Identifying the new problem in cycle one based on the result of reflection

2. Revising the scenario of teaching and learning in pronunciation Dental Sounds /Ө/ ð/ and Labiodental sounds /f/ /v/ by using Jazz Chant

3. Revising the lesson plan

4. Preparing the suitable for the test

5. Designing of the instrument such as observation, interview sheet

6. Preparing the text to do conversation

7. In cycle II, distributed one text to the students and students can pronounce with other

b) Action

In this second cycle, the teacher focus in the improvement of the first cycle. The procedure is developed. The techer made some revision of plan based on the need, such as:

1. Teacher sharing the result of the first cycle to the discussed about anything problem that related to the study fot the first cycle.

2. Teacher reviewing about their pronounce related the text

3. Teacher preparing the text by using Jazz Chant

4. Then, teacher asking the students to pronounce in front of the class

5. Then, the teacher asking the about Dental Sounds /Ө/ ð/ and Labiodental sounds /f/ /v/

6. The last, the teacher asking the students to make pronounciation Dental Sounds /Ɵ/ ð/ and Labiodental sounds /f/ /v/ by using Jazz Chant

c) Observation

From the observation, the observer when the teaching and learning process go on the class. So, all activities used observed.

d) Reflection

After the second cycle was done, the researcher give the test to know the progress of the students and interview to know their comment about the teaching and learning process.

F. Scoring of Pronunciation

No	Aspect	Very Good(100-90)	Good (89-80)	Average (79-75	Poor (74-60)
1	Pronunciation	The students present a clear pronunciation that helps conversation. Very few pronunciation mistake are made (1-3 mistake)	The students present a clear pronunciation that helps conversation. Some pronunciation mistake are made (4-6 mistake)	The students present a pronunciation that sometimes interferes with conversation. Regularly makes pronunciation mistakes (7-10 mistake)	The students presents unclear pronunciation. He/she makes too many pronunciation mistakes that interfere with conversation (12 or more mistake)
2	Delivery and Attitude	The students delivers the whole message in a	The students delivers the most of the message in a	The students delivers the message in an uncertain	The students delivers the message with no

		confident way. He/she use facial expressions and gestures to enrich the message most of the time.	confident way. He/she sometimes use facial expressions and gestures to enrich the message.	way. He/she use facial expressions and gestures very few times to enrich the message.	confidence. He/she does not use neither facial expression and gestures to enrich the message.
3	Content	All the ideas the students presents, regarding her/his opinion, are supported by additional information and explanations.	Most the ideas that the students present are supported by additional information and explanations.	Some ideas that the students presents are supported by additional information and explanations.	The ideas regarding the opinion of the students are not supported by additional information and explanations.
4	Fluency	The students presents no hesitation and he/she does not need to search for words.	The students presents some hesitation and he/she rarely has to search for words (1 or 2 times)	The students hesitates frequently and he/she often has to search for words (3 or 4 times)	The students is extremely hesitant. He/she has to search for words most of the time (more than 5 times)
5	Grammar	The students presents very few grammatical mistakes (1-3 mistakes)	The students presents some grammatical mistakes (4-6 mistakes)	The students regularly presents grammatical mistakes (7-9 mistakes)	The students makes a lot of grammatical mistakes (10 or more mistakes)

G. Technique of Collecting Data

There was some procedures in collecting data:

1. Pre-Test

Pre-test was given before the treatment. The function of the pre-test is to know the mean score of students before given treatment. The is oral test.

2. Treatment

The treatment was given to the students was example of pronunciation in teaching pronunciation. The treatment done in cycle I and cycle II in teaching pronunciation

3. Post-Test

After the treatment, the students was given to find out their score in pronounce Dental Sounds /Ө/ ð/ and Labiodental sounds /f/ /v/ by using Jazz Chant. The lowest is 75. Its is according Standard English Score (KKM) in the school.

H. Technique for Data Analysis

The research was used quantitative and qualitative data. The qualitative data was obtained and analyzed from the interview sheet, observation sheet, and document to see the progress of the students' ability in pronunciation Dental Sounds /Ө/ ð/ and Labiodental sounds /f/ /v by using Jazz Chant.

The quantitative data was analyzed by using formula as follow:

$$\bar{x} = \frac{\Sigma x}{N} \text{ x } 100\%$$

Where :

$\bar{x}$: The Mean of the students score

$\sum x$: The total score of the students

N : The number of the students

Next, to categories the number of the students who pass the test successfully, the writer apply the following formula:

$$P = \frac{R}{T} \; x \; 100\%$$

Where :

P : The percentage of those who getting score 75

R : The number of students getting score 75

T : The total number of the students

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data Collection

The data were collected by giving the students a test they had pronounce Dental sounds /Ɵ/ / ð / and Labiodental sounds /f/ /v/ by using Jazz Chant. The total number of students in that class was 30 students. The research was accomplished in two cycle. Each cycle consisted of four steps of action research (planning, action observation and reflection). The first cycle including pre-test and post-test I were conducted in five meeting. The second cycle including post- test II was conducted in five meetings. The following table shows the students achievement for the pronunciation.

B. Data Analysis

1. Data Analysis In Pre-Test

Pre-test was given before running to the treatment in cycle I. The researcher gave the best the test to all students and the students answered the test. And the point of pre-test can be seen bellow:

Table 4.1
The Result of Students Score for Pre-test

No	The Student Initials	Pre-Test Score
1	Ade Suryadi	60
2	Azijah Dwi Lestari	70
3	Andika Prasandi	50
4	Deva Oktavia	50
5	Dewi Shinta	30
6	Dimas Sigit	70
7	Desi Permata Sari	60
8	Diva Chairani	50

9	Fakhriansyah Ramadhan	30
10	Fany Arianti	50
11	Hafizha Ramadayanti	50
12	Ilham Sirait	70
13	Krestina Sandi	60
14	Khayla Aura Sabrina	50
15	Khairunisa	40
16	Muhammad Hilmi	50
17	Muhammad Chairul Izzat	40
18	Muhammad Juanda Chan	50
19	Muhammad Iqbal	40
20	Muhammad Rizal	30
21	Nadia Aprilia	40
22	Ryan Ananda	30
23	Rio Pramana	20
24	Sindy Antika	60
25	Septin	20
26	Sara Adelia Putri	20
27	Siti Sarah	30
28	Suci Wulan Ramadhani	40
29	Widya Putri	20
30	Yola Anisa Audia	30
	Total	$\sum x = 1310$
	The Mean Score	$\bar{x} = 43.66$

The total score of students was 1310 and the number of the students who took pronunciation was 30 students, so the students mean was:

Formula, $x = \dfrac{\Sigma x}{N}$

$x = \dfrac{1310}{30} = 43,66$

The analysis above, students pronunciation Dental sounds /Ө/ / ð / and Labiodental sounds /f/ /v/ by using Jazz Chant still low. The mean of students was 43,66 and to look the number of the students who were pronounce Dental sounds /Ө/ / ð / and Labiodental sounds /f/ /v/ was calculated by applying the following formula :

Formula, $P = \dfrac{R}{T} \times 100\%$

$$P_1 = \dfrac{3}{30} \times 100\% = 10\%$$

From the analysis, the students' pronunciation Dental sounds /Ɵ/ / ð / and Labiodental sounds /f/ /v/ by using Jazz Chant still low. The mean of students was 43,66. Just 3 students' pas in pre-test sessions (10%). It can be concluded that the students' pronunciation Dental sounds /Ɵ/ / ð / and Labiodental sounds /f/ /v/ is still low.

From the explanation above, the students' pronunciation Dental sounds /Ɵ/ / ð / and Labiodental sounds /f/ /v/ was classified low when conducting action research in pre-test. The result of Pre-test can be follow bellow:
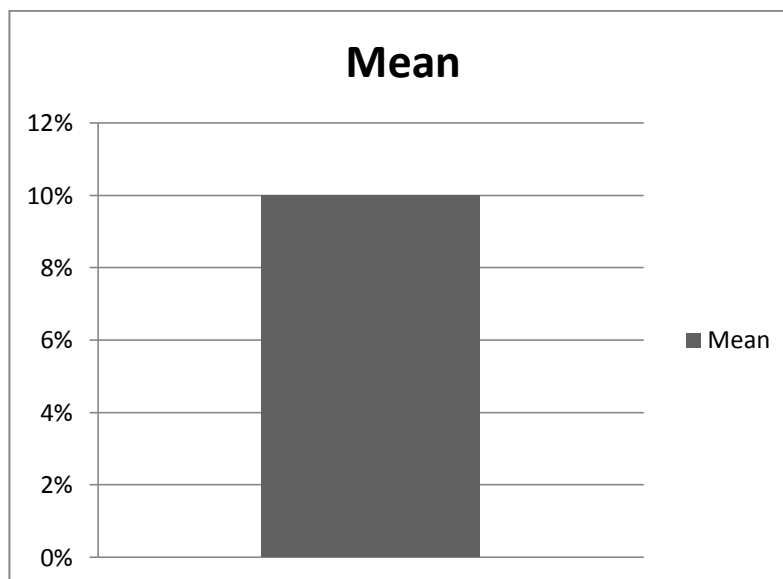
Chart 4.1. Diagram of Pre-Test

2. **Data Analysis in Cycle I**

First cycle was done in five meetings as follows:

a. Planning

In planning, it was considered everything that was related to the action that was done and prepare everything that was needed teaching and learning process. The researcher prepare to observing and analyzing, selecting the collaborating, preparing research instrument, distributing the texts, to know how far the students can pronounce Dental Sounds /Ɵ/ ð/ and Labiodental sounds /f/ /v/ without Jazz Chant, giving the text about pronunciation in the next session and Preparing the test to measure the result of the study

b. Action

In cycle I, the result wasn't suitable based on planning. It was caused:

1) Some students can't pronounce Dental Sounds /Ɵ/ ð/ and Labiodental sounds /f/ /v/ correctly and clearly

2) Some students didn't distinguish pronounce Dental Sounds /Ɵ/ ð/ and Labiodental sounds /f/ /v/

To the solve the teacher applied the strategies:

1) Teacher gave definition to the students intensively about pronunciation

2) Teacher help students to distinguish Dental Sounds /Ɵ/ ð/ and Labiodental sounds /f/ /v/.

c. Observation

In the cycle I, there were five meetings. The students score can be seen below :

Table 4.2
The Result of students' score in cycle I

No	Students' Name	Cycle I				
		1	2	3	4	5
1	Ade Suryadi	70	70	80	60	70
2	Azijah Dwi Lestari	30	50	60	70	80
3	Andika Prasandi	50	60	70	70	70
4	Deva Oktavia	60	60	70	70	60
5	Dewi Shinta	40	50	70	60	60
6	Dimas Sigit	70	80	80	80	60
7	Desi Permata Sari	60	70	80	60	70
8	Diva Chairani	60	60	70	70	80
9	Fakhriansyah Ramadhan	40	50	50	70	70
10	Fany Arianti	50	60	70	60	70
11	Hafizha Ramadayanti	60	70	70	70	60
12	Ilham Sirait	70	80	80	70	80
13	Krestina Sandi	60	70	80	60	60
14	Khayla Aura Sabrina	50	70	70	60	70
15	Khairunisa	50	60	60	70	60
16	Muhammad Hilmi	60	70	80	80	80
17	Muhammad Chairul Izzat	50	70	80	70	80
18	Muhammad Juanda Chan	60	60	70	60	70
19	Muhammad Iqbal	50	60	70	60	70
20	Muhammad Rizal	50	60	60	70	80
21	Nadia Aprilia	50	60	70	70	70
22	Ryan Ananda	40	50	60	80	70
23	Rio Pramana	40	50	60	70	80
24	Sindy Antika	60	70	80	70	70
25	Septin	40	50	70	80	80
26	Sara Adelia Putri	30	50	50	80	80
27	Siti Sarah	40	50	70	70	70
28	Suci Wulan Ramadhani	50	60	70	70	70
29	Widya Putri	30	40	50	70	70
30	Yola Anisa Audia	40	50	70	80	80
	Total	**1510**	**1810**	**2070**	**2080**	**2140**
	Mean	**50,33**	**60,33**	**69,00**	**69,33**	**71,33**

From the table, the first meeting the mean of students score was 50,33 (three students got 70). The second meeting the mean of students was 60,33 (ten students got 70). The third meeting the mean of students was 69,00 (twenty two students got 70). There was improve from the third meeting to forth meeting. The fourth meeting the mean of students was 69,33 (twenty two students got 70) and in fifth meeting the mean of students was 71,33 (twenty four students got 70). From the analysis above, the number of the students' who were competent in pronunciation was calculated by applying the following formula:

Formula, $P = \dfrac{R}{T} \times 100\%$

$$P_1 = \dfrac{3}{30} \times 100\% = 10\%$$

$$P_2 = \dfrac{10}{30} \times 100\% = 33,33\%$$

$$P_3 = \dfrac{22}{30} \times 100\% = 73,33\%$$

$$P_4 = \dfrac{22}{30} \times 100\% = 73,33\%$$

$$P_5 = \dfrac{24}{30} \times 100\% = 80\%$$

Table 4.3
Distribution of Students Pronunciation Dental Sounds /Ɵ/ ð/ and Labiodental sounds /f/ /v/ for Post Test

	Criteria	Total Students	Percentage
P_1	Passed	3	10%
P_2	Passed	10	33,33%
P_3	Passed	22	73,33%
P_4	Passed	22	73,33%

P$_5$	Passed	24	80%

The result showed the improvement of the students score from the Pre-Test to the first cycle. The Pre-Test was only 10% (three students) got 70 points. The first cycle was 80% (twenty four students) got 70 points. Percentage of the first meeting to fifth meeting could see in diagram:

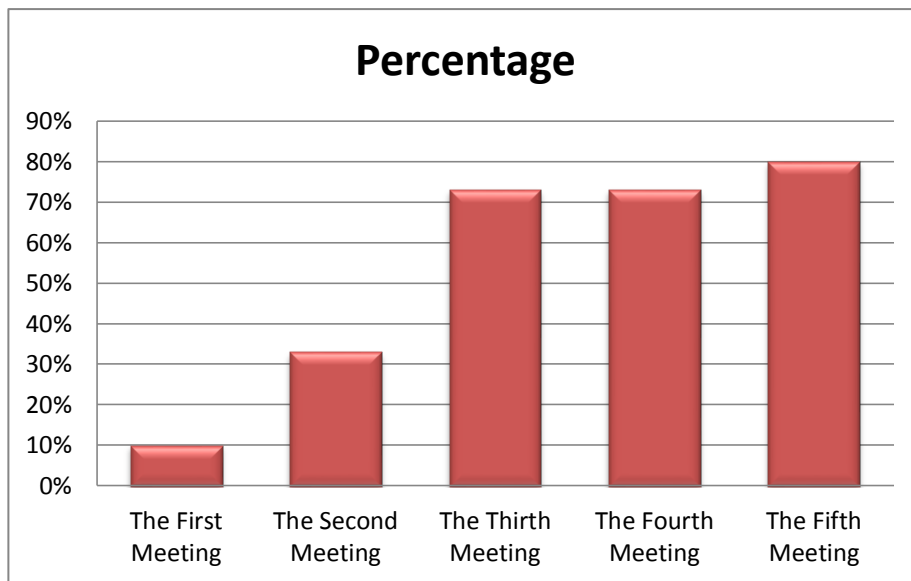**Chart 4.2. The Score of Students in Cycle I**

After Cycle I the students still low to pronounce Dental Sounds /Ɵ/ ð/ and Labiodental sounds /f/ /v/. Some of the students were active and other disturbing their friends by making noise because they didn't like to learn English.

d. Reflection

The result of first cycle did not reach the goal determine.

1) The mean students' score in cycle I was 71,33.

2) Some students can not to pronounce Dental Sounds /Ɵ/ ð/ and Labiodental sounds /f/ /v.

To solve disadvantages on cycle I, so that on Cycle II could make planning:

1) The researcher was more intensive in guiding the students who found difficult when pronounce Dental Sounds /Ɵ/ ð/ and Labiodental sounds /f/ /v.

2) The researcher gave motivation to the students who found difficult in learning

3) The researcher gave reward to the students to make students more motivation.

3. **Data Analysis in Cycle II**

   a. **Planning**

   Based on reflection in cycle one, the researcher decide to apply this media in teaching learning process for the next cycle, exactly in cycle II. The cycle focused in solving the problems that were found in cycle one.

   1) The researcher was more intensive in guiding the students who found difficult when pronounce Dental Sounds /Ɵ/ ð/ and Labiodental sounds /f/ /v.

   2) The researcher gave motivation to the students who found difficult in learning

3) The researcher gave reward to the students to make students more motivation.

4) The researcher tried to explain more detail about pronunciation so that the students were easier to understand the material and using Jazz Chant to make the students more understand

b. **Action**

1) Condition of learning after using Jazz Chant. The students could do the test better than before. The students try to pronounce Dental Sounds /ϴ/ ð/ and Labiodental sounds /f/ /v clearly.

2) All students had motivation to ask and to respond pronounce the other students

3) Condition of learning process was more effectively and more interesting

c. **Observation**

The mean of the students score in cycle II was the highest, so it could said that the students pronunciation Dental Sounds /ϴ/ ð/ and Labiodental sounds /f/ /v by using Jazz Chant increased. The result of students score could be seen below:

Table 4.4
The Result Students Score in Cycle II

No	Students' Name	Cycle II				
		6	7	8	9	10
1	Ade Suryadi	70	90	90	90	100
2	Azijah Dwi Lestari	70	80	90	100	100
3	Andika Prasandi	70	80	100	100	100
4	Deva Oktavia	80	80	90	90	90

5	Dewi Shinta	70	80	90	90	100
6	Dimas Sigit	70	80	80	90	90
7	Desi Permata Sari	90	100	100	100	100
8	Diva Chairani	60	70	80	90	90
9	Fakhriansyah Ramadhan	70	80	90	90	100
10	Fany Arianti	80	80	100	100	100
11	Hafizha Ramadayanti	80	90	90	90	90
12	Ilham Sirait	80	90	100	100	100
13	Krestina Sandi	80	90	100	100	100
14	Khayla Aura Sabrina	80	80	90	90	90
15	Khairunisa	90	90	100	100	100
16	Muhammad Hilmi	70	80	90	90	100
17	Muhammad Chairul Izzat	80	90	90	90	100
18	Muhammad Juanda Chan	90	90	100	100	100
19	Muhammad Iqbal	90	100	100	100	100
20	Muhammad Rizal	80	90	100	100	100
21	Nadia Aprilia	80	90	90	90	90
22	Ryan Ananda	60	80	90	90	100
23	Rio Pramana	80	80	90	90	90
24	Sindy Antika	80	100	100	100	100
25	Septin	90	100	100	100	100
26	Sara Adelia Putri	80	80	90	90	90
27	Siti Sarah	80	90	100	100	100
28	Suci Wulan Ramadhani	70	60	100	100	100
29	Widya Putri	70	90	90	90	100
30	Yola Anisa Audia	80	90	100	100	100
	Total	**2320**	**2570**	**2820**	**2850**	**2920**
	Mean	**77,33**	**85,66**	**94,00**	**95,00**	**97,33**

Explanation above that improvement students' pronunciation Dental Sounds /Ɵ/ ð/ and Labiodental sounds /f/ /v/ by using Jazz Chant were increased from 71,33 in cycle I to97,33 in cycle II. In cycle II there were five meetings. The sixth meeting, the mean of score 77,33 (twenty eight students got 70). . The seventh meeting, the mean of score 85,66 (twenty nine students got 70). . The eighth meeting, the mean of score 94,00 (thirty students got 70). . The ninth

meeting, the mean of score 95,00 (thirty students got 70). The last meeting, the mean of score 97,33 (thirty students got 70). So, the total score of the second cycle was higher than the first cycle. It can be conclude that applying musing song to learn improve students pronunciation Dental Sounds /Θ/ ð/ and Labiodental sounds /f/ /v by using Jazz Chant. From the analysis above, the number of students' who were competent in pronunciation was calculated by applying the following:

Formula, $P = \dfrac{R}{T} \times 100\%$

$$P_1 = \dfrac{28}{30} \times 100\% = 93,33\%$$

$$P_2 = \dfrac{29}{30} \times 100\% = 96,66\%$$

$$P_3 = \dfrac{30}{30} \times 100\% = 100\%$$

$$P_4 = \dfrac{30}{30} \times 100\% = 100\%$$

$$P_5 = \dfrac{30}{30} \times 100\% = 100\%$$

Table 4.5
Distribution of Students Pronunciation for Post-Test II

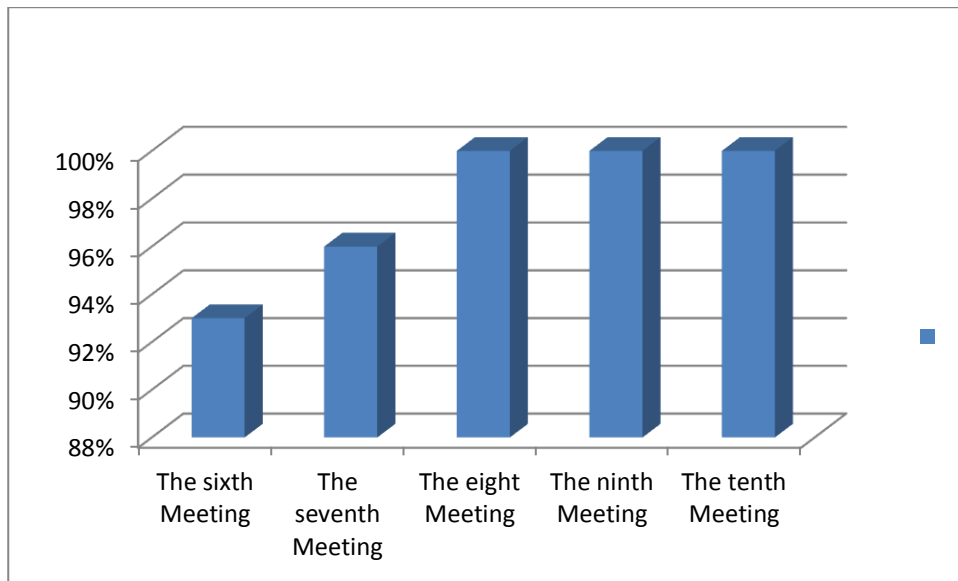|	Criteria	Total Students	Percentage
P_1	Passed	28	93,33%
P_2	Passed	20	96,66%
P_3	Passed	30	100%
P_4	Passed	30	100%
P_5	Passed	30	100%

Chart 4.3. The Score of students in Cycle II

The observation was still done for the last time, the activity of the students was observed and it showed that most of the student were more interest in pronunciation and the students did not have problem to pronounce Dental Sounds /Ɵ/ ð/ and Labiodental sounds /f/ /v/ by using Jazz Chant.

d. Reflection

The researcher found that students score showed the improvement:

1) The mean of Pre-Test in Cycle I still low. The result of the first had increased from the Pre-Test (71,33). Then, after giving action in Cycle I, the result of the second competence test had increased significantly (97,33). it implied that Jazz Chant was effectiveto improving students pronunciation Dental Sounds /Ɵ/ ð/ and Labiodental sounds /f/ /v/

2) Activity of students in learning process was increase. It also showed that the students interest in pronunciation because understand how to pronounce Dental Sounds /Ɵ/ ð/ and Labiodental sounds /f/ /v/.

3) The researcher improve the students' pronunciation with jazz chant, in cycle I the researcher explain about pronunciation dental sounds /ɵ/ ð/ and labiodental sounds /f/ /v/ without jazz chant, in cycle I students still low in pronouncing dental sounds /ɵ/ ð/ and labiodental sounds /f/ /v/. So, the researcher plan cycle II to improve the students' pronunciation dental sounds /ɵ/ ð/ and labiodental sounds /f/ /v/ and in this cycle II the students can pronouncing dental sounds /ɵ/ ð/ and labiodental sounds /f/ /v/.

4) The students' think English language is difficult learn because they don't understand about this study.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, the writer inferred that teaching English by using Jazz Chant can improve the Students' Pronunciation in Dental Sounds /Ɵ/ ð/ and Labiodental sounds /f/ /v/. There was improvement the students' pronunciation in Cycle I shows students mean score in the Pre-Test showed 43,66 with 10% (three students got 70 points). The first cycle showed 71,33 with 80% (twenty four students got 70 points). It means there was an improvement about 27,67%. The second Cycle showed 97,33 with 100%(thirty students got 70). The improvement was 26%. There wasa improvement from the Pre-Test to second Cycle.

B. Suggestion

The researcher showed applying music song could improve students pronunciation Dental Sounds /Ө/ ð/ and Labiodental sounds /f/ /v/. In relation to the conclusions above, some suggestion can be staged as in the following.

1) The English teacher are suggested to use music song as teaching strategy to stimulate the students' learning pronunciation.

2) The students' should use music song to comprehend pronunciation, because it can stimulate students pronunciation.

3) The other researcher, it is suggested to conduct futher research related to the topic of the study.

References

Barbora , Holbová. 2008. *JAZZ CHANT 58 NGLISH LANGUAGE TEACHING (TXT) :*MASARYK UNIVERSITY Faculty of Education Department of English Language and Literature.

Brown, H.D. 1994. *Teaching by principles: an interactive approach to language pedagogy.* New York : Prentice Hall Regents
_____2001 (1). *Language Assessment Principle and Classroom Practice.* New York: Longman
_____2001 (2). *principle of Language Learning and Teachin. Fourth edition. White-plains.* New York: Longman

Crystal, David. 2008. A *Dictionary of Linguistics and Phonetics.* New York: Blackwell Publishing Ltd.

Departemen Pendidikan Nasional. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP).* Jakarta: Departemen Pendidikan Nasional.

Habib Syukri Nst. 2013. *Pronunciation Practice (A Course Material).* Medan : University of Muhammadiyah Sumatra Utara.

Hamdani. 2011. *Strategi Belajar Mengajar.* Bandung: Pustaka Setia.

Harmer, Jeremy. 2007. *How to teach English New Edition.* Net York : Pearson Education Ltd.

Jean. C.Engler. 1978. *Reviewed Work: Jazz Chants: Rhythms of American English for Students of English as a Second Language by Carolyn Graham (PDF).* New York : TESOL Publication.

Kurniasih, Imas&Sani, Berlin. 2014. *Penelitian Tindakan Kelas*. Yogyakarta : Kata Pena

Laura E. Grulich & Terry Solowey. 2011. *TEACHING Jazz Chants TO YOUNG LEARNERS* (PDF).Washington, D.C.

Maharani, Evina. 2014. *Menulis Peneli.... ....lakan Kelas*. Parasmu. Yogyakarta:

McDonough, Jo and Shaw, Christoper. 1993. *Materials and methods in ELT*. USA: Cambridge, Massachusetts.

Mirabiatul Adawiyah. 2016. *Students error in pronouncing Interdental sound /ɵ/ and /ð/ at SMP Negri Medan.* Medan : University of Muhammadiyah Sumatra Utara.

Nunan, David. 1999. *Second Language Teaching and Learning.* Boston: Heinle and Heinle Publisher

_____2003. *Practical English Language Teaching*. New York: Mc Graw-Hill

O'Malley,M .& Pierce, L.V. (1996). *Authentic assessment for English language.Learners: Practical approaches for teachers.* New York: Addison-Wesley Publishing

Sumidayanti. 2016. *The students ability in pronouncing the alveolar fricative sounds*. Medan : University of Muhammadiyah Sumatra Utara

Appendix I

Lesson Plan

School   : Smp Sutan Oloan Medan

Class/Semester   : VII/1

Subject   : English

Skill   : Speaking (Pronunciation)

Time   : 2x40 Minutes(1,2,3,4,5 meetings)

A. Standard Competence : To comprehend the meaning in transactional conversation and formal interpersonal with the closest environment.

B. Basic competence : To respond the meaning of conversation transactional to get things done and interpersonal with orally, accurately and acceptable to interact with the closest environment.

C. Indicators :

- Identifying the definition of pronunciation

- Identifying the kind of pronunciation

- Make the right pronunciation by using Jazz Chant

- Can distinguish Dental sounds /ɵ/ / ð / and Labiodental sounds /f/ /v/

D. Learning Purpose :

- Students are able to identifying the definition of pronunciation

- Students are able to identifying the kind of pronunciation

- Students are able to make the right pronunciation by using Jazz Chant

- Students can distinguish Dental sounds /Ɵ/ / ð / and Labiodental sounds /f/ /v/

E. **Learning Material**   :

Focus   : Pronunciation

- Definition and kind of pronunciation

- Example of pronunciation

- Question of pronunciation

- Distinguish of Dental sounds /Ɵ/ / ð / and Labiodental sounds /f/ /v/

F. **Teaching Learning Methods**

- Talk

- Questioners

G. **Steps of Learning Activities**

a. **Opening Activities**

Activities	Time
- 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
- The teacher explain definition of pronunciation - The teacher given example to the students - The teacher gives instruction and opportunities for students to observe/ analyze pronunciation - The teacher ask the students to answer the question in example - The teacher start to explain what the material about	50

c. Post Activities

Activities	Time
- The students make summarizing - The teacher asking the students about the problem - The teacher give summarizing - The teacher close the learning process by greeting (wassalamualaikum wr.wb./ Good afternoon)	15

H. Learning Resources

- English Books

- Dictionary

I. Evaluation

a. Technique   : assessment

b. Form of Instrument   : oral test

J. The criteria of mean af the students score

Aspect value	Skor maks.
Pronunciation	50
Delivery	50
Total	100

Medan,   2017

Approved by

English Teacher   Researcher

_____   Reyzya Putri Aditiya

Head Master

Drs. Wagito

Lesson Plan

School   : Smp Sutan Oloan Medan

Class/Semester   : VII/1

Subject   : English

Skill   : Speaking (Pronunciation)

Time   : 2x40 Minutes

A. Standard Competence : To comprehend the meaning in transactional conversation and formal interpersonal with the closest environment.

B. Basic competence : To respond the meaning of conversation transactional to get things done and interpersonal with orally, accurately and acceptable to interact with the closest environment.

C. Indicators :

- Identifying the definition of pronunciation

- Identifying the kind of pronunciation

- Make the right pronunciation by using Jazz Chant

- Can distinguish Dental sounds /Ө/ / ð / and Labiodental sounds /f/ /v/

D. Learning Purpose :

- Students are able to identifying the definition of pronunciation

- Students are able to identifying the kind of pronunciation

- Students are able to make the right pronunciation by using Jazz Chant

- Students can Distinguish Dental sounds /Ɵ/ / ð / and Labiodental sounds /f/ /v/

E. Learning Material :

Focus : Pronunciation

- Definition and kind of pronunciation

- Example of pronunciation

- Question of pronunciation by using Jazz Chant

F. Teaching Learning Methods

- Talk

- Questioners

G. Steps of Learning Activities

a. Opening Activities

Activities	Time
- 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
- The teacher explain definition of pronunciation - The teacher given example to the students	50

Activities	
- The teacher gives instruction and opportunities for students to observe/ analyze pronunciation by using Jazz Chant	
- The teacher ask the students to answer the question in example	
- The teacher start to explain what the material about	
- Teacher gives the music to the students to prounce Dental sounds /Ɵ/ / ð / and Labiodental sounds /f/ /v/	

c. **Post Activities**

Activities	Time
- The students make summarizing	15
- The teacher asking the students about the problem	
- The teacher give summarizing	
- The teacher close the learning process by greeting (wassalamualaikum wr.wb./ Good afternoon)	

H. Learning Resources

- English Books   - Dictionary

- Radio or tape   - Jazz Chant song

I. Evaluation

a. Technique   : assessment

b. Form of Instrument   : oral test

J. The criteria of mean af the students score

Aspect value	Skor maks.
Pronunciation	50
Delivery	50
Total	100

Medan,   2017

Approved by

English Teacher   Researcher

_____   Reyzya Putri Aditiya

Head Master

Drs. Wagito

Appendix II

Singing the song under with stress on pronunciation Dental Sounds /Ө/ ð/ and Labiodental sounds /f/ /v/ by using jazz chant!!

1. These are my blue jeans

That.s my shirt.

This red shirt? No, that brown shirt.

Those are my shoes.

These brown shoes? No, those black shoes.

This is my jacket.

That green jacket? No, this blue jacket.

That.s my t-shirt.

This white t-shirt? No, that red t-shirt.

These are my jeans.

Those black jeans? No, these blue jeans.

Those are my shorts.

These green shorts? No, those white shorts.

2. I got engaged in January

A: Did you hear the gossip? Did you hear the news?

B: No, I didn.t, what.s the story? Tell me all the news!

A: Well, Mr. Smith retired last month.

B: Mr. Smith retired?

A: And Mrs. Jones moved last week.

B: Mrs. Jones moved?

A: Mr. Green got married in June.

B: Mr. Green got married?

A: And a week ago, Dick Harper died.

B: Dick Harper died?

A: I think that.s it. I.d better go! I have a lot to do.

B: Well, thanks a lot. It was really good to talk to you.

B: Did you hear the gossip? Did you hear the news?

C: No, I didn.t, what.s the story? Tell me all the news!

B: Well, Mr. Smith retired last month.

C: Mr. Smith retired?

B: And Mrs. Jones moved last week.

C: Mrs. Jones moved?

B: Mr. Green got married in June.

C: Mr. Green got married?

B: And a week ago, Dick Harper died.

C: Dick Harper died?

B: I think that.s it. I.d better go! I have a lot to do.

C: Well, thanks a lot. It was really good to talk to you