THE EFFECTIVENESS OF POETRY IN ENHANCING STUDENTS' PRONUNCIATION AT ELEVENTH GRADE STUDENT OF MAN LUWU

Thesis

Presented as Partial Fulfilment for the Attainment of S.Pd Degree in English
Educational Study Program Tarbiyah and Teacher Training Faculty
State Islamic Institute of Palopo

Compiled By

MUTIA ASISYIFA
17 0202 0181

ENGLISH STUDY PROGRAM

TARBIYAH AND TEACHING TRAINING FACULTY

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17 0202 0181

Supervised By:

1. **Dr. Masruddin, S.S., M.Hum**
2. **Dewi Furwana, S.Pd.I., M.Pd**

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2022

THESIS APPROVAL

This thesis entitled **"The Effectiveness of Poetry in Enhancing Students' Pronunciation at Eleventh Grade Student of MAN Luwu"** which is written by **Mutia Asisyifa, Reg.Number. 17 0202 0181**, S1 English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute (IAIN) Palopo, has been examined and defended in Munaqasyah Session which is carried out **on Friday, 21st January 2022 M**, coincided with **20th Jumadil Akhir 1443 H**, it is authorized and acceptable as partial fulfilment for **S.Pd** degree in English Education Study Program

Palopo, 21st January 2022 M
20th Jumadil Akhir 1443 H

COMMITTEE OF EXAMINATION

1.	Amalia Yahya, S.E., M.Hum	Chairman	(.....)
2.	Dr. Jufriadi, S.S., M.Pd	Examiner I	(.....)
3.	Yuyun Ruqiyyat Said, S.Pd., M.pd	Examiner II	(.....)
4.	Dr. Masrduddin, S.S., M.Hum	Consultant I	(.....)
5.	Dewi Furwana, S.Pd.I., M.Pd	Consultant II	(.....)

Approved by.

The Rector of IAIN Palopo
The Dean of Tarbiyah and Teacher Training

Dr. Nurdin K, M.Pd
NIP. 19681231 199903 1 014

The Head of English Study Program

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2 006

CONSULTAN APROVAL

Thesis Entitled: **THE EFFECTIVENESS OF POETRY IN ENHANCING STUDENTS' PRONUNCIATION AT ELEVENTH GRADE STUDENT OF MAN LUWU**

Written By:

Name : **Mutia Asisyifa**

Reg. Number : **17 0202 0181**

Faculty : **Tarbiyah and Teacher Training**

Study Program : **English Education**

Has been corrected and approved to be examined.

Palopo, 22th November 2021

Consultan I	**Consultan II**
Dr. Masruddin, S.S., M.Hum	**Dewi Furwana Said, S.Pd.I, M.Pd**
NIP. 19800613 200501 1 005	NIP. 19870831 201503 2 006

NOTA DINAS PEMBIMBING

Lamp : - Palopo, 22 November 2021

Hal : Skripsi

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
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Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi Mahasiswa di bawah ini :

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NIM : 17 0202 0181

Prodi : Pendidikan Bahasa Inggris

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Pembimbing I

Dr. Masruddin, S.S., M.Hum

NIP. 19800613 200501 1 005

NOTA DINAS PEMBIMBING

Lamp : - Palopo, 22 November 2021

Hal : Skripsi

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Di-
Tempat

Assalamualaikum Wr. Wb

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Nama : Mutia Asisyifa

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Demikian untuk di proses selanjutnya.

Wassalamualaikum Wr. Wb

Pembimbing II

Dewi Furwana, S.Pd., M.Pd

NIP. 19870831 201503 2 006

EXAMINER APROVAL

Thesis Entitled: **THE EFFECTIVENESS OF POETRY IN ENHANCING STUDENTS' PRONUNCIATION AT ELEVENTH GRADE STUDENT OF MAN LUWU**

Written By:

Name : **Mutia Asisyifa**

Reg. Number : **17 0202 0181**

Faculty : **Tarbiyah and Teacher Training**

Study Program : **English Education**

Has been corrected and approved to be examined.

Palopo, 1st December 2021

Examiner I	**Examiner II**
Dr. Jufriadi, S.S., M.Hum	**Yuyun Ruqiyyat Said, S.Pd., M.Pd**
NIP. 19720727 200604 1 002	NIDN. 2009048701

PRONOUNCEMENT

I have been signature below :

Nama	: Mutia Asisyifa
Reg. Number	: 17 0202 0181
Study Program	: English Education Study Program
Faculty	: Tarbiyah and Teachers Training

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Researcher

Mutia Asisyifa

17 0202 0181

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The researcher hopes this thesis can give some value to the students of the English Department, English teachers, and readers. The researcher admits that this thesis is not perfect, so that the researcher will accept suggestions from the readers to make it better. The researcher hopes that this thesis will be beneficial to everyone.

Finally, the researcher prays that Allah SWT may bless all of the people who have helped the researcher, and the researcher hopes this thesis can be helpful and give a positive contribution to the readers and others. The researcher dedicates this thesis.

Palopo, November 22, 2021

The Researcher

Mutia Asisyifa

17 0202 0181

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ABSTRACT

Mutia Asisyifa, 2022. "*The Effectiveness of Poetry in Enhancing Students' Pronunciation at Eleventh Grade Student of MAN Luwu*." Thesis English Study Program Educational Department in the State Islamic Studies Palopo Supervised by Masruddin and Dewi Furwana.

This research is aimed to find out the effective ways of poetry in enhancing students' pronunciation at the eleventh-grade student of MAN Luwu. This research was conducted through Classroom Action Research in two cycles. The researcher used observation and measurement tests as techniques for collecting the data. The researcher elaborated the observation checklist, reflection, and students' results in the evaluation test to manage data to get the research findings. The result showed that the effective ways of poetry in enhancing students' pronunciation are (1) Using communicative games, (2) Using an instrument, and (3) Drilling the pronunciation of words. The results of this research are used as input for teachers and pre-service teachers to improve themselves with the teaching carried out and students' learning achievements that have been achieved by methods and learning students' motivation to improve students' achievement.

Keywords: pronunciation, teaching poetry

CHAPTER I

INTRODUCTION

A. Background

There are four skills in English that should be mastered, namely listening, speaking, reading, and writing. Speaking is one of the important skills that must be mastered. Nunan explained that mastering speaking skills is the most important part of learning English as a second language, and one's success in English can bring and master English in a conversation[1]. It means that the person is proficient in English by mastering speaking skills. In Speaking, we learn to know the meaning of the words and how exactly the words are pronounced correctly.

Mispronunciation can cause misunderstandings. It can be seen in the words 'heart' and 'hurt.' These two words are different but have a similar sound. That is why pronunciation is very important to increase students' speaking skills. Kelly argued that it is important to deal with pronunciation because students' mispronunciation can inhibit successful communication.[2] With good pronunciation, the student can speak English easily and, most importantly, prevent misunderstandings.

According to Schostak, the interview is an activity with partners to find out something in-depth and through it with the results obtained from

[1] David Nunan, "Language Teaching Methodology: A Textbook for Teachers," 1991.
[2] Gerald Kelly, "How To Teach Pronunciation" (England: Pearson Education Limited, 2001).

theInterview[3]. So the interview is a verbal activity of asking and answering to know a subject in-depth. The interviews are usually collected utilizing writing or recording through a tape recorder.

In an interview conducted with one of the English teachers in MAN Luwu, the students faced some problems in the eleventh grade of MAN Luwu. (a) Lack of vocabulary. The students at the school still lacked English vocabulary. When invited to communicate, they cannot express their opinions and understand what the researcher means. So they are not fully involved in the conversation. (b) Teachers cannot be true role models for their students. As stated in the curriculum 2013, teachers must act as models that provide examples of English communication. Teachers present themselves as good and correct functional English users to imitate them, then involve students in suitable communication activities/events in English, and build this communication politeness as collective habits in the class. In this case, the Teacher does not carry out this duty well. (c) Less confidence. Some students may have a decent vocabulary list, but they do not dare to speak because they feel their vocabulary is incorrect. Moreover, students are not brave or confident in speaking English. (d) Another problem is the ongoing Covid-19 pandemic. Online teaching and learning activities cause less interaction between teachers and students and are also coupled with boring classroom situations. This adds to the lack of communication that exists during the class. In other words, ineffective learning[4].

[3] Hamza Alshenqeeti, "Interviewing as a Data Collection Method: A Critical Review," *English Linguistics Research* 3, no. 1 (2014).

[4] Interview with Mrs. Nur Afni on February 22, 2021, in MAN Luwu

The most difficult phase of English as a foreign language to teach and acquire is speaking skills. Teaching pronunciation is not as easy as we think, especially in Indonesia. It happened because of the mother tongue of the student. The only way to improve students' pronunciation skills is to get used to pronouncing English words. Using poetry is an excellent means of practicing students' pronunciation.

There are several rules in reading poetry. In the rules of poetry reading, reading every word in the poetry must be correctly pronounced while paying attention to syllables, stress, intonation, etc. By using poetry, the student can improve their pronunciation skill[5]. Students can also read poetry with the instrument to get the poetry‘s aesthetic to be more exciting in the class.

Related to the researcher’s explanation above, the researcher is interested in researching "The Effectiveness of Poetry in Enhancing Students' Pronunciation at Eleventh Grade Student of MAN Luwu."

B. Research Question

Related to the previous background above, the research question is: What are the effective ways of poetry enhancing students' pronunciation at the eleventh-grade student of MAN Luwu?

[5] Judy B Gilbert, *Teaching Pronunciation Using the Prosody Pyramid*, *English Language Teaching*, vol. 44, 2018.

C. The objective of the research

This research aimed to find out the effective ways of poetry in enhancing students' pronunciation at the eleventh-grade student of MAN Luwu.

D. Significance of the Research

The writer hopes this research can contribute to the teaching and learning of English. It has two major significances, i.e., practical and theoretical significances.

1. Theoretical Significance

This research gives a solution to find out the effective way to teach pronunciation.

2. Practically

In practical terms, the effectiveness of delivering messages through literary works is as follows:

The researcher hoped that the result of this research would be useful for many people, especially those who are closely related to the English study program. The significance of the research is stated as follows:

a) For the Teacher, the English teachers in MAN Luwu in particular, the outcomes of this inquiries report are looked forward to facilitating them in enriching the language learners' pronunciation ability.

b) For the students

These outcomes are assumed to provide them with a technique to enrich their pronunciation.

c) For the researcher

This research is expected to motivate further researchers to conduct more research and be a source for their research.

E. Scope of the Research

This research is to find out and solve the problem of the students' lack of pronunciation ability. This research was held in MAN Luwu. The research was focused on how the effectiveness of teaching poetry enhances students' pronunciation. The researcher chose the eleventh grade of MAN Luwu and took XI MIPA 2 as the subject of this research that consisted of 16 students.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

Previous research is a source of past research results, which researchers will attempt to compare the research that will be carried out. The purpose of previous research is as a source of inspiration that will assist the implementation of research. In addition, the researcher can also examine the advantages and disadvantages of research. So, the researcher can also make an original/new research because they know which ones have been discovered and which ones have not. There are some previous research that are relevant to this research:

1. Merry Kristi, Rahayu Apriliaswati, Erni Rosnija "Improving Student's English Pronunciation through Reading Poetry at Senior High School of 1 Toho".

   The researcher applied Classroom Action Research as the research methodology in conducting this research. This research aimed to improve students' English pronunciation of [i:] and [ae] through reading poetry. The result of the research was that students' pronunciation, especially pronouncing the words, improved through drilling the pronunciation of stanza, distinguishing sounds, and exaggerating the pronunciation.[6]

[6] Kristi, M., Apriliaswati, R., & Rosnija, E. M" Improving Student's English Pronunciation Through Reading Poetry at Senior High School of 1 Toho" *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, *7*(5).

2. Supino, Using Song to Improve Students Pronunciation at Senior High School of Hang Tua Surabaya.

   The type of this research was experimental research. This research aimed to improve students' pronunciation by using the song. The subject of his research was thirty (30) students from Senior High School of Hang Tuah Surabaya at X grade. The result of his research was shown that by using songs, students could improve students' pronunciation. The song can also help them feel more comfortable in the class during the teaching-learning process.[7]

3. Syamsul Bahri, Student's Perception on the Use of Poetry in English Learning (2020)

   A descriptive qualitative was the design that was used in this research. This research was conducted at LED of a Private university in Yogyakarta. This research aimed to find out the use of the Creative Story Game was effective or not to improve students' spoken recount text. This research showed that there were advantages to learning English by using poetry. They were mainly to enrich the vocabulary and provide pronunciation practice.[8]

The similarity between this research and the first previous research are the focus, the method, and the treatment. The focus of this research is pronunciation, and the treatment is poetry. The similarity between the second previous research

[7] Supino, S. ``Using songs to improve students' pronunciation at senior high school of Hang Tuah Surabaya," Proceeding Of The 65th Teflin International Conference, Vol. 65, No. 01, 2019.

[8] Syamsul Bahri, "Student's Perception on the Use of Poetry in English Learning" (University of Muhammadiyah Yogyakarta, 2020).

and the researcher is the focus of the research. The focus is pronunciation. The similarity between them is the material that used poetry.

B. Some of Partinents Ideas

1. Poetry

Poetry or Poem is one of the English words written in a beautiful language. Suminto A. Sayuti stated that poetry is a literary work that pays attention to the sound aspect, which expresses the imaginative, emotional, and intellectual experiences experienced by the poet taken from his social life, which is then read or conveyed to the audience.[9] Frost said that poetry is life, beginning with joy and ending with wisdom. Poetry is not only a hoax but also a show, a show that shows the emotion of the mind[10]. So it can be concluded that poetry is a beautiful piece of writing in which a poet can write down or share his emotions and thoughts about his life or other people.

Poetry can describe or explain anything and is delivered in all forms. The word poetry refers to something very strange. Something we might call prose. Alternatively, something that does not require an interpreter but can speak through other audible symbols is called musical sounds. Or something that we can see like sculpture. Moreover, all of it can be concluded that poetry can be felt[11].

[9] Kun Andyan Anindita and Soediro Satoto, "Diction in Poetry Anthology Surat Kopi by Joko Pinurbo as A Poetry Writing Teaching Material," *International Journal of Active Learning* 2, no. 1 (2017): 39–49.

[10] Neena Sharma, "Robert Frost ' s Conception of Poetry" II, no. September (2011): 1–4.

[11] John Stuart Mill, "What Is Poetry?," *Keel ja Kirjandus* 61, no. 11 (2018): 891–892.

Frost believes that poetry in oneself derives from a passion for something. Something you feel so strongly about that the words become free-flowing[12]. Poetry is also defined as a composition in a language whose shape is carefully selected and arranged to sharpen people's awareness of experiences and generate special responses through the arrangement of sounds, rhythms, and special meanings. The types of lyric poetry can be divided as follows:

a. Poetry that tells about life outside the city, such as mountains, hills, etc. called pastoral poetry.
b. The Praise poetry
c. Poetry that expresses or describes feelings and honor is called the ode.
d. Poetry that describes lamenting about something called elegy[13].

Poetry has two important elements: the intrinsic and extrinsic elements.

a. Intrinsic Elements

Intrinsic elements are elements of poetry that can be seen and observed directly with the eye. This structure consists of diction, imagery, the figure of speech, concrete words, typography, and rhyme.

1) Diction

Kridalaksana explained that the meaning of diction is word choice and clarity of pronunciation to get a certain effect in public speaking or poetry. Diction is the choice of words to get the effect he wants. The

[12] Bernie Ollila and Joe Jantas, *The Definition of Poetry*, 2006.
[13] Ni Wayan Swardhani, *Defining Poetry and Characteristics of Poetry*, 2014.

diction in poetry is very influential with the meaning the poet wants to convey.[14] Diction is one of the methods used by the author in making a text caption so that the reader can understand.

Type of Diction

(a) Denotation is the basic concept that is supported by a word. Denotation refers to the actual meaning. Denotation is also a dictionary limitation or the main definition of a word instead of its connotation or true meaning.

(b) Connotation is a word meaning that contains an additional meaning, imagination, or taste of value. Connotations are impressions or associations, and usually of an emotional nature evoked by a word in addition to boundaries dictionary or main definition. Connotation refers to the figurative meaning or meaning of not actual.

2) Imagery

Objects of perception of all our senses may be reproduced as images in mind. Anyone can imagine in his mind a rose or a cloud. We call imagery when called up by memory or words, such as mental reproduction of sense perceptions[15]. According to Perrine and Thomas, imagery is imagery in a poem where the reader can understand what the

[14] Widya Darma, "Diction and Language Style in Instagram," *Journal Widyaloka* 5, no. 3 (2018): 261–278.

[15] Noer Doddy Irmawati, "Understanding How to Analyse Poetry and Its Implication to Language Teaching" 2, no. 11 (2014): 35–45.

poet is describing in the Poem[16]. Imaji or imagery gives an image to the listeners/readers so that it is as if they can see, hear, feel, or experience the things contained in the poetry. Imaging has six types: visual images, hearing, smell, feeling, touch, and movement.

Example:

Shadow of the dome of pleasure
Floating on the waves;
Where we hear mixed sizes
From fountains and caves.[17]

In the Poem above, there is an imagery "Shadow of the dome of pleasure floating on the waves, "which explains to readers the beauty.

3) Figure of Speech

The reader or writer can use figurative speech to explain their ideas[18]. According to Vanoye, the main function of the Majas of a poem is to make the Poem weightier[19]. Figurative of speech is the use of language by describing something with a special connotation so that the meaning of a word can have many meanings. The figure of speech or figurative language in poetry is the language used by a poet to convey

[16] Masagus Sulaiman, "Imagery Analysis on Emily Dickinson's Poetry," *English Community Journal* 1, no. 1 (2017): 33–40, https://jurnal.um-palembang.ac.id/englishcommunity/article/view/649/585.

[17] https://literarydevices.net/examples-of-imagery-in-poetry/

[18] Robert Rizki and Mimi Mulyani, "Majas Dan Citraan Dalam Novel Kerling Si Janda Karya Taufiqurrahman Al-Azizy," *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia* 6, no. 2 (2017): 200–207.

[19] Okke Kusuma Sumantri Zaimar, 'Majas Dan Pembentukan Nya', Makara, Sosial Humaniora, 6.2 (2002), 45.

his ideas unusually or use words that have figurative or symbolic meanings.

4) Concrete words

Concrete words are a choice of words that represent a form of meaning, physical meaning, and meaning by the context of the poetry.

5) Typography

Typography is a form of poetry format, such as line arrangement, right, left, top, the bottom edge of the paper, the typeface used. This element affects the meaning of the content of the Poem itself.

6) Rhyme

Rhyme is the same syllable or word sound, often occurring at the end of lines of poetry.[20] There is also the possibility of slant rhyme. Rhyme or Rhythm is the similarity of sound in delivering poetry from the beginning to the end of the Poem. Thompson stated that a rhyme is two words that have the same sound[21].

For Example: "HIGHLIGHT and SKYLIGHT"

b. Extrinsic Elements

The extrinsic element of poetry is an element that is outside of poetry and influences the presence of poetry as a work of art. They are historical, psychological, philosophical, religious, biographical, values, and social aspects.

[20] Bccc A S C Rev, "An Introduction to Poetry," *Palm Beach State*, 2019.
[21] Michael Clay Thompson, "Poetry," *Royal Fireworks Press* (2006).

1) Historical Aspects.

This means that this aspect refers to historical elements, past or other stories, or ideas contained in poetry.

2) Psychological Aspects.

From the psychological word, of course, what is in your mind is a soul. Yes, this refers to the psychological aspects of the author in the poetry.

3) Aspects of Philosophy.

Some experts claim that philosophy is closely related to poetry or other literary works. However, some other scholars claim that philosophy and literature are not related in this case of poetry. Philosophy itself has the meaning of a person's view of life on everything used as a philosophy science.

4) Religious Aspects.

Poetry refers to a common theme that can provide religious value to listeners in poetry by an author.

5) Biographical Aspects.

The biographical aspect is also one of the extrinsic elements of poetry. Biography is the background or biography of the poet himself because the life experience of the poet himself will influence the poetry that wants to be created.

6) Value Aspects.

The next extrinsic element of poetry is the value aspect. This means that some of its values can have a positive impact. The values themselves can take the form of economy, politics, culture, society, education, and others.

7) Community Aspects.

The last one is the social aspect. The point is how the social conditions and situations were made at the time of this poetry process. This aspect of society can be in the form of the surrounding environment to the political situation of a country concerned.[22]

Here is one way you can approach reading poetry:

a. Read the complete poetry with an open mind.
b. After finding the impression of the poetry, the next step is poetry analysis. Interpret the poetry by connecting the poetry's title, the content, and the situation of the poetry[23].

2. Pronunciation

a. Definition of Pronunciation

Pronunciation is one of the essential things in English, including articulation, emphasis, and intonation. According to Otlowski 1998 stated that

[22] Andrew Finch, "Using Poems to Teach English Using Poems to Teach English," *Research Gate*, no. June 2003 (2014).

[23] Lyam Christopher and Kevan Bennett, *What Is Poetry?* 2011.

pronunciation is the way of uttering a word in an accepted manner[24]. Kelly also stated that pronunciation is when we use all the same organs of speech to produce the sounds, particularly away[25]. Dalton argued that pronunciation as significant production of sound is divided into two senses. First, the sound is significant because it is used as a part of a particular language code. Second, the sound is significant because it is used to achieve meaning in the context of the use[26]. So it can be concluded that pronunciation is the action or way of saying a word or speech using all organs of speech to produce sounds properly.

Pronunciation in English is very important, especially for non-native speakers. Because sometimes, incorrect pronunciation can hinder communication. According to Ur, the purpose of learning pronunciation is to convey words like the accent of a native speaker.[27] By learning pronunciation, students hope to know how to speak a word or sentence to avoid reading or speaking in English.

Hamka said that the first thing to pay attention to in speaking activities is someone's pronunciation[28]. Grammar may be an important speaking component, but it will be completely useless without clear pronunciation. With clear

[24] Otlowski, M. (1998). "*Pronunciation: What Are the Expectations?"* The Internet TESL Journal. Vol.4 No.1, 1998

[25] Kelly, "How To Teach Pronunciation."

[26] Humiras Betty, Marlina Sihombing, and Desmalia Purba, "Improving Students' Pronunciation Mastery Through Learning By Using Medias (English Songs and English Movies)', XXVI (2018), 591–99.

[27] Ur. Penny, "A Course in Language Teaching," New York; Cambridge University Press, p 52

[28] Abbas P. Gilakjani, "*English Pronunciation Instruction: A Literature Review."* International Journal of Research in English Education. Vol. 1 No. 1, 2016, 3

pronunciation, communication activities will be guaranteed to run well. Even though maybe the sentence arrangement is not by the rules, the native speaker will understand and ignore grammatical errors if the pronunciation is clear.

From the explanation above, we can understand how important pronunciation is in speaking in English. With good pronunciation, the listener can understand the meaning of the speaker to prevent misunderstandings.

1) Aspects of Pronunciation

The aspects of the pronunciation include vocal, consonant, and stress. This part is very important to learn pronunciation and understand the pronunciation or vocabulary heard.

Table 2.1 English Phonetic Alphabet

A	[ei]	J	[jei]	S	[es:]
B	[bi:]	K	[kei]	T	[ti:]
C	[si:]	L	[el]	U	[yu:]
D	[di:]	M	[em]	V	[vi:]
E	[i:]	N	[en]	W	[dablyu]
F	[ef]	O	[ou]	X	[eks]
G	[ji:]	P	[pi:]	Y	[wai]
H	[eich]	Q	[kyu:]	Z	[zed]
I	[ai]	R	[a:]		

a) Consonants

English has 24 consonants. They are /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /t/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/.

Table 2.2 List of Consonant in English

IPA Symbols	Dictionary Symbols	English Example
/p/	P	Pull
/b/	B	bad
/t/	T	tap
/d/	D	door
/k/	K	cat
/g/	G	gone
/f/	F	flip
/v/	V	vas
/Θ/	Th	bathtub
/ð/	Th	father
/s/	S	sold
/z/	Zh	zee
/ʃ/	Sh	should
/ʒ/	Zh	measure
/h/	H	had
/m/	M	men
/n/	N	none
/ŋ/	Ng	slang
/ʧ/	Ch	chalk
/ʤ/	J	jar
/w/	W	we
/j/	Y	yes
/l/	L	lamp
/r/	R	red

b) Vowel

The vowel sounds in a spoken language are characterized by loose vocal cords so that no air pressure collects above the glottis. Vowels contrast with consonants characterized by the closure of one or more points of articulation along the vocal tract. There are twelve

vowels in English, namely: /u/, /ʊ/, /o/, /i/, /ɪ/, /e/, /ɛ, /Λ/, /ɚ/, /ɝ/, /æ/, /ɑ/, /ə/, and /ɔ/.

c) Stress

In English, each word has an emphasis syllable. According to Crystal, Stress is the degree of force used in producing a syllable[29]. It means that word stress is when a word emphasizes its syllables, whether higher, longer, or louder. Jones stated that the force of breath that produces pressure or syllable is called stress[30]. It means that the effort to emphasize a part of the word and the result of this stress produces a meaning.

The use of stress is very important to explain something or differentiate one from another. Harmer stated that stress is the term used to describe the point in a word or phrase where pitch changes, vowel lengthen, and volume increases[31]. The stress or emphasis of syllables in English is not always the same. Stress is common at the beginning, middle, and often even in the middle in the last syllable. Sometimes we can also estimate where the emphasis of a word is based on the type of word. For example, as we can see at the:

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[29] Sukardi Weda, "Problems on English Word Stress Placement Made by Indonesian Learners of English," *ELS Journal on Interdisciplinary Studies in Humanities* 1, no. 3 (2018): 328–341.

[30] Daniel Jones, *An Outline of English Phonetics*, vol. 148, 1992.

[31] Perez, R.A., Ratmanida. *"An Analysis of Students' English Word Stress Errors Made by the Final Year Students of the English Department at Universitas Negeri Padang*." Journal of English Language Teaching. Vol. 8 No.3, 2019 page 1

Table 2.3 Example of Stress

WORD TYPE		WHERE IS THE STRESS	EXAMPLE
TWO SYLLABLES	NOUNS	On The First Syllables	CENter OBject FLOWer
COMPOUND	VERBS	On The Last Syllables	reLEASE adMIT Arrange
	Nouns (N + N) (Adj. + N)	on the last syllable	DESKtop BOOKshelf GREENhouse
	Adjectives (Adj. + P.P.)	on the first part	well-MEANT hard-HEADED old-FASHIONED
	Verbs (prep. + verb)	on the last part (the verb part)	underSTAND overLOOK outperform
PHRASAL VERBS		on the particle	turn OFF buckle UP hand OUT
WORD WITH ADDED ENDING	-c	the syllable before the ending	ecoNOmic geoMEtric eLECtrical

b. Teaching Pronunciation

As we know, English in Indonesia is a foreign language. The Indonesian government includes English as one of the subjects at school. However, even though it has become an important subject, most students cannot speak English well. Teaching pronunciation is a fundamental thing in learning English. People who pronounce English correctly will increase self-confidence to speak naturally, even like a native speaker. On the other hand, people who cannot pronounce well will hinder communication.

Teaching pronunciation is closely related to the recognition or understanding of the flow of speech and production or fluency in the spoken language. This skill will help students master pronunciation skills and guarantee two main skills in English, namely listening and speaking, that occur during the practice of teaching pronunciation skills.

Fraser 1999 stated that pronunciation is a very important part of teaching English.[32] However, this aspect of teaching pronunciation still receives little attention from the public Teacher. The main reason is uncertainty about how best to teach pronunciation and because you usually do not have enough time to do it. Please pay attention to this, and it is difficult to detect the real difficulty their students face. Therefore an English teacher must know how to teach

[32] Agus Sholeh and Uun Muhaji, "Pronunciation Difficulties Encountered by EFL Students in Indonesia: Sebuah Studi Kasus Pada Mahasiswa Kelas Integrated Course Semester 1 FKIP Bahasa Inggris Universitas Kanjuruhan Malang," *Jurnal Inspirasi Pendidikan* 5, no. 2 (2015): 148–162.

pronunciation, and besides that, you also have to know what only the difficulties or weaknesses of their students are.

Teaching pronunciation presents many challenges for English teachers. One of the challenges is the mother tongue of the student. Mother tongue and English are very different.[33] The pronunciation in English is different from the original writing. For example, 'Cook' is read as 'Kuk.' Harmer states that teaching pronunciation makes students pay more attention to sounds and kinds of sounds and makes students develop their speaking skills more.[34]

By learning pronunciation, students will understand how a word is generated correctly. This is intended so that students do not experience errors in reading or speaking. In addition, pronunciation learning must be given to children early. With the aim that when a child reaches an age, the level of use of different language as a means of communication can avoid mistakes in conversation or, in other words, minimize the occurrence of miscommunication. Miscommunication can cause misunderstanding in the meaning of a conversation or reading, affecting personal or other relationships. It is important to know pronunciation well in English because just one vowel in a word will result in a meaning error.

Students faced many problems in studying pronunciation as follows:

[33] Devi Mulatsih, "Pronunciation Ability By Using English Song In Indonesian Student of Unswagati Cirebon," *Journal of English Language Teaching and Learning* 2, no. 2 (2015).

[34] Lilis Suryani, Trisnendri Syahrizal, and Ula Nisa El Fauziah, "Using Orai Application in Teaching Pronunciation," *Indonesian EFL Journal* 5, no. 2 (2019): 93.

1) Students' hearts. Some students are not familiar with English sounds. So that the sound of the words will become stranger to the student, then it will cause students miscommunication.
2) Different Letters. The pronunciation of English letters is different from the pronunciation of the mother tongue.
3) Different intonation[35].

Ulupi stated that there are several ways for students to learn pronunciation and avoid students not feeling boring during the class, which can be used for teachers in teaching pronunciation, namely: drilling words method, chain reading, tongue twister, and reading aloud.[36] It can be concluded that it is very important for teachers to learn pronunciation and pay more attention to pronunciation skills to improve their English skills.

c. Using Poetry in Teaching Pronunciation

As previously explained, pronunciation skills are very important in learning English. With good pronunciation, a person will be able to speak English easily. One of the ways to improve this pronunciation skill is by drilling sound. In this case, song and poetry is one method that can be used. According to Judy argued that in poetry, every sentence or word is pronounced correctly with attention to emphasis, syllables, and others.[37] It means that improving

[35] Erni Nopitasari, "The Effectiveness of Using Electronic Poems to Improve Students' Pronunciation Mastery at the Eleventh-Grade of SMK N 7 Purworejo in the Academic Year 2015/2016" (University of Muhammadiyah Purworejo, 2016).

[36] Sukiani, "Improving Students' Pronunciation Ability Through Tongue Twisters Method at the Second Grade Students of MTs AL-HAMIDIYAH Sidemen in Academic Year 2019/2020" (Universitas Islam Negeri Mataram, 2020).

[37] Gilbert, *Teaching Pronunciation Using the Prosody Pyramid*, vol. 44, p.

pronunciation skills by using poetry is the correct method because it involves important elements of pronunciation.

There are many benefits in teaching poetry to improve students' pronunciation skills. It can prevent students from feeling bored in learning. The teacher can introduce poetry using music or instruments as the background, present it to the class and record it. This is nothing but an art performance where active ties usually attract more student interest.

One thing that the teacher must pay attention to in teaching pronunciation through poetry is the type and content of the poetry. Poetry must be by the characteristics of the student's age and interest, and the most important thing is to use poetry to keep in touch with educational references. So it can be concluded that using poetry to improve students' pronunciation skills can be done by reading poetry in front of the class with music or instruments and recording it.

1) Stage of reading poetry

The stages of the reading poem can be done as follows:

a) Read the title of the poetry

Reading the title and the poet's name is a necessity that should not be forgotten. Read of it is a sign of appreciation and recognition of the author's work. How to read the title or the name of the poet can be done as follows:

a. The title – the works – the name of the poet.

Examples: The song of Italian girls by Sitor Semarang

b. The title – (pause/silence) – the name of the poet

Example: Love letter / Goenawan Mohammad

c. The name of the poet – in – the title

Example: Chairil Anwar in Do'a

b) Between reading the title of the first line in poetry readings, give silence or stop as many three tells (knock). Stop between conducted by breath and exhale slowly without sound by calculating three numbers (1,2,3).

c) At the end of the reading, readers can emphasize each syllable contained in the Poem's last line.

Stages of reading poetry that has been described above can be performed for the beginner level to facilitate the process of learning to read poetry. The stages do not have to be followed. Readers can do poetry reading stages with more variety and creativity.

2) Poetry Reading Techniques

How do we read poetry well and target/goal meaning of the Poem we read according to the poet's purpose? Several steps need to be noticed by the readers of poetry, among others:

a) Interpretation (interpretation/understanding of the meaning of poetry)

In this process, the necessary sharpness of vision and emotion is interpreting and dissecting the contents of poetry. Understanding the content of the Poem is the reader of poetry should

make the initial efforts to uncover the stored and implied meaning of the string of words expressed.

b) Vocal

(1)Articulation: Pronunciation is intact and clear, even in each letter.

(2)Diction: The pronunciation of the word for word with varying pressures and flavor.

(3)Tempo: Quickly the pronunciation (sound). We must be clever to set and adjust the power of breath. There should be a pause where we have to connect or steal the breath.

(4)Dynamics: Weak loudness (at least should be up to the audience, especially when reading poetry competitions). We are creating a dynamic that is primed to set the rhyme and Rhythm, the ups and downs, loud volume, and diction softness, which is important to maintain harmony in the current ups and downs of tonality.

(5)Modulation: Change voice in reading poetry.

(6)Intonation: Pressure and rating sentences.

(7)Interlude: Beheading sentence in poetry.

(8)Breathing: Typically, in a poetry reading that is used is belly breathing.

c) Appearance

One success factor is a person's personality reading a poem or a performance on stage. Try to seem calm, not agitated, not nervous, authoritative, and convincing (not stage fright).

Movement: Someone who reads a poem should support the contents of the Poem is read. Gestures or hands are not too cliché,

Communication: When we read the Poem, we should be able to give a touch, even the thrill of feeling and soul of the audience.

Expression: Putting out the results of the understanding, appreciation, and all the above aspects with an appropriate and reasonable expression.

Concentration: Concentration of the content of the Poem will be read.

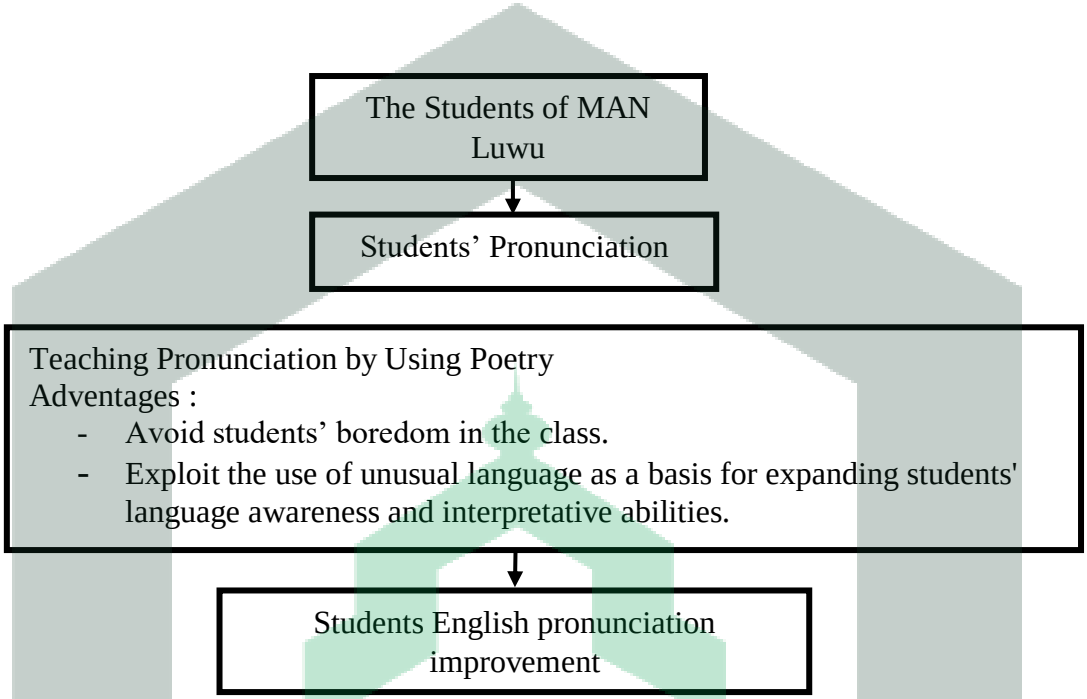
With the exposure, we can conclude that reading poetry is not just a poet who conveys currents of thought, but we also have to bring the poet's soul. Reading poetry is a useful way to help students to improve their pronunciation. Reading poetry gave more chances for the students to be more confident than other students[38].

C. Conceptual Framework

Based on the background and the literature review of this research, the students in MAN Luwu faced several problems. Students still lack vocabulary, and teachers cannot be role models for their students. The teacher, seeing in such a situation, needs to solve the problem where the teacher must create an optimal learning model or new technique so that the class situation becomes more conducive and students will understand the material presented. Based on the

[38] Lidya Shinta Mutiara, Heri Yufrizal, and Muhammad Sukirlan, "Implementation of Reading Poem Practice to Improve Students' Pronunciation at Second Year of SMP N 8 Bandar Lampung" (the University of Lampung, n.d.).

explanation above, using poetry as a medium for teaching pronunciation can be a new way to solve the students' pronunciation. The conceptual framework of this research can be seen as follow:



D. Hypothesis

Based on the research question that has been stated above, the research hypothesis is that using poetry is effective in enhancing students' pronunciation at the eleventh-grade student of MAN Luwu

CHAPTER III

RESEARCH METHOD

A. Research Method

In this research, the researcher applied the Classroom Action Research (CAR) to solve the problem in the Islamic Senior high school of MAN Luwu. There were three reasons why the researcher chose Classroom Action Research, namely; First, Classroom Action Research is an effective way of improving teaching skills. It can help the researcher plan teaching strategies, find which teaching techniques work better, and know the researcher's strengths and weaknesses during the research process.

Second, CAR provided documentation facilities. Finally, Classroom action research gave a new spirit. It means that reports and results of CAR can be used by other teachers in teaching and learning activities. It is because every result of CAR will continuously be developed to always create breakthroughs in the teaching and learning process. In addition, Classroom action research is a way of systematically examining teaching to gain new insights.

B. The procedure of the research

1. Research Subject

The researcher conducted this research in MAN Luwu. The research subject was the students of Class XI MIPA 2 in the academic year 2021/2022 that consisted of 16 students. The researcher chose this school because te school was the researchers' school, and the researcher wanted to contribute to this

school. The reason why the researcher chose this class is a suggestion from the teacher herself. She said that the students in this class are disciplined, so it can help the researcher easier to observe them.

2. Time

This research was conducted from September until October 2021. It consisted of the researchers' schedule from pre-observation until the result seminar of the research. The detail of the schedule was presented as follows:

No.	Day/Date	Material
1.	Monday, 22 February 2021	Pre- Observation
2.	Thursday, 26 August 2021	Proposal Seminar
3.	Wednesday, 13 October 2021	Pre-test (Online)
4.	Friday, 22 October 2021	Cycle I (first and second meeting)
5.	Saturday, 23 October 2021	Cycle II third meeting and Post-test
6.	Wednesday, 01 December 2021	Result seminar

3. Location

This research was conducted in the Islamic senior high school of Luwu (MAN Luwu) 2021/2022 academic year. Jl. Pendidikan, No. 10. Kec. Suli, Kab. Luwu, South Sulawesi province.

4. Research Procedure in CAR

The researcher used Classroom Action Research (CAR) by using Lewin's model in doing this research. The model of Lewin's can be seen as follows:

The steps of the research can be illustrated as follows;

a. Planning

The researcher selected a teacher from the school as a collaborator to help the researcher observe and control the classroom situation. The researcher and collaborators discuss lesson plans. Lesson plans were made based on the material and syllabus. Researchers also provided research instruments, observation sheets, and other data collection tools.

b. Action

The performance of the action was planned. The researcher sometimes changed the plans when the plans were not working. The researcher conducted the first cycle and then continued with the second cycle if the target was not achieved.

c. Observation

The observation was made during the learning process. The observer made the observation. Students were observed including their activities during the teaching-learning process. The teacher made these observations.

d. Reflection

In this phase, reflection resulted from the research based on the observation during the teaching-learning activities. The reflection was done to identify the problems that occur in cycle I. How the methods and activities in the cycle I evaluated. The results of this reflection were used as a reference for making learning plans that were carried out in cycle II to

improve learning outcomes. The researcher and collaborator carry out this reflection activity to obtain factual data.

C. Research Target

According to Judy argued that in poetry, every sentence or word is pronounced correctly with attention to stress, syllables, and others.[39] It means that improving pronunciation skills by using poetry is the correct method because it involves important elements of pronunciation. This research would be categorized as successful if the students passed the grade of KKM. The passing grade of an English lesson at MAN Luwu is 70. The researcher also used observation sheets and reflection sheets. If the indicator of success can be achieved based on these three assessments, this research was successful.

D. Research Instrument

The research instruments were observation and pronunciation tests to collect the data.

1. Observation

According to Adler, observation is one of the fundamental fundamentals of all deep data collection methods qualitative research, especially concerning the social and behavioral sciences human.[40]. Class observation is needed in this study to determine the classroom situation during the research. Students interact with others, respond to English subjects, and describe other teaching and learning processes. The researcher only needs to provide a sheet of paper,

[39] Gilbert, *Teaching Pronunciation Using the Prosody Pyramid*, vol. 44, p.

[40] Hasyim Hasanah, "Teknik-Teknik Observasi (Sebuah Alternatif Metode Pengumpulan Data Kualitatif Ilmu-Ilmu Sosial)," *At-Taqaddum* 8, no. 1 (2017): 21.

observe the classroom situation, and then write it down. Students do not need to feel disturbed during the observation process.

2. Test

The test aimed to know the students' understanding through spoken words. The researcher analyzed pronunciation aspects. They were vocal, consonant, and stressed. The researcher used pre-test and post-test to know the effective ways of teaching poetry. To determine the improvement of students' pronunciation, the teacher gave the students an oral test. The researcher used the Oxford Dictionary as the standard of pronunciation. It will describe the student's result as long as the learning process. Here is the level of students' achievement on pronunciation:

Table 3.2 Pronunciation Rubric[41]

Category	**ASPECT OF PRONUNCIATION**				
	Vowel	Consonant	Word Stress	Sentence Stress	Fluency
1	Vowel errors are frequent	Consonant errors are frequent	Frequently miss places stress on multisyllabic words	Sentence stress is rarely identified	Frequent repetition always do correction on spoken ability
2	Pronounce some vowels incorrectly consistently	Pronounce some consonant incorrectly consistently	Places stress on the right syllable of multisyllabic words	Frequent misplace stress on focus words and other key words	Can handle with confident
3	Make in consistent	Make in consistent	Places stress on the right syllable of	Places stress on focus	Can discuss particular interests of

[41] Sukiani, "Improving Students' Pronunciation Ability Trough Tongue Twisters Method at the Second Grade Students of MTs AL-HAMIDIYAH Sidemen in Academic Year 2019/2020."

	vowel errors	consonant errors	multisyllabic words, but miss place it on certain words	words and other key words sometimes	competence with reasonable ease
4	Pronounces vowels correctly most of time	Pronounces consonant correctly most of time	Places stress on the right syllable of multisyllabic words, but miss place it on few words	Place stress on focus words and other key words most of time	Able to use the language fluently on all levels normally pertinent to profession all need
5	Pronounces vowels correctly all the time	Pronounces consonant correctly all the time	Places stress on the right syllable of multisyllabic words all the time	Place stress on focus words and other key words all the time	Has complete fluency in the language such the speech is fully accepted by educated native speaker.

E. The technique of Data Collection

The technique of data collection used in this research is as follows:

1. Pre- test

The pre-test was the first activity carried out to know the students' abilities in pronunciation before the treatment. The researcher, in this case, gave a poem to the students to be read and then recorded. This was as data to determine the extent of mistakes made by students. With this, the researcher can measure the extent to which students' ability to read English poetry.

2. Treatment

a. Plan

Lesson plan, teaching media, students tend to enlist, and an observation sheet is the part of the plan. It began with a discussion with the teacher and the students. The researchers with collaborators discuss lesson plans. Lesson plans were made based on the material. Researchers also provided research instruments, observation sheets, and other data collection tools.

b. Action

Cycle 1

First Meeting

1) Opened the class and introduced herself
2) The researcher introduced the material and the purpose to the class
3) The researcher explained the material
4) The researcher distributed the poetry to all of the students in the class
5) The researcher played the video of reading poetry and asked the students to pay attention to how the speaker pronounced the word.
6) The students were asked to practice words and sentences related to part aspects of pronunciation.
7) The researchers divided the students into groups and asked every student to practice the poetry in front of their group.
8) The researcher asked each group to prepare themselves to read poetry in front of the class, and the others listened to him/her.
9) Closed the class and prepared the students for the next meetings.

Cycle 1

Second Meeting

1) Opened the class and introduced herself
2) The researcher introduced the material and the purpose to the class
3) The researcher explained the material
4) The researcher distributed the poetry to all of the students in the class
5) The researcher played the video of reading poetry and asked the students to pay attention to how the speaker pronounced the word.
6) The students were asked to practice words and sentences related to part aspects of pronunciation.
7) The researchers divided the students into groups and asked every student to practice the poetry in front of their group.
8) The researcher explained to the students about the game
9) The students were asked to drill the pronunciation of the word
10) The researcher asked the students to play the communicative game
11) Closed the class and prepared the students for the next meetings.

Cycle 2

1) Opened the class and introduced herself
2) The researcher introduced the material and the purpose to the class
3) The researcher explained the material
4) The researcher distributed the poetry to all of the students in the class
5) The researcher played the video of reading poetry and asked the students to pay attention to how the speaker pronounced the word.

6) The students were asked to practice words and sentences related to part aspects of pronunciation.
7) The researchers divided the students into groups and asked every student to practice the poetry in front of their group.
8) The researcher explained to the students the meaning of the poetry
9) The students were asked to drill the pronunciation of the word
10) The researcher asked the students to read poetry in front of the class using an instrument.
11) Closed the class and prepared the students for the next meetings.

c. Observation

The researcher and collaborator observed students' skills in reading poetry in front of the class and their activities.

d. Reflection

Reflection in this research was based on the results of observation and evaluation during learning activities. The reflection was done is to identify the problems that occur in every cycle. In reflection, the researcher found the plus and minus of learning activities and how the methods and activities in every cycle were evaluated. This reflection will be used as a reference for the researcher to make new plans for the next cycle.

3. Post-test

It is conducted to know the students' pronunciation improvement after treatment. The test was similar to the pre-test, by reading the same poetry.

F. The technique of Data Analysis

Data analysis is the process of inspecting, cleaning, and modeling data to find useful information, informing conclusions, and supporting decision-making.

1. Observation

The formula that the researcher used to calculate the percentage of students is:

$$\% = \frac{n}{N} \text{ x } 100$$

Where % = the percentage of expectation

n = the score of students

N = the sum of the total score

From the formula above, the researcher can analyze the students' participants as follows:

a. Excellent, the aspect of activity that was observed above reaches out for 85-100%
b. Very good, the aspect of activity that was observed above reaches out for about 76% from overall percentage 84%
c. Good, the aspect of activity that was observed above reaches out for about 66% from the overall percentage of 75%
d. Average, the aspect of activity that was observed above reaches out for about 56% from the overall percentage of 65%

e. Enough, the aspect of activity that was observed above reaches out for about 46% from overall percentage of 55%

f. Poor, the aspect of activity that was observed above reaches out for about < 45%

2. Test

The mean score of students' pronunciation was formulated:

$$\bar{x} = \frac{\sum x}{\mathrm{N}} \; x \; 100\%$$

Where $\underline{x}$ = mean score

$\sum x$ = sum of all score

N = total number of subject

CHAPTER IV

RESEARCH FINDING

A. Finding

There are several analyses that will be discussed in this part by the researcher. The analysis from pre-test, three cycles, and post-test. The discussion of the analyses can be seen as follows:

1. Analysis of Pre-Test

Describing students' pronunciation through phonetic transcription is the researchers' data analysis method in the pre-test. Based on the pre-test result, the researcher identified the students' pronunciation achievement by using the standard pronunciation on Oxford Learner's Dictionary. Here is the result of the students' pronunciation achievement on the pre-test.

Table 4.1 Pronunciation of Students on Pretest

No.	Subject's Code	The Pronunciation Number
1.	S1	30
2.	S2	45
3.	S3	70
4.	S4	75
5.	S5	70
6.	S6	60
7.	S7	60
8	S8	70
9	S9	35
10.	S10	60
11.	S11	70

12.	S12	50
13.	S13	60
14.	S14	70
15.	S15	40
16.	S16	50
	Total	**915**
	Average	**57**

The result showed that students' pronunciation in the pre-test was still low. Based on the table above, the students' pronunciation average is 57, which is not good enough for a KKM score. There were only six students who passed the KKM score.

2. The Cycle I

The first cycle was conducted on 22 October 2021 consisted of two meetings.

First Meeting

a. Planning

In this step, there were several steps that the researcher has done with the collaborator. First, the researcher and the collaborator identify the syllabus. After that, lesson plans were made according to the material in the syllabus. And then, the collaborator gave some advice about opening the class. The researcher and the collaborator also prepared the observation sheets.

b. Acting

After the planning, some steps on teaching were done:

1) Pre-activity

It was a tradition in MAN Luwu before the learning activity began. First, students were asked to recite the Holy Qur'an. Then, the researcher checked the attendance list in XI MIPA 2. Next, the researcher introduced herself and the purpose of coming to the school. After that, the researcher explained the material that day. The collaborator also started to observe the class.

2) Main activity

The lesson in this cycle was focused on the first pronunciation aspect, which is Vocal. A video was given to the students on Whatsapp the night before the cycle was conducted and asked them to listen to it carefully. And then, the researcher gave the students poetry and turned on the video about a poetry reading. While the researcher played the poetry reading video, the students were asked to pay attention to how the researcher read each word in poetry. After that, the students were asked to divide into a group. They were asked to read the poem several times with their friends. After that, the students drilled their pronunciation with the researcher by reading each sentence word in each line of the poetry. The researcher also made a note for herself about the activity in the class to become her reflection sheet.

3) Closing

The researcher closed the class by asking the students to say hamdalah.

c. Observing

In this step, the observer paid attention to all activities during the class situation. The researcher found that the students were not active during the class. This is based on the result of an observation made by the observer, where when the researcher asked the students, there were only a few students who responded. The situation also looks indifferent to the learning activity. Some students did not pay attention to the researcher's explanation, and when the researcher asked them to clarify their understanding, they were silent. It can be concluded that the students were not enthusiastic about learning. Here is the result of observation in cycle I's first meeting:

Table 4.2 Students' Observation Checklist Result of 1st Meeting

No.	Indicators	None (0 %)	A Few (<20 %)	Half (20-49 %)	Many (50-69 %)	Majority (>70 %)	Total Score
		1	2	3	4	5	
1.	Students participate toward teachers' explanation.		√				2
2.	Students' activity in make a note from teacher explanation.			√			3

3.	The students asks questions to the teacher to clarify understanding.	√		2
4.	The students are enthusiastic in responding teachers' question.	√		2
5.	The students answer teachers' questions.	√		1
6.	The students are enthusiastic doing in learning process.	√		2
	Total			**12**

Score % $= \frac{maximum\ score}{total\ score}$ x 100

$= \frac{12}{30}$ x 100 = 40%

Based on the observation, the percentage of students participating during the class was 40%, categorized as poor. After the researcher got the students' percentage or the students' classical achievement, the researcher tried to get the students' average score in Cycle I. Here is the result of the test on cycle I's first meeting:

Table 4.3 Pronunciation of Students on Cycle 1 1st Meeting

No.	Subject's Code	The Pronunciation Number
1.	S.1	35
2.	S.2	55
3.	S.3	70
4.	S.4	80
5.	S.5	75
6.	S.6	65
7.	S.7	65
8.	S.8	75
9.	S.9	45
10.	S.10	65
11.	S.11	70
12.	S.12	55
13.	S.13	65
14.	S.14	75
15.	S.15	45
16.	S.16	60
	Total	**1000**
	Average	**62**

The average score of the students were calculated:

$$M = \frac{\sum x}{\mathrm{N}}$$

$$= \frac{1000}{16}$$

$$= 62$$

Based on the result above, there were 16 students who joined in cycle I. The average score was 62. The maximum score was 75.

d. Reflecting

The end of the cycle is reflected. The researcher found that the learning activity that was carried out seemed monotonous. When the researcher asked the students, they were just silent or some of the students answered, but they were not excited. Students should pay more attention to correctly identifying and pronouncing the words in the next cycle. The researcher decided to change the lesson plan by changing the learning methods or the technique.

Based on the result of observation, the students were not participating in the teacher's explanation, and they were not responding to the teachers' question. The students were also not enthusiastic about the learning process. The reflection showed that there were only students who participated in the class. It can be seen that when the teacher asked them, most of the students did not answer the question. The test showed some progress but still did not reach the indicator of success. So, the researcher decided to fix it on the next cycle.

2nd meeting

a. Planning

In this step, there were several steps that the researcher has done with the collaborator. First, the researcher and the collaborator identify the syllabus. After that, change the lesson plan according to the material in the syllabus. And then, the collaborator gave some advice about opening the class. The researcher and the collaborator also prepared the observation

sheet and the present list to know students' activeness in joining the teaching-learning process.

b. Acting

After the planning, in acting there are some steps of teaching were done:

1) Pre-activity

First, students were asked to recite the Holy Qur'an. It was a tradition in MAN Luwu before the learning activity. Then, the researcher checked the attendance list of XI MIPA 2. After that, the researcher conveyed the learning objectives and the material's scope and explained the correlation between the previous material with today's material. The collaborator also started to observe the class.

2) Main activity

The lesson in this cycle was focused on the first pronunciation aspect, which is Consonant. A video was given to the students on Whatsapp the night before the cycle was conducted and asked them to listen to it carefully. And then, poetry was given to the students. The researcher read aloud in front of the class two times. While the researcher read the poetry, the students were asked to pay attention to how the researcher read each word in poetry. After that, the students were asked to divide into a group. Each group has one student as the leader. And then, the researcher explained to the students about the game. Before the game started, the students were asked to read the

poem several times. After that, the students drilled their pronunciation with the researcher by reading each sentence word in each line of the poetry.

The game was a communicative game. One student in each group had to stand. Each student in a group will read one line of poetry, and then the next group will continue another line of poetry, and so on until each group has had a turn to read poetry. This activity should not be paused so that it will require high concentration. One error will cause a point deduction so that the students are motivated to read poetry with the correct pronunciation.

3) Closing

In the last teaching steps, the researcher asked the students to say hamdalah, gave the conclusions of the material, and reminded them to keep practicing the pronunciation at home.

c. Observing

In this step, the observer pays attention to all activities such as students' activity, class situation, and students' response when the class is running. The researcher found that the students were active during the class. This is based on the result of the observation that the observer made. They were excited during the class. The students paid attention and understood the researcher's explanation. It can be seen that when the researcher asked the students some questions, they answered the question. They were also active in asking how to pronounce the word. It can be

concluded that the students showed some progress. The students were enthusiastic about the learning process. Here is the result of observation in the second meeting:

Table 4.4 Students' Observation Checklist Result in Cycle I

(Second Meeting)

No.	Indicators	None (0 %)	A Few (<20 %)	Half (20-49 %)	Many (50-69 %)	Majority (>70 %)	Total Score
		1	2	3	4	5	
1.	Students participate toward teachers' explanation.			√			3
2.	Students 'activity in make a note from teacher explanation.			√			3
3.	The students asks questions to the teacher to clarify understanding.			√			3
4.	The students are enthusiastic in responding teachers' question.				√		4
5.	The students answer teachers' questions.				√		4
6.	The students are enthusiastic doing in learning process.				√		4

Total	**21**

Score % = $\frac{maximum\ score}{total\ score}$ x 100

= $\frac{21}{30}$ x 100

= 70 %

Based on the result of observation, the percentage of students participating during the class was 70 % which is categorized as good. The data showed an increase and has reached the KKM.

Here is the result of cycle second meeting:

Table 4.6 Pronunciation of Students on Cycle 1 (2nd meeting)

No.	Subject's Code	The Pronunciation Number
1.	S.1	65
2.	S.2	70
3.	S.3	85
4.	S.4	80
5.	S.5	75
6.	S.6	70
7.	S.7	80
8.	S.8	60
9.	S.9	50
10.	S.10	70
11.	S.11	80
12.	S.12	60
13.	S.13	70
14.	S.14	75
15.	S.15	60
16.	S.16	75

The average score of the students were calculated:

$$M = \frac{\sum x}{\mathrm{N}}$$

$$= \frac{1125}{16}$$

$$= 70$$

Based on the result above, the students in cycle II were joined by 16 students. The average score of the students was 70.

d. Reflecting

The end of the cycle is reflected. The researcher found that the learning activity that was carried out showed some progress. Students are more enthusiastic during the learning process. It means that the method that was used in cycle II was successful. The difference between cycle I and cycle II was obvious. In cycle I, the learning activities are monotonous, but the researcher tried to make breakthroughs by using games in cycle II. These communicative games can make the students more challenged to compete with other groups. Although, there were still two or three students who were not interested in learning activities. These students were recognized as less active students by the observer. So, the researcher has a task for how these students want to be more active in the classroom.

At the end of the cycle second meeting, the researcher accelerated the closing of the class 10 minutes earlier. The researcher asked three of these students to talk with the researcher. The researcher argued that a teacher must know what causes the students to be inactive in the classroom related to personal problems. Then the researcher had a deep conversation

with them one by one. At first, they did not want to talk about the problem, so the researcher decided to talk about what they liked. This was where they started to speak up. They felt comfortable with the researcher, so they dared to be honest. They tended to stay silent in the class for some reason. One student has already become a character, but personal problems caused the others. Teachers should be brave to listen and give them advice for their problems and provide a sense of safety.

3. Cycle 2

The third cycle was conducted on 23 October 2021 consisted of four steps based on Lewin's model, namely planning, acting, observing, and reflecting.

a. Planning

In this step, there were several steps that the researcher has done with the collaborator. First, the researcher and the collaborator identify the syllabus. After that, change the lesson plan according to the material in the syllabus. And then, the collaborator gave some advice about opening the class. The researcher and the collaborator also prepared the observation sheet and the present list to know students' activeness in joining the teaching-learning process.

b. Acting

In acting, some steps of teaching were done:

1) Pre-activity

First, students were asked to recite the Holy Qur'an. It was a tradition in MAN Luwu before the learning activity. Then, the researcher

checked the attendance list of XI MIPA 2. After that, the researcher conveyed the learning objectives, the scope of the material and explained the correlation between the previous materials with today's material. The collaborator also started to observe the class.

2) Main activity

The lesson in this cycle was focused on the first aspect of pronunciation, which was stress. Poetry was given to the students. The researcher read aloud in front of the class two times. While the researcher read the poetry, the students were asked to pay attention to how the researcher read each word in poetry. After that, the students were asked to divide into a group. After that, the students drilled their pronunciation with the researcher by reading each word of the sentence in each line of the poetry. Continued by describing the meaning of the poetry in order to make them understand and feel the poetry. In this phase, students read poetry with an instrument. So, each student was asked to read their poetry aloud in front of the class by using an instrument.

3) Closing

At the end of Cycle II, the researcher gave the conclusions of the material and reminded them to keep practicing the pronunciation at home.

c. Observing

In this step, the observer pays attention to all activities during the situation of the class. The researcher found that the students were active during the class. They were excited during the class. This is based on the result of the observation that the observer made. The students were paid attention and understood the researcher's explanation by all the students. It can be seen that when the researcher asked the students some questions, they answered the question. They were also active in asking how to pronounce the word. It can be concluded that the students showed some progress. The students were enthusiastic about the learning process. Here is the result of observation in cycle II:

Table 4.6 Students' Observation Checklist Result in Cycle II

No.	Indicators	None (0 %)	A Few (<20 %)	Half (20-49 %)	Many (50-69 %)	Majority (>70 %)	Total Score
		1	2	3	4	5	
1.	Students participate toward teachers' explanation.					√	5
2.	Students' activity in make a note from teacher explanation.				√		4
3.	The students asks questions to the teacher to clarify understanding.				√		4

4.	The students are enthusiastic in responding teachers' question.	√		4
5.	The students answer teachers' questions.	√		4
6.	The students are enthusiastic doing in learning process.		√	5
	Total			**26**

Score % = $\frac{maximum\ score}{total\ score}$ x 100

= $\frac{26}{30}$ x 100

= 86%

Based on the result of observation, the percentage of students participating during the class was 86 % which is categorized as excellent. The data showed an increase and has reached the KKM.

Here is the result of cycle II. It can be shown on the table as follows:

Table 4.7 Pronunciation of Students on Cycle II

No.	Subject's Code	The Pronunciation number
1.	S.1	70
2.	S.2	75
3.	S.3	90
4.	S.4	90
5.	S.5	80
6.	S.6	75

7.	S.7	85
8.	S.8	75
9.	S.9	60
10.	S.10	75
11.	S.11	85
12.	S.12	65
13.	S.13	75
14.	S.14	80
15.	S.15	70
16.	S.16	80
Total	**1.160**	
Average	**72**	

The students' mean score were calculated;

$$M = \frac{\sum x}{\mathrm{N}}$$

$$= \frac{1160}{16}$$

$$= 72$$

Based on the result above, the students in cycle II were joined by 16 students. The average score was 72, which reached the KKM. The result from cycle I until II showed an increasing point.

d. Reflecting

The end of the cycle is reflected. The researcher found that the learning activity that was carried out showed progress. During the learning process, students become more enthusiastic. It means that the method that was used in cycle II was successful. Almost all the students asked and answered the question. Their pronunciation improved. After a whole activity had finished, the researcher assessed the students' reading poetry results. The students' pronunciation improved.

Based on the result of the evaluation between the researcher and the English teacher, the result of this research can be assumed that the implementation of Classroom Action Research in improving students' pronunciation ability through reading poetry was in agreement with the plan that had been discussed by the researcher and the teacher previously.

The researcher concluded that reading poetry by communicative game, using an instrument, and drilling the words was the effective way to improve students' pronunciation. At the same time, the researcher decided to stop this research because it had already succeeded.

4. Analysis of Post-test

It is conducted to know how far the students' pronunciation improves after treatment. Based on the data in each cycle, students' pronunciation is improved. They were more enthusiastic from cycle I until cycle II. The result of the post-test as we can see as follows:

Table 4.8 Pronunciation of Students on Post-test

No.	Subject's Code	The Pronunciation Number
1.	S.1	70
2.	S.2	80
3.	S.3	90
4.	S.4	95
5.	S.5	85
6.	S.6	75
7.	S.7	85
8.	S.8	80
9.	S.9	65
10.	S.10	85
11.	S.11	85

12.	S.12	70
13.	S.13	80
14.	S.14	85
15.	S.15	65
16.	S.16	80
Total		**1275**
Average		**79**

From the table above, the students in the post-test were joined by 16 students. The average score of the students was 79, which reached the KKM. The result from cycle I until III showed an increasing point. It can be shown that the target of this research has been reached. It means students' pronunciation was improved during the learning process.

The result proved that reading poetry could improve students' pronunciation ability. The significant improvement can be shown in the pre-test, three cycles, and post-test.

B. Discussion

In learning English, we learn not only to know the meaning of the words but also to pronounce the words correctly. Mispronunciation can cause misunderstanding. With good pronunciation, we can speak English easily and, most importantly, prevent misunderstanding. The only way to improve pronunciation is to get used to pronouncing the words. Rhymes, poetry, and songs are excellent ways to practice pronunciation and intonation.[42]The researcher introduced teaching poetry to enhance students' pronunciation, while

[42] Saputri D W I Lestari, "Reading Poems As a Strategy to Improve English Pronunciation Ability on Segmental Features and Word Stress" (Walisongo State Islamic University, 2015).

the objective of this research is that students can enhance their pronunciation. The researcher did this research by using Classroom Action Research.

In cycle I, on the first meeting, the students still had difficulties pronouncing the words. They were also not interested in the learning process. Based on the observation sheet, the researcher found that the students were not active during the class. This is based on the result of an observation made by the observer, where when the researcher asked the students, there were only a few students who responded. The situation also looks indifferent to learning activities. There were students who ignored the researcher's explanation, and when the researcher asked them to clarify their understanding, they were in silence. It can be concluded that the students were not enthusiastic about learning. In reflecting, the researcher also found that the learning activity that was carried out seemed monotonous. When the researcher asked the students, they were just silent or some of the students answered, but they were not excited.

In cycle I's second meeting, the researcher changed the lesson plan and the method. The result was that the students became more excited in the learning process. The researcher found that the students were active during the class. This is based on the result of the observation that was made by the observer. They were excited during the class. The students paid attention and understood the researcher's explanation. It can be seen when the students can answer the question from the teacher. They were also active in asking how to pronounce the word. It can be concluded that the students showed some progress. The

students were enthusiastic about the learning process. In reflecting, the researcher found that the learning activity that was carried out showed some progress. During the learning process, students become more active and enthusiastic. It means that the method that was used in the 2nd was successful. The difference between the first meeting and the second meeting was very clear. In the first meeting, the learning activities were monotonous, but in the second meeting, the researcher tried to make breakthroughs by using games. These communicative games can make the students more challenged to compete with other groups. Although, there were still two or three students who were not interested in learning activities.

On the last cycle, Cycle II. Based on the result of observation sheets and reflection sheets that students enjoy the learning process. They were willing to do something that the researcher asked them to do. The researcher gave the students a pre-test and post-test to read the poetry. The result was that the students became more enthusiastic than before and confident in pronouncing the words. It can be concluded that students' pronunciation was improved after treatment.

From the result above, it can be concluded that there are several ways of reading poetry that is effective to improve students' pronunciation by using the communicative game, an instrument, and also drilling technique. This is in line with Judy Gilbert's argument that in poetry, every sentence or word is pronounced correctly with attention to emphasis syllables, sound, stress, and

others.[43]. It means that improving pronunciation skills by using poetry is the correct method because it involves important elements of pronunciation. However, the student's interests and motivation were also supported in participating in the learning process.

There were similarities and differences between the researcher's results and the three of previous research. A similar result between the researcher and the first previous research is that there was an improvement in using poetry to enhance students' pronunciation. The difference between the researcher and the first research is that previous research focused on drilling the pronunciation of stanza, sound, and exaggerated the pronunciation. While the researcher focused on teaching poetry using the aspect of pronunciation. A similar result between the researcher and the second previous research is that both used pronunciation as the topic. The difference is that the second previous research used the song. Moreover, the similarities between the third research and the researcher are that this research used poetry as a method. However but the difference is that the third previous chapter focused on the advantages of using poetry in learning English, and this research focuses on what is the effective way in teaching poetry.

[43] Gilbert, *Teaching Pronunciation Using the Prosody Pyramid*, vol. 44, p.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher will provide conclusions about the research described in the previous chapter. The researcher will also provide suggestions to support the teaching-learning process.

A. Conclusion

Based on the result of the research, the researcher concluded that the effective ways of poetry in enhancing students' pronunciation are:

1. By using a communicative game. The students were asked to divide into groups. Each group has one student who stands by and reads poetry. Before the game started, the students were asked to drill the pronunciation of the poetry. Each student in a group read one line of poetry, then the next line continued with the other group, and so on until each group had a turn to read the poetry.
2. By using instrumental music. The instrument used in this research was based on the theme of poetry. Before students read the poetry with the instrument, the researcher explained the meaning of each word of poetry to make students absorb the poetry. So that when students conveyed the poetry, the atmosphere that was created was more solemn.
3. They are drilling the words. Aimed of drilling was to help students achieve betters pronunciation of language words. Drilling is often known as eliciting. It encourages students to bring up the words

B. Implication

Based on the result of this research, the implications can be stated theoretically and practically as follows:

1. Theoretical Implications
   a) Choosing a suitable learning method can affect the achievement of students. Teaching pronunciation with poetry will be effective by using communicative games, instruments, and drilling the words.
   b) Class conditions such as student enthusiasm can motivate students in learning. Students' learning motivation influences learning achievement. Students with high motivation, of course, have better learning achievement than students with medium or low motivation. It is hoped that teachers can foster learning motivation in students in various ways according to the teacher's ability and are attractive to students.
2. Practical Implications

   The results of this research are used as input for teachers and pre-service teachers to improve themselves with the teaching carried out and students' learning achievements that have been achieved by methods and learning students' motivation to improve the students' achievement.

C. Suggestion

The researcher would like to give some suggestions related to this discussion for those who are closely related to the English teaching as follows:

1. For the teacher

   When the teacher uses poetry to teach pronunciation in senior high school, the researcher suggests choosing the type of poetry that will make students more interested. For example, in terms of content, students are more interested in poetry with teenage love. Teachers are also advised that if choosing a poetry instrument, use an instrument related to the poem's theme. In addition, teachers should pay more attention to the classroom situation by providing media or learning techniques that can stimulate students to be active in the classroom.

2. For the students

   When learning pronunciation by using poetry, the students suggest paying more attention to the aspect of pronunciation such as stress, sound, and intonation. In reading poetry, students also suggest knowing the meaning of poetry to get an understanding of poetry. This can help students improve their vocabulary. Students should also be confident when reading poetry or pronouncing words.

3. For the researcher

   From the research findings, it is hoped that the next researcher can learn them. The researcher hopes there will be further studies on teaching-learning English pronunciation by using poetry.

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APPENDICES

APPENDIX I (LESSON PLAN)

RENCANA PELAKSANAAN PEBELAJARAN (RPP)

Nama Guru : Mutia Asisyifa
Nama Sekolah : MAN Luwu
Mata pelajaran : Bahasa Inggris
Jenjang Kelas : SMA/MA/XI MIPA 2
Materi/Topik : Puisi/ Pronunciation

I. TUJUAN

Informasi Pembelajara	
KD	3.1 Menerapkan fungsi sosial dan unsur kebahasaan dalam puisi 4.1 Menangkap pesan dalam puisi
Indikator	3.1.1 Mengidentifikasi karakeristik puisi 3.1.2 Menyebutkan fungsi social sebuah puisi dalam perspektif Bahasa.
Tujuan	Siswa mampu Mengidentifikasi karakeristik dan fungsi sebuah puisi

Media Pembelajaran

1. **Media**
   - Laptop
2. **Sumber Belajar**
   Buku siswa Bahasa Inggris / Kementrian Pendidikan dan Kebudayaan.—Edisi revisi Jakarta, sumber lain dari internet.

II. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan
Pembukaan	1. Guru mengucapkan salam dan menyapa 2. Guru meminta salah satu siswa memimpin do'a 3. Guru Menanyakan kondisi dan kehadiran siswa 4. Guru menyiapkan suasana belajar yang kondusif 5. Guru menyampaikan tujuan pembelajaran dan KD yang dicapai(tulis KD dan tujuan yang harus dicapai) 6. Guru menanyakan materi pada pertemuan sebelumnya dan kaitannya dengan pertemuan ini 7. Guru menyampaikan cakupan materi
Kegiatan Inti	1. Guru memutarkan video tentang pembacaan puisi dan Siswa menyimak puisi yang diperdengarkan oleh guru 2. Guru membagikan puisi kepada siswa 3. Siswa diminta untuk latihan membaca puisi 4. Siswa diminta untuk membentuk kelompok 5. Siswa diminta untuk membacakan puisi di depan kelas
Penutup	1. Guru memberikan kesimpulan materi hari ini 2. Guru mengarahkan siswa untuk berdoa dan mengucapkan salam.

III. PENILAIAN

- ***Penilaian : Observation Sheet***

Luwu, Oktober 2021

Mengetahui
Guru Mata Pelajaran

NUR ANI, S.Pd.,

Peneliti

MUTIA ASISYIFA

RENCANA PELAKSANAAN PEBELAJARAN (RPP)

Nama Guru	: Mutia Asisyifa	Jenjang Kelas	: SMA/MA/XI MIPA 2
Nama Sekolah	: MAN Luwu	Materi/Topik	: Puisi/ Pronunciation
Mata pelajaran	: Bahasa Inggris		

I. TUJUAN

Informasi Pembelajara	
KD	3.1 Menerapkan fungsi sosial dan unsur kebahasaan dalam puisi 4.1 Menangkap pesan dalam puisi
Indikator	3.1.1 Mengidentifikasi karakeristik puisi 3.1.2 Menyebutkan fungsi social sebuah puisi dalam perspektif Bahasa.
Tujuan	Siswa mampu Mengidentifikasi karakeristik dan fungsi sebuah puisi

Media Pembelajaran

3. Media

- Laptop

4. Sumber Belajar

Buku siswa Bahasa Inggris / Kementrian Pendidikan dan Kebudayaan.—Edisi revisi Jakarta, sumber lain dari internet.

II. KEGIATAN PEMBELAJARAN

Kegiatan/Sintaks	Deskripsi Kegiatan
Pembukaan	1. Guru mengucapkan salam dan menyapa 2. Guru meminta salah satu siswa memimpin do'a 3. Guru Menanyakan kondisi dan kehadiran siswa 4. Guru menyiapkan suasana belajar yang kondusif 5. Guru menyampaikan tujuan pembelajaran dan KD yang dicapai(tulis KD dan tujuan yang harus dicapai) 6. Guru menanyakan materi pada pertemuan sebelumnya dan kaitannya dengan pertemuan ini 7. Guru menyampaikan cakupan materi
Kegiatan Inti	COMMUNICATIVE GAME 8. Guru memutarkan video tentang pembacaan puisi dan Siswa menyimak puisi yang diperdengarkan oleh guru 9. Guru membagikan puisi kepada siswa 10. Siswa diminta untuk membentuk kelompok 11. Siswa diajarkan untuk Drilling the pronunciation of the words dan memberikan penjelasan mengenai makna puisi 12. Siswa diminta untuk saling bergiliran membaca puisi di kelompok masing-masing
Penutup	13. Guru memberikan kesimpulan materi hari ini 14. Guru mengarahkan siswa untuk berdoa dan mengucapkan salam.

III.PENILAIAN

- ***Penilaian : Observation Sheet***

Luwu, Oktober 2021

Mengetahui
Guru Mata Pelajaran

NUR ANI, S.Pd.,

Peneliti

MUTIA ASISYIFA

RENCANA PELAKSANAAN PEBELAJARAN

Nama Guru	: Mutia Asisyifa	Jenjang Kelas	: SMA/MA/XI MIPA 2
Nama Sekolah	: MAN Luwu	Materi/Topik	: Puisi/ Pronunciation
Mata pelajaran	: Bahasa Inggris		

I. TUJUAN

Informasi Pembelajara	
KD	3.1 Menerapkan fungsi sosial dan unsur kebahasaan dalam puisi 4.1 Menangkap pesan dalam puisi
Indikator	3.1.1 Mengidentifikasi karakeristik puisi 3.1.2 Menyebutkan fungsi social sebuah puisi dalam perspektif Bahasa.
Tujuan	Siswa mampu Mengidentifikasi karakeristik dan fungsi sebuah puisi

Media Pembelajaran

5. **Media**
   - Laptop
6. **Sumber Belajar**
   Buku siswa Bahasa Inggris / Kementrian Pendidikan dan Kebudayaan.—Edisi revisi Jakarta, sumber lain dari internet.

II. KEGIATAN PEMBELAJARAN

Kegiatan/Sintaks	Deskripsi Kegiatan
Pembukaan	1. Guru mengucapkan salam dan menyapa 2. Guru meminta salah satu siswa memimpin do'a 3. Guru Menanyakan kondisi dan kehadiran siswa 4. Guru menyiapkan suasana belajar yang kondusif 5. Guru menyampaikan tujuan pembelajaran dan KD yang dicapai(tulis KD dan tujuan yang harus dicapai) 6. Guru menanyakan materi pada pertemuan sebelumnya dan kaitannya dengan pertemuan ini 7. Guru menyampaikan cakupan materi
Kegiatan Inti	AN INSTRUMEN 8. Guru memutarkan video tentang pembacaan puisi dan Siswa menyimak puisi yang diperdengarkan oleh guru 9. Guru membagikan puisi kepada siswa 10. Siswa diminta untuk latihan membaca puisi 11. Siswa diminta untuk membentuk kelompok 12. Siswa diajarkan mengenai makna puisi 13. Siswa diminta untuk membacakan puisi di depan kelas dengan menggunakan puisi
Penutup	14. Guru memberikan kesimpulan materi hari ini 15. Guru mengarahkan siswa untuk berdoa dan mengucapkan salam.

III. PENILAIAN

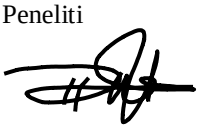
- ***Penilaian : Observation Sheet***

Luwu, Oktober 2021

Mengetahui
Guru Mata Pelajaran

NUR ANI, S.Pd.

Peneliti



MUTIA ASISYIFA

APPENDIX II
PRE-TEST AND POST-TEST

A Red, Red Rose
BY ROBERT BURNS

O my Love is like a red, red rose
That is newly sprung in June;

O my Love is like the melody
That is sweetly played in tune.

As fair are you, my lovely lass,
So deep in love am I;

And I will love you still, my dear,
Till all the seas go dry.
Till all the seas go dry, my dear,

And the rocks melt with the sun;
I will love you still, my dear,
While the sands of life shall run.

And fare you well, my only love!
And fare you well a while!

And I will come again, my love,
Although it were ten thousand mile.

APPENDIX III

STUDENTS' PHONETIC TRANSCRIPTION

FEBRIANTI

WORD	PHONETIC	WORD	PHONETIC	WORD	PHONETIC	WORD	PHONETIC	WORD	PHONETIC
O	/Ou/	A	/ə/	Sprung	/sprʌ ŋ/	Played	/pleɪ:d/	Lovely	/l ʌ:vli/
My	/maɪ/	Red	/re:d/	In	/ɪn/	Tune	/tju:n/	Lass	/les/
Love	/l ʌ :f/	Rose	/rəuz/	June	/d ʒun/	As	/es/	So	/so/
Is	/ɪz/	That	/ðat/	Melody	/meledɪ/	Fair	/fer/	Deep	/dɪ:p/
Like	/laɪk/	Newly	/nyu:/lɪ/	Sweetly	/swi: 'lɪ/	You	//yu/	Am	/eim/
I	/aɪ/	Till	/tɪ:l/	Go	/go/	Melt	/melt/	While	/waɪl/
Will	/wɪl/	All	/ol/	Dry	/draɪ/	With	/wið/	Sands	/s ænds/
Still	/stɪl/	The	/ðe/	And	/ ənd/	Sun	/s ʌn/	Life	/layf/
Dear	/di ər/	Seas	/sɪ:z/	Rocks	/rəks/	Will	/wɪl/	Shall	/ ʃal/
Run	/r ʌn/	Well	/wel/	Again	/ əgein/	Were	/wer/	Thousand	/teuosen/
Fare	/f əir/	Come	/k ʌm/	Although	/ɔldui/	Ten	/ten/	Miles	/mails/

STUDENTS' PHONETIC TRANSCRIPTION

JEJE NOVILDA

WORD	PHONETIC	WORD	PHONETIC	WORD	PHONETIC	WORD	PHONETIC	WORD	PHONETIC
O	//əh/	A	/ə/	Sprung	/sprʌ ŋ/	Played	/pleɪ:d/	Lovely	/loufli/
My	/maɪ/	Red	/reɪd/	In	/ɪn/	Tune	/tju:n/	Lass	/les/
Love	/l ou:f/	Rose	/rəus/	June	/d ʒun/	As	/es/	So	/so/
Is	/ɪs/	That	/ðet/	Melody	/melodɪ/	Fair	/fer/	Deep	/dɪ:p/
Like	/laɪk/	Newly	/nyu:/lɪ/	Sweetly	/swɪ:tli/	You	//yu/	Am	/ ə m/
I	/aɪ/	Till	/tɪl/	Go	/go/	Melt	/melt/	While	/waɪl/
Will	/wɪil/	All	/ol/	Dry	/draɪ/	With	/wið/	Sands	/s ænds/
Still	/stɪl/	The	/ðe/	And	/end/	Sun	/s ʌn/	Life	/laif/
Dear	/dɪ ər/	Seas	/sɪ:s/	Rocks	/rɔks/	Will	/wɪil/	Shall	/ ʃal/
Run	/r ʌn/	Well	/wel/	Again	/ əgein/	Were	/wer/	Thousand	/ðeusends/
Fare	/f əir/	Come	/k ʌm/	Although	/ɔlðeug/	Ten	/ten/	Miles	/mʌils/

STUDENTS' PHONETIC TRANSCRIPTION

HUSNUL MALIDA

WORD	PHONETIC	WORD	PHONETIC	WORD	PHONETIC	WORD	PHONETIC	WORD	PHONETIC
O	/o/	A	/ə/	Sprung	/sprʌ ŋ/	Played	/pleɪd/	Lovely	/lof lɪ/
My	/maɪ/	Red	/re:d/	In	/ɪn/	Tune	/tun/	Lass	/las/
Love	/l of/	Rose	/rəuz/	June	/d ʒun/	As	/es/	So	/so/
Is	/ɪs/	That	/ðet/	Melody	/melodɪ/	Fair	/fer/	Deep	/dip/
Like	/laɪk/	Newly	/nyu:/lɪ/	Sweetly	/swidlɪ/	You	/yu/	Am	/em/
I	/aɪ/	Till	/tɪ:l/	Go	/go/	Melt	/melt/	While	/waɪl/
Will	/wɪl/	All	/ol/	Dry	/draɪ/	With	/wið/	Sands	/s ænds/
Still	/stɪl/	The	/ðe/	And	/ ənd/	Sun	/s ʌn/	Life	/layf/
Dear	/dɪ ər/	Seas	/sɪ:z/	Rocks	/reuks/	Will	/wɪl/	Shall	/ ʃal/
Run	/rʌn/	Well	/wel/	Again	/ əgen/	Were	/wer/	Thousand	/teuosen/
Fare	/fer/	Come	/kʌm/	Although	/ əlðeu/	Ten	/ten/	Miles	/mails/

APPENDIX IV (LEMBAR VALIDASI)

Petunjuk :

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal penguasan latihan dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :
   1 = Sangat Kurang 3 = Baik
   2 = Kurang Baik 4 = Sangat Baik
3. Bapak/Ibu dimohon kesediaan nya untuk memberikan saran saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO.	ASPEK YANG DINILAI	PENILAIAN			
	Aspek Tujuan Pembelajaran	4	3	2	1
1.	Kejelasan instrument standar kompetensi		√		
2.	Kesesuaian kompetensi dasar dan kompetensi inti			√	
3.	Kejelasan tujuan belajar yang ingin dicapai		√		
4.	Cakupan dan kedalaman tujuan yang ingin dicapai		√		
	Aspek Pemilihan Materi				
1.	Ruang lingkup materi tergambar jelas dan mudah diikuti		√		
2.	Urutan pembelajaran jelas dan mudah diikuti		√		
3.	Kejelasan materi sesuai dengan tujuan belajar		√		
4.	Manfaat perangkat secara efektif membantu belajar siswa		√		
5.	Ketepatan memilih materi dan kebenaran konsep		√		
6.	Kemudahan untuk memahami materi	√			
	Aspek penggunaan soal penugasan latihan dan tes				
1.	Keseimbangan penguasaan materi		√		
2.	Kejelasan petunjuk penugasan dalam mengerjakan soal		√		
3.	Jenis soal dan tes sesuai dengan indicator		√		

Palopo,23 September 2021

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2 006

APPENDIX (LEMBAR VALIDASI)

Petunjuk :

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal penguasan latihan dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :
   1 = Sangat Kurang 3 = Baik
   2 = Kurang Baik 4 = Sangat Baik
3. Bapak/Ibu dimohon kesediaan nya untuk memberikan saran saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO.	ASPEK YANG DINILAI	PENILAIAN			
	Aspek Tujuan Pembelajaran	4	3	2	1
1.	Kejelasan instrument standar kompetensi		✓		
2.	Kesesuaian kompetensi dasar dan kompetensi inti	✓			
3.	Kejelasan tujuan belajar yang ingin dicapai	✓			
4.	Cakupan dan kedalaman tujuan yang ingin dicapai		✓		
	Aspek Pemilihan Materi				
1.	Ruang lingkup materi tergambar jelas dan mudah diikuti	✓			
2.	Urutan pembelajaran jelas dan mudah diikuti	✓			
3.	Kejelasan materi sesuai dengan tujuan belajar	✓			
4.	Manfaat perangkat secara efektif membantu belajar siswa	✓			
5.	Ketepatan memilih materi dan kebenaran konsep		✓		
6.	Kemudahan untuk memahami materi	✓			
	Aspek penggunaan soal penugasan latihan dan tes				
1.	Keseimbangan penguasaan materi	✓			
2.	Kejelasan petunjuk penugasan dalam mengerjakan soal	✓			
3.	Jenis soal dan tes sesuai dengan indicator		✓		

Palopo,25 September 2021

Nur Afni

PRE TEST

No	Students	Aspect of Pronunciation					Total	Scores	
		Vowel	Consonant	Word Stress	Sentence Stress	Fluency			
1.	A. Fadli	1	1	1	1	2	6	30	
2.	Aditya	2	2	1	1	3	9	45	
3.	Azizah Usman	3	3	2	2	4	14	70	✓
4.	Febrianti	4	3	2	2	4	15	75	✓
5.	Harun	3	3	3	1	4	14	70	✓
6.	Husnul Maulida	2	3	2	2	3	12	60	
7.	Jeje Novilda	3	2	2	1	4	12	60	
8.	Kia Ramadhani	3	3	3	1	4	14	70	✓
9.	M. Fahrul	2	1	1	1	2	7	35	
10.	Miftahul Ulum	3	2	2	2	3	12	60	
11.	Nia Syarina	4	3	2	1	4	14	70	✓
12.	Puspita	1	1	1	1	3	7	35	
13.	Qolbi Lovely	4	1	1	1	4	11	55	
14.	Rezky	3	3	1	2	3	12	60	✓
15.	Rini Anggraeni	2	1	1	1	2	7	35	
16.	Wahyu	2	2	1	2	3	10	50	
Total Score1									
Average Score									

Average Score $M = \frac{\Sigma y}{N}$

$M = \frac{880}{16}$

$= 55$

CYCLE I

No	Students	Aspect of Pronunciation					Total	Scores	
		Vowel	Consonant	Word Stress	Sentence Stress	Fluency			
1.	A. Fadli	2	1	1	1	2	7	35	
2.	Aditya	4	1	1	1	4	11	55	
3.	Azizah Usman	4	3	2	1	4	14	70	✓
4.	Febrianti	4	3	2	3	4	16	80	✓
5.	Harun	4	3	2	2	4	15	75	✓
6.	Husnul Maulida	3	3	2	2	3	13	65	
7.	Jeje Novilda	2	3	2	3	3	13	65	
8.	Kia Ramadhani	4	3	4	2	2	15	75	✓
9.	M. Fahrul	2	2	1	1	3	9	45	
10.	Miftahul Ulum	2	2	3	3	3	13	65	
11.	Nia Syarina	3	2	1	4	4	14	70	✓
12.	Puspita	3	1	2	3	2	11	55	
13.	Qolbi Lovely	3	3	2	2	3	13	65	
14.	Rezky	3	4	2	2	4	15	75	✓
15.	Rini Anggraeni	2	1	1	3	2	9	45	
16.	Wahyu	3	3	2	2	2	12	60	
Total Score1								1000	
Average Score								62	

$M = \frac{\Sigma x}{N}$

$= \frac{1000}{16}$

$= 62.$ //

CYCLE II

No	Students	Aspect of Pronunciation					Total	Scores	
		Vowel	Consonant	Word Stress	Sentence Stress	Fluency			
1.	A. Fadli	2	2	3	3	3	13	65	
2.	Aditya	4	3	2	1	4	14	70	✓
3.	Azizah Usman	4	3	3	3	4	17	85	✓
4.	Febrianti	4	3	2	3	4	16	80	✓
5.	Harun	4	3	4	2	2	15	75	✓
6.	Husnul Maulida	4	3	2	1	4	14	70	✓
7.	Jeje Novilda	4	2	3	3	4	16	80	✓
8.	Kia Ramadhani	3	3	2	2	2	12	60	
9.	M. Fahrul	2	2	2	2	2	10	50	
10.	Miftahul Ulum	4	3	2	1	4	14	70	✓
11.	Nia Syarina	4	3	2	3	4	16	80	✓
12.	Puspita	3	3	2	2	2	12	60	
13.	Qolbi Lovely	4	3	2	1	4	14	70	✓
14.	Rezky	4	3	4	2	2	15	75	✓
15.	Rini Anggraeni	3	3	2	2	2	12	60	
16.	Wahyu	4	3	4	2	2	15	75	✓
Total Score1								1125	
Average Score								70	

$$M = \frac{\Sigma x}{N}$$

$$= \frac{1125}{16}$$

$$= 70 //$$

CYCLE III

No	Students	Aspect of Pronunciation					Total	Scores	
		Vowel	Consonant	Word Stress	Sentence Stress	Fluency			
1.	A. Fadli	4	3	2	1	4	14	70	✓
2.	Aditya	4	3	4	2	2	15	75	✓
3.	Azizah Usman	4	3	3	3	5	18	90	✓
4.	Febrianti	4	3	3	3	5	18	90	✓
5.	Harun	4	3	2	3	4	16	80	
6.	Husnul Maulida	4	3	4	2	2	15	75	✓
7.	Jeje Novilda	4	3	3	3	4	17	85	✓
8.	Kia Ramadhani	4	3	4	2	2	15	75	✓
9.	M. Fahrul	3	3	2	2	2	12	60	
10.	Miftahul Ulum	4	3	4	2	2	15	75	✓
11.	Nia Syarina	4	3	3	3	4	17	85	✓
12.	Puspita	2	2	3	3	3	13	65	
13.	Qolbi Lovely	4	3	4	2	2	15	75	✓
14.	Rezky	4	3	2	3	4	16	80	✓
15.	Rini Anggraeni	4	3	2	1	4	14	70	✓
16.	Wahyu	4	3	2	3	4	16	80	✓
Total Score1								1160	
Average Score								72	

$$M = \frac{\Sigma x}{N}$$

$$= \frac{1160}{16}$$

$$= 72 //$$

POST TEST

No	Students	Aspect of Pronunciation					Total	Scores
		Vowel	Consonant	Word Stress	Sentence Stress	Fluency		
1.	A. Fadli	4	3	2	1	4	14	70
2.	Aditya	4	2	3	3	4	16	80
3.	Azizah Usman	4	3	3	3	5	18	90
4.	Febrianti	5	4	3	2	5	19	95
5.	Harun	4	3	3	3	4	17	85
6.	Husnul Maulida	4	3	4	2	2	15	75
7.	Jeje Novilda	4	3	3	3	4	17	85
8.	Kia Ramadhani	4	2	3	3	4	16	80
9.	M. Fahrul	2	2	3	3	3	13	65
10.	Miftahul Ulum	4	3	3	3	4	17	85
11.	Nia Syarina	4	3	3	3	4	17	85
12.	Puspita	4	3	2	1	4	14	70
13.	Qolbi Lovely	4	2	3	3	4	16	80
14.	Rezky	4	3	3	3	4	17	85
15.	Rini Anggraeni	2	2	3	3	3	13	65
16.	Wahyu	4	2	3	3	4	16	80
Total Score1								1275
Average Score								79

$$M = \frac{\Sigma u}{N}$$

$$= \frac{1275}{16}$$

$$= 79$$

APPENDIX VI

Picture 1 : Students Read the Poetry in Front of the Class

Picture 2 : Students Pay Attention to the Researcher Explanation

Picture 3 : Communicative Game

Picture 4 : Students Practice Reading Poetry

Picture 6 : The students listening the reading Poetry by the researcher

Picture 7 : The Researcher gave the poetry for the students

Picture 8 : Student asked the pronunciation of words

Picture 9 : The researcher asked the students some question

INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No.901/In.19/FTIK/PBI/PP.00.9/01/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama	:	Mutia Asisyifa
NIM	:	17 0202 0181
Semester	:	X (Sembilan)
Program Studi	:	Pendidikan Bahasa Inggris
Keperluan	:	Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity 25 %*. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 17 Januari 2022

Mengetahui,
Ketua Prodi,

Amalia Yahya, S.E., M.Hum.
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH & ILMU KEGURUAN
Jl Agatis Kel Balandai Kec Bara 91914 Kota Palopo
Email ftik@iainpalopo ac id /Web www ftik-iainpalopo ac id

Nomor : 1924 /In.19/FTIK/HM 01/10/2021 Palopo, 05 Oktober 2021
Lampiran : -
Perihal : ***Permohonan Surat Izin Penelitian***

Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Kab. Luwu

di –

Belopa

Assalamu Alaikum Wr Wb

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

Nama	Mutia Asisyifa
NIM	17 0202 0181
Program Studi	Pendidikan Bahasa Inggris
Semester	IX (Sembilan)
Tahun Akademik	2021/2022

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi MAN Luwu dengan judul: **"The Effectiveness of Teaching Poetry to Enhances Students' Pronunciation at Eleventh Grade Student of MAN Luwu"**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian

Demikian surat permohonan ini kami ajukan atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih

Wassalamu Alaikum Wr Wb

Dekan

Dr. Nurdin K, M.Pd
NIP 19681231 199603 1 014

PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. Opu Daeng Risaju No. 1 Belopa Telpon : (0471) 3314115

Nomor : 375/PENELITIAN/03.05/DPMPTSP/X/2021
Lamp : -
Sifat : Biasa
Perihal : ***Permohonan Izin Penelitian***

Kepada
Yth. Ka. MAN Luwu
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 1924/In.19/FTIK/HM.01/10/2021 tanggal 05 Oktober 2021 tentang permohonan Izin Penelitian.
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama	:	Mutia Asisyifa
Tempat/Tgl Lahir	:	Cimpu / 06 Januari 1999
Nim	:	17 0202 0181
Jurusan	:	Pendidikan Bahasa Inggris
Alamat	:	Dsn. Tondok Tangnga Desa Cimpu Kecamatan Suli

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

THE EFFECTIVENESS OF TEACHING POETRY TO ENHANCES STUDENTS PRONUNCIATION AT ELEVENTH GRADE STUDENT OF MAN LUWU

Yang akan dilaksanakan di **MAN LUWU**, pada tanggal **14 Oktober 2021 s/d 27 Oktober 2021**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) examplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.

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Diterbitkan di Kabupaten Luwu
Pada tanggal : 14 Oktober 2021
Kepala Dinas,

Drs. H. RAHMAT ANDI PARANA
Pangkat : Pembina Tk. I IV/b
NIP. 19641231 199403 1 079

Tembusan
1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Mutia Asisyifa;
5. Arsip.

CURRICULUM VITAE

The researcher, Mutia Asisyifa was born on January 06th 1999 in Cimpu, Kecamatan Suli, Kabupaten Luwu. She is the last child from three brothers. Her father's name is Aris and her mother's name is Bayani. The researcher finished her study at SDN 247 Tondo Tangnga, She graduated in 2011 and then She continued her study at SMPN 03 Belopa, She graduated in 2014. Next, She keeps going to continue her education at MAN Luwu, She graduated in 2017. She continue her study at the State Islamic Institute of (IAIN) Palopo and taking English Education Study Program. She finished in 2022.

In the end of the study at the State Islamic Institute of Palopo, She wrote a thesis entitled **"The Effectiveness of Poetry in Enhancing Students' Pronunciation at Eleventh Grade Student of MAN Luwu".**