

**IMPROVING STUDENTS' PRONUNCIATION BY APPLYING A
PHONICS METHOD IN THE CLASSROOM AT THE EIGHTH GRADE
STUDENTS OF UPT SMPN 6 SATAP MALANGKE**



IAIN PALOPO

A THESIS

*Submitted as a Part of the Requirements For S.Pd. Degree
In English Language Education Study Program*

SAHARA

15 0202 0024

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

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Under Supervisor :

1. Amalia Yahya, S.E., M. Hum
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2019

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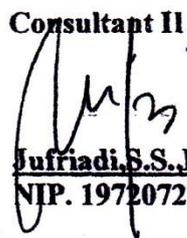
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This thesis, entitled “Improving Students’ Pronunciation by Applying a Phonics Method in the Classroom at the Eighth Grade Students of UPT SMPN 6 SATAP Malangke” written by Sahara, Reg. Number 15 0202 0024, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Thursday, September 19th 2019. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, Thursday, September 19th 2019

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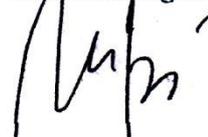
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Finally, the researcher prays to the God, May Allah SWT, gives reward to all people who have helped the researcher and the researcher hopes this thesis can be useful and gives positive contribution for readers and other researchers.

Palopo, 23th August 2019

The Researcher

A handwritten signature in black ink, consisting of several overlapping loops and a vertical stroke, positioned above the name Sahara.

Sahara

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ABSTRACT

Sahara, 2019. Improving Students' Pronunciation by Applying a Phonics Method in the Classroom at the Eighth Grade Students of UPT SMPN 6 SATAP Malangke. Thesis Tarbiyah Department. Consultant (1) Amalia Yahya, S.E., M.Hum. (2) Jufriadi, S.S., M.Pd.

Key Words: Improve Pronunciation, Phonics Method.

The researcher focused on the phonic method to improve the pronunciation of students at the eighth grade at UPT SMPN 6 SATAP Malangke. The research question of this study is What are the appropriate way of applying phonics method in teaching pronunciation in the classroom at the eighth grade students of UPT SMPN 6 SATAP Malangke. The purpose of this study was to to find out the right way of applying phonetics method in teaching pronunciation in the classroom at the eighth grade students of UPT SMPN 6 SATAP Malangke.

This researcher uses Classroom Action Research (CAR). The research subjects were VIII and the total was 24. The research procedure used two cycles namely cycle I and cycle II and each cycle had a fourth step which was planning, implementing, observing and reflecting. Data were analyzed using SPSS 20.0

The results of data analysis and findings in using phonic methods to improve students' pronunciation applied in the learning outcomes of the first cycle, students got an average score of 59.17 while the score of student learning outcomes in the second cycle was 87.29. Can be categorized student learning outcomes increase. The right way to teach pronunciation using the phonic method is: (1) the students listen to the pronunciation of examples of words that have been shared. (2) The teacher distributed papers containing vowels (æ, ɔ : ə, ɜ : , ei) and consonants (dʒ, ŋ, ʃ , tʃ , θ, ʒ) along with examples for each student. (3) The teacher use more trill techniques so the students more practice . (4) Students are given the opportunity by researchers to say the word. (5) The teacher give examples of new words that they rarely hear, then researchers practice the words and students also directly practice them directly. The researcher concludes that using phonic methods can improve students' pronunciation.

CHAPTER I

INTRODUCTION

A. Background

When students say a word, it is important to have good and proper performance. It should start from the beginning, middle level, and advanced level because of English as an important subject that aims to succeed in the communication process of students. Students can not avoid producing errors in pronunciation. Student errors may vary due to student fluency in speaking a word. Therefore, students must know and pay attention to the mistakes they make to succeed in the pronunciation process properly and appropriately. In this case, one way to analyze students' errors is through speech performance because we often encounter that students make mistakes in pronunciation because they do not know and do not realize the mistake.

The facts encountered, students still cannot connect between spellings and sounds. The relationship between letters and sounds must be taught explicitly and systematically. For example, the letter s stands for / s / sound, it includes systematic because it is described and formulated regularly and logically so that this teaching can help in the development of word recognition. The introduction of words will improve fluency in reading, fluency in reading will improve reading comprehension so students can give full attention to making meanings and texts.

Problems encountered in pronunciation teaching at UPT SMPN 6 SATAP Malangke, by providing a precise explanation and managing the conditions used in the teaching pronunciation process. It can use the right and proper strategy.

Besides, in the eloquence of uttering a word we need to pay attention to the students, that is how we say a word. In general, pronunciation is not taught specifically but is taught only in English in general.

As mentioned above, there are some gaps between real and expected conditions by the researcher that the eighth-graders at UPT SMPN 6 SATAP Malangke still have not succeeded in the eloquence of a word pronunciation. This research tries to focus on the pronunciation problem. Therefore, students need to be given explanations from their teachers. The scope of explanation in this study of the error pronounces a word is when to say a word does not match the method of grammar including pronunciation of vocabulary. This study aims to improve students' pronunciation by knowing the correct pronunciation techniques. To get information focused on student pronunciation errors that become the current phenomenon. We can use strategies to increase student interest in receiving lessons. In this case, the researcher gives a phonics method to make it easier for students to understand the resulting mistake in saying a word. Furthermore, the data source comes from the students who produce the speech. Researchers use field notes to determine the student's pronunciation error by listening, seeing, writing and observing everything that is considered inconsistent with the rules in saying a word.

This study uses stages to make it easier for researchers to place errors in the speeches that students make. In the first stage, students must know all the letters in the alphabet and read through the explanation of the researcher. Second, researchers give words to students for pronunciation exercises. Third, the

researcher then asks students how the word is pronounced and students will respond. Fourth, the researchers heard how to say words from students and the teacher immediately corrected the students' pronunciation errors. Fifth, the teacher gives the text to be read by students with a voice that they focus on the mistakes that the students make.

The phonics method is one of the most effective strategies to use in teaching pronunciation. Based on the background of the research, the authors take the title of "Improving Students' Pronunciation by Applying a Phonics Method in the Classroom at the Eighth Grade students of UPT SMPN 6 SATAP Malangke".

B. Research Question

Based on the background above, the research formulates the problem:

What is the appropriate way of applying the phonics method in teaching pronunciation in the classroom at the eighth-grade students of UPT SMPN 6 SATAP Malangke?

C. The objective of the Research

Based on the formulation of the problem, the objective of the research is:

To find out the right way of applying the phonics method in teaching pronunciation in the classroom at the eighth-grade students of UPT SMPN 6 SATAP Malangke.

D. Significance of the Research

The result of this research is expected to give significances for the following parties:

1. Practically

a. Teacher

For teachers, the result of the research can be used to help to teach students' pronunciation through an alternative way is applying phonetic symbols.

b. Students

For the students, it can also be used to develop and improve their abilities in English pronunciation by applying phonetic symbols. It will give them a lot of new experiences so that they will be more enjoyable and interested in learning pronunciation so the students would not feel bored with the lesson.

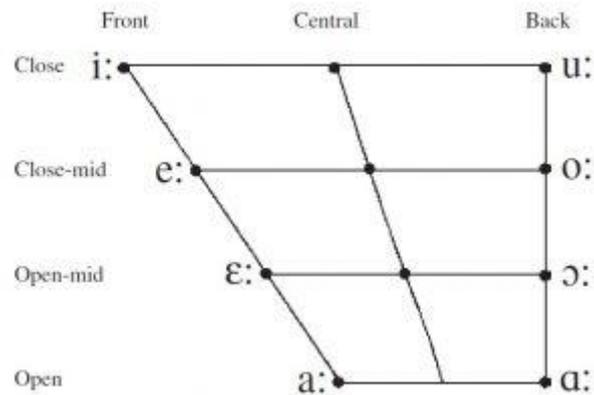
c. Researcher

It can be a reference for further researchers so that the research can be refined.

2. Theoretically, this research is useful for the development of English language teaching.

E. Scope of the Research

The study is focusing on the students pronunciation skills, namely discussing which connects spellings and sounds to students of the eighth-grade students at UPT SMPN 6 SATAP Malangke. In this research, the researcher takes ones class of the eighth-grade students. The action research is used to know the pronunciation skill of the eighth-grade students by using phonetic symbols for teaching. In cycle 1, the researcher shares all vowel and consonant symbols, while in cycle 2 the researcher focuses five vowel sounds (æ, ɔ : ə, ʒ : , ei)



and six consonant sounds [dʒ (voiced post-alveolar affricate), ŋ (velar nasal), ʃ (voiceless post-alveolar fricative), tʃ (voiceless post-alveolar affricate), ʒ (voiceless dental fricative)].

F. Operational Definition

There are key terms of this research:

1. Pronunciation is the way how the sound is felt by the listener by using our speech organs to make meaning.
2. Phonics is a method for teaching reading and writing of the English language by developing learners' phonemic awareness of students that aims to help beginner readers to solve words code or integrating spelling patterns.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In writing this thesis, the writer found some researchers related to this research follows:

Masruddin has conducted research the realization of selected English fricatives by Masamba Students. Masruddin in his research stated that pronouncing Masamba students are mostly influenced by their primary language. Pronunciation of nontarget sound is commonly caused by interferences of their primary of the second language particularly in terms of substituting to the close equivalent sounds for the target sound.¹Lobov in Masruddin, (2004) states that in a study of language in its social context shows that the Reading of a word list tended to elicit the most careful pronunciation and free speech more casual pronunciation.²

Miharti Mustamin had researched the effectiveness of the phonetic chart in teaching pronunciation in the fourth semester English department in IAIN Palopo. She finds the biggest problem in English and the way how to solve the problem. The biggest problem in teaching language in pronunciation to solve the problem the writer found the way for that. The way is using the phonetic chart to teach the

¹ Masruddin, The Realization of Selected English Fricatives By Masamba Students, An Inter Language Study, (Makassar:UNHAS,2004), P.81

² *Ibid*, p. 81.

students because using phonetics chart the students easy to know the sounds and make some example to practice the sounds in word or sentence.³

Amalia Yahya had researched the varieties of certain fricatives produced students with Arabic language background of Pesantren Datuk Sulaiman Palopo. Amalia Yahya states that students of pesantren Datuk Sulaiman in Palopo in producing certain English fricatives can modify their production of sound so that their pronunciation comes closer to English pronunciation. This phenomenon happens because before learning English as a foreign language, pesantren Datuk Sulaiman students have learned the Arabic language before.⁴

Hafira Patang had researched the errors pronunciation of english phonemes. Hafira Patang writes the errors pronunciation of English phonemes and why do the respondents make mistake in pronouncing the English phoneme. She only limits her research on interdental phonemes with different sound positions and different types in reading tasks (word list, sentences, and passage reading task).⁵

Agus prayogo and Lulut Widyaningrum has conducted research on the implementation of phonic methods in the introduction of English sounds. Agus prayogo and Lulut Widyaningrum stated that each language has a different sound system and syllable structure with varying complexity. The difficulty for foreign

³ Miharti Mustamin, Developing Students' Pronunciation By Using Phonetic Chart At The Fourth Semester Of English Departement In IAIN Palopo. (Skripsi Sarjana Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo, 2015). P.19.

⁴ Amalia Yahya, Varieties of Certain English Fricatives Produced Students With Arabic Language Background Of Pesantren Datuk Sulaiman Palopo, An Interlanguage Phonological Point Of View (Makassar: UNHAS,2004), P.75.

⁵ Hafira Patang, The errors pronunciation of english phonemes: An interlanguage study (Thesis;Makassar:Hasanuddin University, 2004), p.30.

speakers of modern English is very small vowel movements, except in careful pronunciation. This Research aims at describing the teacher empowerment program with three main designs begins with socialization, training, and guidance to teachers. The main objective of this program is to introduce ways that can be done by English teachers at schools and madrasas in the Sub-Region of Boja, Kendal regency, Central Java, in applying phonics-based teaching method and providing guidance to the teachers during the implementation process.⁶

Sharina Munggaraning Westhisi had researched Phonical Method In Learning Reading The Beginning Of English Early Children. This research aims to investigate the implementation of phonics method in early reading of English for young learners. A case study is conducted in I Can Read, an English course institution in Bandung. The research analyzes the activity sequences and obstacles faced by the teachers during the implementation of phonics method. Thematic analysis was employed to interviews data, observation notes, and related documents. This research finds that the activity sequences are adjusted to the children's needs. Moreover, the obstacles are the limitation of time and the diversity of the young learners' ability. Furthermore, the teachers believe that the phonics method in early reading of English for young learner is appropriate as the sequences start from phonological awareness, introduction to letters sounds, up to blending sounds. It could be collaborated with games and stories in order to create amused ambiances during learning activities.⁷

⁶ Agus Prayogo, Lulut Widyaningrum, Implementation of the Phonetic Method in Introduction English sounds. p.100.

⁷ Sharina Munggaraning Westhisi, Phonical Method In Learning Reading The Beginning Of English Early Children.p.23

Endang Padmisari Ningrum had researched phonic method of the ability of reading the beginning of class iii lightweight children in SLB. Phonic Method is used successfully in the reading process. This research aims to solve the problem faced by the mental retarded children's reading skill for beginners at third grade of Dharma Wanita inclusive school Kebonsari by using Phonic Method. Therefore, there is an improvement in their reading skill for beginners.⁸

This research is quantitative pre experiment research by using one group pretest posttest design.

This research tries to look for facts about pronunciation, whether the errors found in some theories match the facts that exist in the field. This research also wants to analyze the factors that affect pronunciation especially the difficulty in pronunciation.

B. Some Pertinent Ideas

1. Definition of Pronunciation

There are many definitions of writing given by experts from many resources.

Adrian Tenant state that “pronunciation is the way how the sound is felt by the listener. Pronunciation refers to the production of sound that we use to make meaning”.⁹

pronunciation is an act to produce sounds by using our speech organs. Pronunciation refers to the production of sounds that we use to make meaning that

⁸ Endang Padmisari Ningrum, Phonic Method Of The Ability Of Reading The Beginning Of Class Iii Lightweight Children In SLB.p.20

⁹ Adrian Tenant, Pronunciation Matters, Online:<http://www.Onestopenglish.com/section.htm>.Accesed 27 September 2011.

includes attention to the particular sounds of a language (segments) aspects of speech beyond the level of the individual sound (suprasegmental aspects), and how the voice is projected (voice quality).¹⁰

Pronunciation is one area of teaching which is often neglected. This is evident in the way that pronunciation is treated in most coursebooks. There are several reasons for teaching pronunciation. First, many aspects of pronunciation are difficult to teach (or at least that is the perception). Secondly, unlike a grammatical or functional area of language, it can be quite difficult to build a lesson around a pronunciation point and a lesson in the class. Thirdly, the teacher often feels underprepared to teach pronunciation and many seem to struggle to learn to the phonemic alphabet (although this is certainly less true of many non-native-speaker teachers).¹¹

C. Factors Affecting Pronunciation

Several factors can affect pronunciation. Below are the lists of the factors that should be considered by teachers:

1. Native language

This is the most influential factor when a learner learns a new language. The teacher needs to diagnose their pronunciation difficulties so that they can have better pronunciation.

2. Age

Generally speaking, children under the age of puberty stand an excellent chance of “sounding like a native” if they have continued exposure in authentic

¹⁰ Adult Migrant English Program Research Centre, Fact Sheet-What Is Pronunciation, <http://www.ed.ac.uk/files/imports/fileMenejer/UNIT-8-pronunciation.pdf>

¹¹ Adrian Tenant, “pronunciation matters”, <http://www.onestopenglish.com/section>.

contexts. Beyond the age of puberty, while adults will almost surely maintain a “foreign accent”, there is no particular advantage attributed to age. A fifty-year-old can be as successful as an eighteen-year-old if all other factors are equal.

3. Exposure

It is difficult to define exposure. One can live in a foreign country for some time but not take advantage of being “with the people.” Since research seems to support that the more exposure that one gets is important than the more length of time, the class time needs to focus on pronunciation improvement so that students can get the better pronunciation.

4. Innate phonetic ability

Often referred to as having an “ear” for language, some people manifest a phonetic coding ability that others do not. In many cases, if a person has had exposure to a foreign language as a child, this „knack“ is present whether the early language is remembered or not. Others are simply more attuned to phonetic discrimination.

5. Identity and language ego

Another influence is one’s attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers.

6. Motivation and concern for good pronunciation

Some learners are not particularly concerned about their pronunciation, while others are. The extent to which learners’ intrinsic motivation propels them

toward improvement will be perhaps the strongest influence of all six of the factors in this list.¹²

D. Phonetics

There has been some research dealing with the definition of phonetics. Ladefoged notes that phonetics is concerned with describing the speech sounds that occur in the language of the word.¹³ The purpose of phonetics is to provide an inventory and description of the sound found in speech, there are several ways of looking at these sounds. First, sounds as generated by source; second, sounds as transmitted through a medium; and third, sounds as perceived by the receiver.

When phoneticians transcribe an utterance, they usually do so by noting how the sounds convey differences in meaning. For the most part, they concern themselves with describing only the significant articulations rather than the total set of movements of the vocal organs. For example, when saying the English word “tie” some people pronounce the consonant with the blade of the tongue against the alveolar ridge, others with the tip of the tongue. This kind of difference in articulation does not affect the meaning of the word and is not usually transcribed.

To understand how phonetic transcription works it is necessary to understand the basic principles of phonology.¹⁴ Phonetics is concerned with describing the speech sounds that occur in the languages of the world. We want to

¹² Kentworthy, Joanne, *Teaching English Pronunciation*. (New York: Logman Group Limited, 1987). P. 4-8.

¹³ Peter Ladefoged, *A Course In Phonetics*, p.20.

¹⁴ *Ibid* p.23.

know what these sounds are, how they fall into patterns, and how they change in different circumstances. Most importantly, we want to know what aspects of the sounds are necessary for conveying the meaning of what is being said. The first job of a phonetician is, therefore, to try to find out what people are doing when they are talking and when they are listening to speech.¹⁵ Language and speech are often distinguished in linguistics. For many, linguistics constitutes a set of claims about human beings' universal cognitive or biological capacities. Most of the contracts of linguistics are attempts at explaining commonalities between members of commonalities which use language, and they are abstract.

Phonetics, on the other hand, is the systematic study of the sound of speech, which is physical and directly observable. Phonetics is sometimes seen as not properly linguistic because it is the outward, physical manifestation of the main object of linguistic research, which is language (not speech): and language is abstract.

The linguistic phonetic study of a languages involves working out how the sounds of language (the phonetic part) are used to make meaning (which is what makes it linguistic, and not just the study of the sounds we can make with our bodies): how words are shaped, how they are put together, how similar (but different) strings of sounds can be distinguished (such as "I scream" and Ice scream"), how particular shades of meaning are conveyed, and how the details of speech relate systematically to its inherently social context.

¹⁵ Peter Ladefoged, A Chourse In Phonetics, p.20.

One of the central paradoxes of phonetics is that we make observations of individuals to understand something about the way groups of people behave.¹⁶

- Vowel

The word vowel is from an old french vowel, from Latin vocalic, which means voice. The following are some description on the vowels:

The vowel sound is differentiated principally by two factors:

- a. The position of the tongue in the mouth- that is tongue may be kept low in the mouth, or raised in varying degrees in the front towards the hard palate or the back towards the soft palate, or raised centrally in the mouth.
- b. The shape of the lips-that the lips may be rounded or spread, both in varying degrees, or neutral (neither rounded nor spread, rather as when the mouth is relaxed). These lips feature, Which distinguishes vowel qualities, any vary independently of the position and the height of the tongue when we pronounce a vowel sound.

A vowel is a syllable nucleus (plural syllable nuclei), and a syllable nucleus is a vowel, or a vowel and the following semivowel. A vowel is typically central (or nuclear) in the syllable.

Vowels are those sounds that are relatively open which have no constriction (or almost none) in the oral passage, and the chief characteristic of them is a voice. A vowel is defined as a voiced sound that is forming which the air in a

¹⁶ Richard Ogden, An Introduction to English Phonetics, P. 1

continuous stream through the pharynx and mouth, there being no obstruction and no narrowing such a would cause audible friction.¹⁷

It is necessary to use a special alphabet to show the pronunciation of the English word. The following list contains all the letters of the phonetic alphabet used in this book, with examples of the words in which the sounds that they refer to are found.

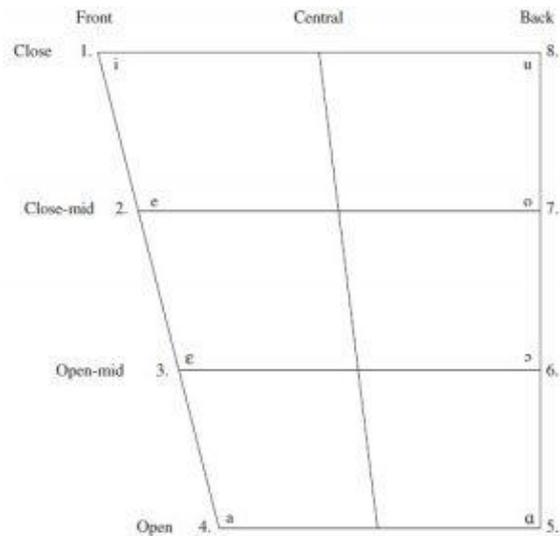
Vowels and diphtongs (double vowels):

i	seat /si t/, feel /fi l/	eI	take /teIk/, wait /weIt/
I	sit /sIt/, in /In/	aI	mine/maIn/, light/laIt/
e	set /set/, any/'eni	ɔ I	oil /ɔ Il/, boy /bɔ i/
æ	sat /sæt/, match/mæt/	əʊ	no/nəʊ/, open/'əʊ pən/
ɑ	march /mɑ tʃ/, after/'ɑ ftə(r)/	aʊ	house /haʊ s/, no/naʊ/
ɒ	pot /pɒ t/, gone/gɒ n/	Iə	hear/hiə(r)/, where/ weə(r)/
ɔ	port/pɔ t/, law/lɔ	ʊ	ətour/tʊ ə(r)/, endure/in'djʊ ə(r)/
ʊ	good /gʊ d/, could/kʊ d/		
u	food /fu d/, group/ gru p/		
ʌ	much /mʌ tʃ/, front /frʌ nt/		
ɜ	turn /tɜ n/, word /wɜ d/		
ə	away /ə'wei/, collect /kə'lekt/, until /ən'til/		

¹⁷ Yusuf's power point university negeri makassar.

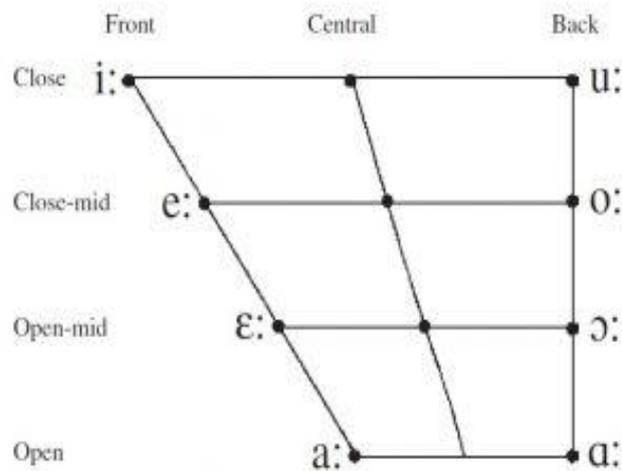
There are two vowel, namely:

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



Short Vowel Trapezium (McCully, 2009: 113)

- b. **Long vowels** are vowels associated with two X-slots within the syllabic nucleus. Examples include /i:/ (/hi:d/, heed) and /ɔ:/ (/hɔ:l/, hall).



Long Vowel Trapezium (McCully, 2009: 134)

c. **Diphthong** is a vowel phoneme whose quality changes during the pronunciation of the vowel. Examples would be /aʊ / (house), /əʊ / (hose) and /aɪ / (hide)

- Consonant

Speech sounds are produced by speech organs, such as the tongue, lips, and teeth. These organs are called articulators. Ramelan says that producing consonant involves three factors; they are: point of articulation, manner of articulation, and vocal cords.¹⁸ The point of articulation is the place where the optimum obstruction takes place. The second factor is the manner of articulation, which is how the air is obstructed by the articulators and usually, it is accompanied by the movement of the vocal cords. The vocal cords are used to obstruct the air above the larynx. If the vocal cords are vibrating the sounds produced are voiced, whereas if the vocal cords do not vibrate, the sounds produced are voiceless.

Consonants:

P	pull /pʊl/, cup /kʌp/	tʃcheap/tʃiːp/, catch/kætʃ/
B	bull /bʊl/	rob/rɒb/
	dʒ jail/dʒeɪl/, bridge/brɪdʒ/	
f	ferry /ˈferi/, life/laɪf/	k case /keɪs/, take /teɪk/
v	very /ˈveri/, live/laɪv/	g go /gəʊ/, rug /rʌg/
θ	think /θɪŋk/, bath /bɑːθ/	m my /maɪ/, come
	/kʌm/	

¹⁸ Abdul Chaer, Indonesian Consonant, 2003, p.100

ð	then /ðen/, with /wIð/	n	no /nəʊ/, on /ɒ n/
t	take /teIk/, sing /sɪŋ /, finger /'fɪŋ gə(r)/		set /set/
d	day /deɪ/, red /red/	l	love /lʌ v/, hole /həʊl/
s	sing /sɪŋ /, rice /raɪs/	r	round /raʊ nd/, carry /'kæri/
z	zoo /zu /, days /deɪz/	w	well /wel/
ʃ	show /ʃəʊ/, wish /wɪʃ/	j	young /jʌ ŋ /
ʒ	pleasure /'pleʒ ə(r)/, occasion /ə'keɪʒ n/	h	house /haʊ s/ ¹⁹

E. Phonemes

Phonemes are the different sounds within a language. Phonemes refer to the smallest segments of sound that grouped. The set of phoneme consists of two categories: vowel sounds and consonant sounds.

At the phonological level, the commutation test allows the analyst to identify the phonemes of the language. These are the basic units of sounds that enable the native speakers of a given language to recognize the difference in meaning between words.²⁰

Under the heading of phonology a brief look at what has traditionally been thought of as pronunciation, but devotes most of the attention to intonation. This

¹⁹ Michael Swam, Practical English Usage (new edition) p.xxx.

²⁰ Arman, Improving Students' pronunciation Through Speech At The Eighth Year Students of SMP NEGERI 1 SABBANG (Palopo:STAIN,2010),p.17.

part because most of the exciting developing in the analysis discourse have been intonation studies, Traditionally pronunciation has found strength in the ability of linguists to segments the sounds of language into discrete items called phonemes.²¹

Gimson says that it is possible to establish the phonemes of a language using a process of communication or the discovery of minimal pairs. The minimal pairs of a word which are different in respect of only one sound segment call phonemes.

Katamba in Muhammad stated there are four points to identify sounds as one phoneme namely

- Minimal pairs is a method to identify the sounds of two word which is similar but different in meaning by identifying the phonemes example; [r] and [l] in reading and lead, the distribution of phonemes starting from the front of words that use as differences function.
- The contrast of analogs environments is the method used to make differences in parts of sounds or segmentation as different phonemes but pronounced similar examples; phonemes /f/ and /v/.
- A suspicious pair is a method uses as differences phonemes, some sounds may only a variation from others sounds, it cannot be called as different phonemes but it is difference sounds example /k/ and /g/ its different because of voicing but have a similar articulation that from a velar stop.

²¹ *Ibid.*p.18.

- Recapitulation the method uses based on perception from language learners (hearer), for example, sounds in phonemes /t/ its different in meaning when there are sounds from /t/ is a card, cart, tin, and thin.²²

The nature of phonemes In general linguistics as pure empirical science has branches: phonology, morphology, syntax, and semantics. Phonology studies the sounds of saying a language including its suprasegmental sounds (Edi Subroto: 2007: 28). Indonesian consists of sounds. Not just any sound, given a certain sound, which is somewhat different according to certain languages. The sound is investigated by phonetics and phonology. Sound phonetics speak according to the channel and according to their acoustic properties (phonetic articulatory). The following is a half-face diagram of the principal organ of the utterance. Speech is the process of mixing air through the mouth and the role of all utensils. The following is a half-face diagram of a human organ.

²² Arman, Improving Students' pronunciation Through Speech At The Eighth Year Students of SMP NEGERI 1 SABBANG (Palopo:STAIN,2010),p.17.

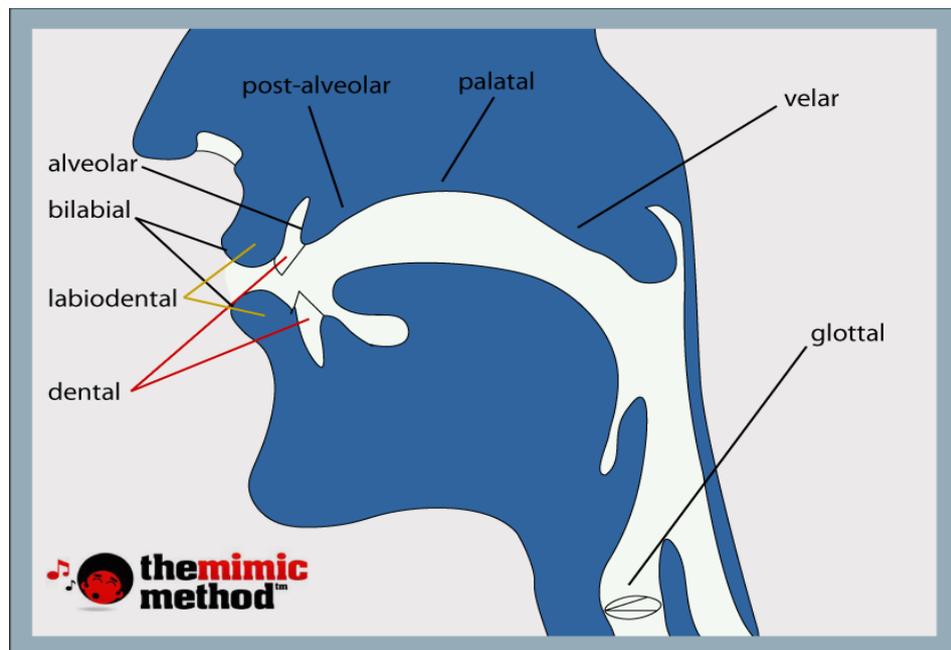


Figure 2.1 Digram for the articulation of English phonemes

The place of articulation described above can be explained as follows:

- a) Bilabial: formation of consonants by 2 lips. ([b], [p], [m])
- b) Labiodental: formation of consonants by teeth and lips ([f], [v])
- c) Apikodental: formation of consonants by the tip of the tongue and teeth ([θ], [ð].)
- d) Alveolar: tip of tongue with alveolar ridge ([t], [d], [n], [s], [z], [l], [r])
- e) Palatal: tongue-hard palate ([tʃ], [dʒ])
- f) Velar: back of tongue - soft palate ([k], [g], [ŋ]) glottal stop: ribbon position
- g) sound is completely closed.

h) Larynx: the vocal cords are wide open, the air comes out through the sliding.²³

Place of articulation	Bilabial	Labio-dental	Dental	Alveolar	Post-Alveolar	Palatal	Velar	Glottal
Type of sound								
Plosive	p b			t d			k g	ʔ
Nasal	m	ɱ		n			ŋ	
Tap or Flap								
Fricative		f v	θ ð	s z	ʃ ʒ			h
Approximant	w			r		j		
Lateral Approximant				l				

F. Phonics Method

Phonics is a method for teaching reading and writing of the English language by developing learners' phonemic awareness—the ability to hear, identify and manipulate phonemes—to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.

The goal of phonics is to enable beginning readers to decode new written words by sounding them out, or, in phonics terms, *blending* the sound-spelling patterns. Since it focuses on the spoken and written units within words, phonics is

²³ Bakti Saraswati, Errors in English Phoneme and Supra Segmental Elements , p.79

a sublexical approach and, as a result, is often contrasted with whole language, a word-level-up philosophy for teaching reading.

The basic principles of phonics were first presented by John Hart[1] in 1570. Since the turn of the 20th century, phonics has been widely used in primary education and teaching literacy throughout the English-speaking world. Synthetic phonics is a method of teaching reading in the education systems of England and Australia.²⁴

Phonics involves the relationship between sounds and their spellings. Advanced phonics builds on primary-grades skills (consonants, short vowels, silent *e*) and enables students to read multisyllabic words with an often complex vowel and syllabication patterns. It also includes the study of structural analysis (prefixes, suffixes, roots) and fluency.²⁵

Phonics methods in a system or method that teach students to read with letter approval. The phonics method emphasizes each alphabet sounds exist in language. Each alphabet having certain sounds and some alphabets possess more than one chief sound.

An alphabetic, *phonics approach* to teaching reading has been used for centuries. In the 19th century, this kind of approach began to be called “phonics” since then it has been further developed and modified. Today a *phonics approach* is used in varying degrees in the most reading method. A *phonics approach* reading in an approach that teaches in the relation of the letters (graphemes) to the sounds (phonemes) they represent to teach reading.

²⁴ Hart and John, A Method or Comfortable Beginning for All Learned, (1570)

²⁵ Wiley Blevins, Teaching Phonics and Word Study in the Intermediate Grades, 2017, p.6.

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

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

The theory behind the phonics approach is based on two assumptions which are most language have consistent phonemes (sound) to grapheme (letter) correlation and once learners have learned the relationships of the letters to the sounds, they can pronounce the printed word by blending the sound, (Aukerman, 1984).²⁶

Several different approaches have been used to teach phonics systematically (Aukerman, 1984). These include synthetic phonics, analytic phonics, embedded phonics, analogy phonics, onset-rime phonics, and phonics through spelling. These approaches differ in several respects.

²⁶ Ivo Krisna Dilla, *The Effect Of Applying Phonics Instruction Method On The Students' Pronunciationachievement*, 2017, p.7.

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

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

Letter-sound relationships and look to decode words based upon spelling and letter patterns and their sounds. For example, if the child knows “bat”, “cat” and “hat”, then the word “mat” will be easy to read. Here is the procedure to teach phonics method:

1. First, the students must know all the letters in the alphabet and their sounds. The students will need to be able to identify the sounds in the beginning, middle and end of a word. Once the students can do that, the teacher then selects a text that has a lot of letter sounds.
2. Next, the teacher presents the words to the students (usually site words are selected to start). For example, the teacher place that these words on the board: light, bright, night or green, grass, grow.

3. The teacher then asks the students how these words are alike, the student would respond. “ they all have “right” at the end of the word. “or” they all have “gr” at the beginning of the word.”
4. Next, the teacher focuses on the sound of the words makes by saying. “ how does the “right” sound in these words?” or “how does the “gr” sound in these words?”
5. The teacher picks a text for the students to read has the sound they are focusing on. For example, choose a text that has the word family. “light” (light, might, fight, right) or choose a text that has the word family, “gr” (green, grass, grow, gray, great, grape).
6. Finally, the teacher reinforces to the students that they just used a decoding strategy to help them read understand words based upon the relationships letters have with one another.

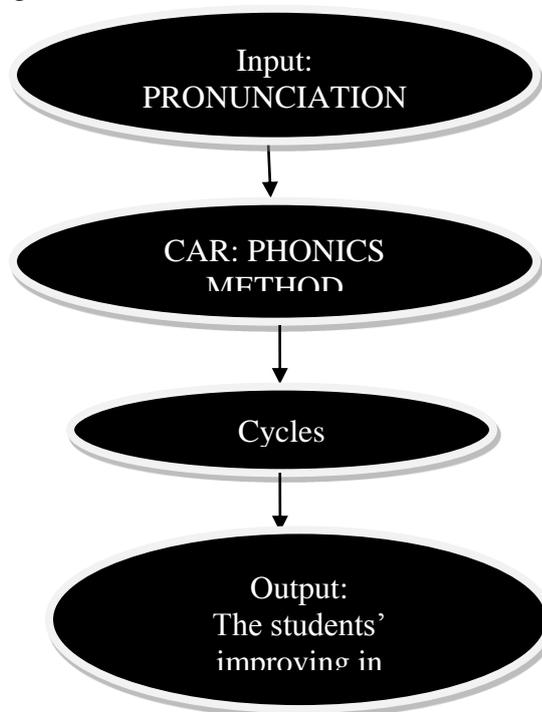
Phonics-through-spelling programs teach students to segments and write the phonemes in words. Phonics in context teaches students to use letters-sounds correspondences along with context cues to identify unfamiliar words they encounter in the text.

Analogy phonics teaches students to use parts of written they already know to identify new words. For example, they are taught a set of keywords that are posted on the wall (e.g., tent, make, mig) and then are taught to use these words to decode unfamiliar words by segmenting the shared and blending it with the new-onset)e.g., rent, bake, jig).²⁷

²⁷ *Ibid*, p.8.

G. Conceptual Framework

The conceptual framework in this research explains the way that use to improve the student's pronunciation. Fonika is a method used in classroom action research consisting of several cycles, namely using cycle I and cycles II, the results of the first cycle will be used as conclusions because phonetic methods can improve the pronunciation of students. The conceptual framework in this study is given in the following flowchart.



CHAPTER III

RESEARCH METHOD

A. Type of Research

In this study using CAR (Classroom Action Research) to find out whether the application of grouping in pronunciation improvement in students' class VIII UPT SMPN 6 SATAP Malangke. From the definitions implied that good understanding can be obtained by looking at action research from various angles. Some experts try to formulate action research in one complete sentence, but there are also those in two or three sentences. Action research is a form of reflexive and collective research conducted by participants in social situations to enhance the reasoning and fairness of their educational practices and social practices, as well as their understanding of their practices and the situation in which these practices are carried out. (Carr & Kemmis, 1986, also quoted by Kemmis & McTarrart, 1988: 5-6 and by Burns, 1999: 30).

The linking of the terms 'action' and 'research' highlights the core features of the action research method: to try out new ideas in practice as an improvement tool and as a tool to increase knowledge about curriculum, teaching, and learning. The result is an increase in the implementation of classroom and school lessons and better articulation and justification for the reasons why things are going. Action research provides a way of working that links theory and practice to complete unity: ideas in action. (Kemmis & McTaggart, 1982: 5).

Stephen Kemmis, action research is a form of the self-reflective inquiry conducted by participants in social situations (including education) to improve rationality and fairness (a) their own social or educational practices, (b) their understanding of these practices, and (c) situations where the practice is carried out. In education, action research has been used in school-based curriculum development, professional development, school improvement programs, and system planning and policy development.

We can see clearly from the above definitions that action research deals directly with practice on the ground in natural situations. The researcher is the practitioner himself and the user directly the results of his research. The scope of the research arena is very limited for research on changes in all participants and changes in research carried out to achieve improvement and development in practice.

B. Research Design

In action research, there is a clear intention that starts from a survey to identify class problems and to increase one's understanding of a problem. Class problems related to classroom practice that helped students to improve their understanding to produce better student learning outcomes.

Based on the results of observations made by researchers, most students are still low in pronunciation. This is the background of the researcher taking the design of this study which refers to the planning of how to teach well. He hopes that with his planning students can master English pronunciation.

Researchers planned with their collaborators about pronunciation learning strategies that focused on classroom action research in working on pronunciation using grouping strategies.

There are four common stages of classroom action research, namely planning, planning, observing, and reflection. The models of each stages are as follows:

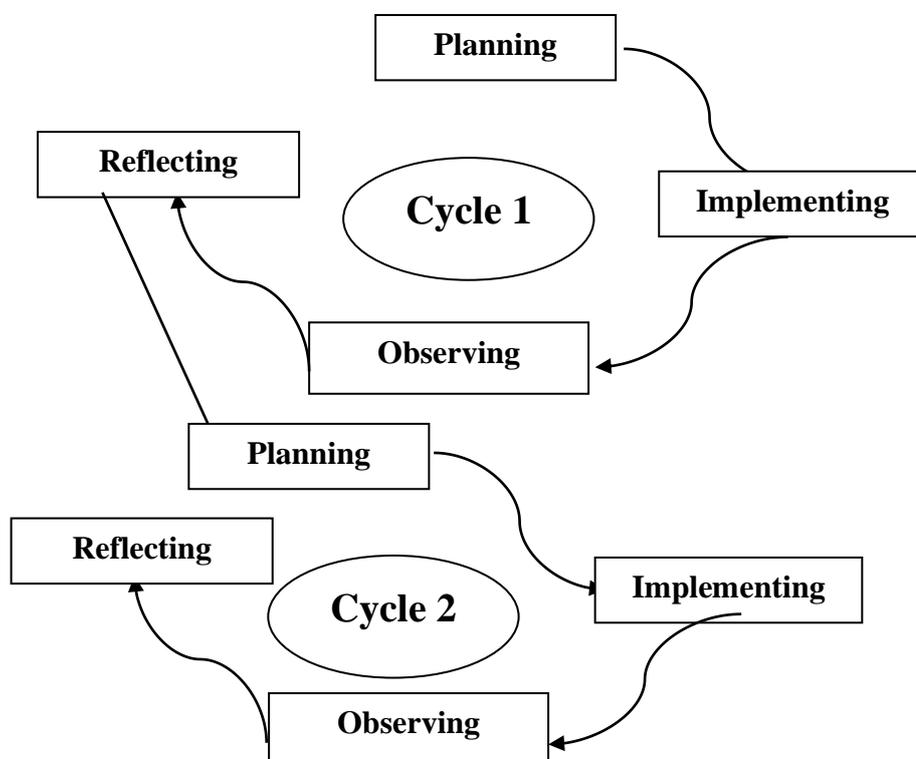


Figure 3.1: The Cycle of Classroom Action Research

C. Subject of the Research

1. Research subject

The subject of the research is the eighth grade of UPT SMPN 6 SATAP Malangke in the academic year of 2019/2020. The research taken one class that is VIII. The number of students consists of 24 students.

D. Data Sources

1. Students

The position of students in this study as research subjects, researchers hope that after researching students can improve their pronunciation skills.

2. Researcher

The position of researchers in this study is as a teacher who taught students about pronunciation using the phonics method.

3. Collaborators

The position of collaborators in research as observers, collaborators help researchers to observe students, so researchers can find out the condition of students in the learning process and provide advice and solutions to problems for each cycle.

E. Research Procedure

Classroom Action Research is participatory and collaborative which identifies the conditions that need to be improved which are typically carried out because of the thematic concerns that will be focused of the improvement strategy. Researchers will formulated action strategies based on more complete and more critical information. The four main aspects of action research according to Kemmis, burns, etc. are the preparation of plans, actions, observations, and reflections.

This study tries to find facts about pronunciation. First, look for factors that affect pronunciation especially difficulties in pronunciation. Second, want to prove whether the errors found are by the theory of pronunciation. Each cycle

lasts for 1 meeting, namely 3 times face-to-face for the learning process and 1 test carried out following the changes to be achieved.

The action of each cycle follows the following scenario steps:

Cycles: - Designing cycle I actions

- Carry out actions
- Monitor actions are taken (observation)

Furthermore, an overview of the activities carried out in each cycle is as follows:

General description of cycles

1. Planning phase

The activities carried out in this planning stage are as follows:

- a) The results of preliminary observations at UPT SMP Negeri 6 SATAP Malangke, especially grade VIII students have never taught using phonics methods, so learning outcomes are less than optimal. This finding is a reflective material for conducting cycle I by planning cycle I actions.
- b) Preparing the implementation plan for learning.
- c) Design the questions that will be used.
- d) Make a specification table and question grid for the preparation of evaluation tests
- e) Arranging instruments in the form of learning outcomes tests consisting of questions based on indicators contained in the learning implementation plan (RPP).

2. Action stage

The first meeting was held for the teaching and learning process and the implementation of the phonetic symbol for each of the 4th meetings and meetings for the implementation of the test was carried out for 2 x 60 minutes.

This stage students are given material. At the end of this material, students are given assignments regarding the material that has been taught or tasks that are related to the tasks that have been given at the previous meeting. This task is then done by students outside of class hours. The tasks given are explained/given clear instructions so that students who have not been able to understand the task try to solve it. The place and length of time for completion of the assignment must be clear.

The steps for implementing the actions for each sub-material in cycle I am as follows:

- a) A description of the learning objectives to be achieved in the sub-material taught and attend to students.
- b) Explanation of the material by lecture and discussion method.
- c) Providing reflection questions about the material that has been taught.
- d) Explanation of the researcher regarding the task to be carried out.
- e) Researchers must provide guidance primarily to students who have learning difficulties or misdirected in carrying out tasks.
- f) Students report both oral / written from what they do
- g) Questions and answers/class discussions related to assignments given to students

h) Assessment of students' work results both with non-test tests.

3. Observation / evaluation stage

The observation and evaluation phase during the learning process takes place, the researcher is assisted by two people acting as observers, namely by filling out an observation sheet that contains records of student activity during the first to final meeting which includes; student attendance, student activity in working on questions, answering questions, asking questions, and responding to other students' answers; the sincerity of students following the lessons, and the cohesiveness shown by each group, the ability of students to answer questions correctly, the courage of students / groups to strengthen the results of their group discussions and student behavior that is not relevant to teaching and learning activities.

Evaluation is done after the teaching and learning process and observation cycle I for two meetings, in the form of an evaluation of the learning process carried out by researchers and students. Data from this evaluation is used to compile a reflection in the framework of the preparation of the next cycle.

4. Reflection

The results obtained from observation observations were collected and analyzed. The results obtained by the researcher can be used as a reflection of whether the actions taken have improved students' ability to solve problems. The analysis results obtained in this stage will be used as a reference to carry out the next cycle so that what is achieved in the next cycle is following what is expected and should be better than the previous cycle (cycle 1).

General Description of the Next Cycle:

The next cycle is carried out based on the results of the implementation of the previous cycle. The steps taken are approximately the same as in the previous cycle. The essence of the implementation of the next cycle is to improve the implementation of the previous cycle.

F. Data Collection Techniques

The data collection techniques carried out in this action research are as follows.

1. Observation

Observation is one of the data collection techniques used in research. Through observation, the data obtained will be more complete and sharp so that what is seen will be written in the observation sheet. Observation is also an action that occurs in class during the teaching and learning process.

2. Interview

The interview is a technique of collecting data that aims to obtain information by giving directly questions related to pronunciation. The researcher interviewed students and English teachers about activities in the teaching and learning process, namely the difficulties obtained.

3. Test

There are two tests in this study, namely pre-test (before giving action) and post-test (after cycle). The purpose of this test is to determine the extent of students' abilities and to understand students' understanding after being explained.

4. Documentation

Documentation is a technique of collecting data used by researchers, namely photos or videos.

G. Data Analysis Techniques

In this stage, the researcher will analyze the data. The data will be taken from the test analyzes by using the following:

1. The researcher tries to get the score per action within one cycle. It is used to know how well students score as a whole on pronunciation skills. The raw score for the correct answer is 1. The raw score for the incorrect answer is 0. The count of the percentages of the score test by using the following formula:

$$\text{Score} = \frac{\Sigma \text{right answer}}{\Sigma \text{items}} \times 100\%$$

2. The researcher tries to get the class percentage which passes the minimal mastery level criterion (KKM) considering English subject gains score 69 which is adapted from the school agreement at UPT SMPN 6 SATAP Malangke. It uses the formula:

$$P = \frac{F}{N} \times 100\%$$

P : The class percentage

F : Total percentage score

N : Number of students

3. To analysis the objective test from students, the researcher uses the application that is *Statistical Produce and Service Solution (SPSS) ver. 20*

for windows. Furthermore, to determine the students' achievement into classification as below:

Table 1. The Classification Score for Test

A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate/unsatisfactory
F	Bellow 60	Failing/unacceptable

(Brown, 2004,p.287)

H. Research Instruments

1. observation

One of the instruments used by researchers to collect data is observation. In the process of learning pronunciation, researchers will observe everything related to students' interests and actions that occur in class during the teaching and learning process.

2. interview

The researcher uses the interview, which is giving some questions to students about the pronunciation which aims to obtain information about students.

Examples of questions are:

- a) Do you like learning English?
- b) Are you having difficulty saying words in English?

3. Test

The researcher will use a test to collect data. The researcher gave a test to students which aimed to find out whether phonics could improve the pronunciation of students.

4. Documentation

Documentation is an instrument carried out by researchers to obtain data and is also evident in this study. This documentation uses a camera to take pictures and record student learning.

I. Indicators of Success

1. Process Quality

The indicator of the success of this study in terms of the quality of the process is an increase in the percentage or number of students who do each component of the activity which is the observation material of researchers and observers during the learning process by using recitation methods from the first cycle to the next cycle, which are collected using observation sheets.

2. Learning Outcomes

The indicator of the success of this study in terms of learning outcomes is if the results of the percentage and frequency of test results students experience a significant increase in number from the first cycle to the next cycle.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two sections, the first section deals with the findings of the research and the second section deals the discussion about the result of the research.

A. Findings

These findings explain the cycle of learning and teaching process and researchers have found real conditions about the pronunciation of students using the phonic method in teaching pronunciation in eighth grade UPT SMPN 6 SATAP Malangke. Each cycle consists of planning, implementation, observation, and reflection. All research steps will be explained in the following description:

1. Before Implementing Classroom Action Research (CAR)

a. The Result of Interview

Before using CAR, the researcher interviewed the students of UPT SMPN 6 SATAP MALANGKE grade 8. The researcher gave several questions to students about learning pronunciation in English. Especially the mastery of pronunciation. The questions are a). Do you like learning English? b). What is your difficulty in understanding English pronunciation? c). Are there any special media that your teacher uses when teaching pronunciation? and others. Students answer that learning English is difficult because writing, mentioning, and meaning are different then students answer that the teacher does not teach the pronunciation techniques and the techniques used in teaching are very monotonous. Where the teacher only asks students to read the sentences in the

book then decipher them and such teaching activities make them bored and they quickly forget what they are saying because the pronunciation technique is not taught so students do not know the pronunciation of the word book correctly.

b. Preobservation

Based on the observation, the researcher got some information about the students' problems in the class including the students' problems. Students do not understand word pronunciation and students consider learning English to be bored and uninteresting.

c. The Result of Pre Test



Figure 4.1. The Situation of Class when Students' did Pre-test

Before applying CAR, researchers give students initial tests. This is done for students' ability to pronounce English sounds. Therefore, researchers can compare pretest and post test scores. Following are the pretests given to students:

STUDENTS 1

NAME: AYU

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	Akompen
Wait	Wit	Law	lɔ:	Fast	fɑ:st	Pays	peɪz	Thing	θɪŋ
Bat	Bit	Not	nɒt	First	Fɪst	Came	kæm	Pleasure	Plɪs
But	But	Note	No	Catch	ket	Page	Peg	Arrive	Arrɪv

STUDENTS 2

NAME: SAPUTRA

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	Akompani
Wait	Wait	Law	Law	Fast	fɑ:st	Pays	peɪz	Thing	θɪŋ
Bat	Bæt	Not	nɒt	First	fɜ:st	Came	kæm	Pleasure	P'leʒ ə
But	bət	Note	nəʊt	Catch	kætʃ	Page	peɪdʒ	Arrive	ərɪv

After giving a pretest, the researcher calculates the score. Below this is the student score for the initial examination.

Table 4.1. The Result of Students' Pre-test

NO.	Students	Score
1.	S1	35
2.	S2	20
3.	S3	35
4.	S4	15
5.	S5	50
6.	S6	75
7.	S7	40
8.	S8	25
9.	S9	30
10.	S10	35
11.	S11	30
12.	S12	40
13.	S13	30
14.	S14	10

15.	S15	20
16.	S16	10
17.	S17	10
18.	S18	30
19.	S19	40
20.	S20	20
21.	S21	25
22.	S22	35
23.	S23	40
24.	S24	35
	Total	735
	Mean	30,63

From the data above, it can be seen that the highest score was 75 and the lowest score was 10. One-students got 75 and passing KKM, one-students got a score of 50, four-students got a score of 40, five-students got the score of 35, three-student got the score of 20, one-students got the score of 15, and three-student got the score of 10.

If the value of student learning outcomes in pre-test is grouped into five categories, the learning outcomes of students are presented as follows:

Table 4.2. The Rate Percentage of Students' Score of Pre-test

NO	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	0	0%

2	Good	80 – 89	0	0%
3	Adequate	70 – 79	1	4%
4	Inadequate	60 – 69	0	0%
5	Failing	Below 60	23	96%
				100%

The table above showed that the students' score at the pre-test in cycle I there was no one students got classification "Excellent" and "Good", 1 student (5%) got classification "Adequate", there were no one students got classification "Inadequate" and 23 students (95%) got classification "Failing".

B. The Implementation of Classroom Action Research (CAR)

Action is carried out in cycles. Obstruction and failure are found in the first cycle and then find a solution and apply it to the next cycle. The results of the study can be reported as follows:

1. Cycle I

a. Planning

Before conducting research, researchers prepare lesson plans, research instruments as well as tools that have been made and developed previously, namely the learning implementation plan (RPP), observation sheets and cameras. In this section, the researcher prepares what must be done in action. In this section, the preparation submitted by the researcher before acting in cycle 1 is as follows:

1. Researchers and observers discuss students' problems and activities since they teach in class. The researcher prepares the class and all

instruments in class before starting to teach such as notebooks, cameras, etc.

2. Greetings and opening classes.
3. The researcher introduces the subject matter and explains it.
4. Researchers and students say the letters of the alphabet together.
5. Researchers practice the mention of phonetic symbols consisting of vowels and consonants, so students can listen to them and practice them directly
6. Researchers asked students to practice how to pronounce vowels and consonants and give examples of words directly.
7. Researchers asked students to progress one by one to determine words that correspond to phonetic symbols based on what they see on the board and immediately say the words that have been determined.
8. Researchers and students identify words together.
9. Researchers say words up to 2 times and ask students to repeat the words together.
10. Close class.

b. Action

This action was held on August 01 2019 at 10.40-12.00 noon, located at the UPT SMPN 6 SATAP Malangke. In the first meeting, the teacher and collaborators entered the English class. The teacher greets and introduces himself. After that, the teacher provide observers with observers and the teacher attend students' lists of observations. After students are ready to receive the material, the

teacher starts the lesson. The teacher starts the class by practicing how to pronounce the letters of the alphabet. Then the teacher told the importance of pronunciation skills in English. Then the teacher explains the material, namely vowels and consonants and explains to students the phonic method. Before explaining the material, researchers conducted a preliminary study to determine the level of the pronunciation of students before they learned the pronunciation of vowels and consonants using the phonic method. The teacher believe this method helps students to learn languages directly. Besides the media, there are strategies used by the teacher that support the use of media. The strategy is:

1. The teacher provide a list of words in English related to the sound of vowels and consonants and provide their symbols.
2. Students listen to the pronunciation of words and immediately see the explanation contained in the paper that has been distributed.
3. Students repeat the pronunciation after listening to it.
4. Students will be given the opportunity by researchers to say the word.
5. To make students interested and enjoy learning pronunciation, researchers decide to use the game while learning.

At the end of this meeting, the teacher gives a conclusion about the material and tells the students about the next material in the next meeting. After that, the teacher closed the meeting. In this cycle, I consist of 2 meetings.



Figure 4.2. The researcher teaches students about pronunciation techniques through phonic methods.

In the second meeting, the steps were the same as the first meeting. However, the teacher recalled previous material and checked the attendance of students to convey the learning objectives that took place. The teacher provides a list of words for each student then divided into four groups. Different from the first meeting just say the words in the word list directly, but in this meeting the teacher teaches pronunciation using the game, in this section, the teacher focuses on understanding students who can pronounce according to pronunciation techniques and are able to distinguish correct and wrong pronunciation. after that the teacher gave a test.



Figure 4.3. The Situation of Class when Students did Post-test

STUDENTS 1

NAME: SAPUTRA

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	ə'kʌmpəni
Wait	Welt	Law	lɔ:	Fast	Fest	Pays	pelz	Thing	θiŋ
Bat	Bæt	Not	nɒt	First	Ferst	Came	Kæm	Pleasure	P'leʒə
But	bət	Note	nəʊt	Catch	kæʃ	Page	peg	Arrive	Eriv

STUDENTS 2

NAME: JISNA

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	Ekempain
Wait	Welt	Law	lɔ:	Fast	fɑ:st	Pays	pelz	Thing	θiŋ
Bat	Bæt	Not	Not	First	fɜ:st	Came	Kæm	Pleasure	Plesur
But	bət	Note	nəʊt	Catch	kæʃ	Page	peidʒ	Arrive	ə'raɪv

STUDENTS 3

NAME: AULIA FERDIANTI

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	ə'kʌmpəni
Wait	Welt	Law	lɔ:	Fast	fɑ:st	Pays	pley	Thing	θiŋ
Bat	Bæt	Not	Net	First	fɜ:st	Came	Kæm	Pleasure	P'leʒə
But	bət	Note	Nat	Catch	kæʃ	Page	peidʒ	Arrive	Arriv

After giving a pretest, the teacher calculates the score. Below this is the student score for the initial examination.

Table 4.3. The Result of Students' Post-test in Cycle 1

NO.	Students	Score
1.	S1	70
2.	S2	75
3.	S3	65
4.	S4	30
5.	S5	65
6.	S6	80
7.	S7	45
8.	S8	55
9.	S9	80
10.	S10	70
11.	S11	60
12.	S12	75
13.	S13	45
14.	S14	50
15.	S15	35
16.	S16	55
17.	S17	50
18.	S18	60
19.	S19	55
20.	S20	60

21.	S21	65
22.	S22	55
23.	S23	80
24.	S24	40
	Total	1420
	Mean	59,17

Based on the data above, the teacher found that the students' score is better than the pre-test, some of the students had reached KKM (69) which was 24 students. Even though, some of the students had not reached it yet. The highest score was 80 and the lowest score was 30. There were three-students who got score of 90, two-students got score of 75, two-students got score of 70, three-students got score of 65, three-students got score of 60, four-student got score of 55 , two-students got score of 50, two-student got score of 45, one-student got score of 40, one-student got score of 35, and one-students got score of 30.

If the value of student learning outcomes in pre-test is grouped into five categories, the learning outcomes of students are presented as follows:

Table 4.4. The Rate Percentage of Students' Score of Post-test in Cycle I

NO	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	0	0%
2	Good	80 – 89	3	12%
3	Adequate	70 – 79	4	17%
4	Inadequate	60 – 69	6	25%

5	Failing	Below 60	11	46%
				100%

The table above showed that the students' score at the pre-test in cycle I there was no one students got classification "Excellent", three-students (12%) got classification "Good", four-students (17%) got classification "Adequate", six-students (25%) got classification "Inadequate", and 11 students (46%) got classification "failing".

c. Observation

In the observation activities carried out by researchers and observers in cycle 1, researchers and observers observed that some students were active during class but some students were still confused with the material because researchers only gave explanations and exercises and needed more creative ideas. Giving examples of words by researchers makes students do not know exactly about the mention of native speakers so that the pronunciation of students only focus on pronouncing the researcher but does not focus on the sounds coming out. After completing the research, the observer concluded that the researcher had to give more practice and provide creative ways that in addition to using games also had to use native speakers' voices through speakers so that students not only focus on how to say the words but also focus on the sounds produced. The researcher shows the students' activeness below:

Table 4.5. The Result of Observation Students' Activeness in Cycle 1

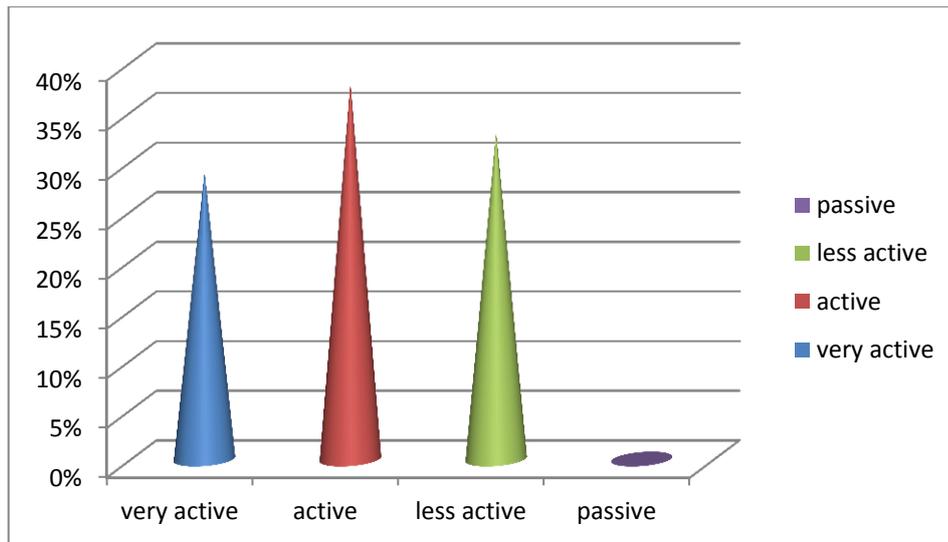
NO	Students' Name	Activeness			
		Very Active	Active	Less Active	Passive
1.	S1	✓			
2.	S2	✓			
3.	S3	✓			
4.	S4	✓			
5.	S5	✓			
6.	S6			✓	
7.	S7			✓	
8.	S8		✓		
9.	S9	✓			
10.	S10		✓		
11.	S11		✓		
12.	S12			✓	
13.	S13			✓	
14.	S14		✓		
15.	S15			✓	
16.	S16			✓	
17.	S17		✓		
18.	S18		✓		
19.	S19		✓		
20.	S20		✓		
21.	S21		✓		
22.	S22			✓	
23.	S23	✓			
24.	S24			✓	
		7	9	8	

Where :

- 1) **Very Active:** the students were responsive and full participation in all activities in the teaching process.
- 2) **Active:** the students responded to the materials by using word building in the teaching process.

- 3) **Less Active:** the students pay attention and give response once.
- 4) **Not Active(Passive):** the students did not give a response to the material.
they look confused, bored, and sometimes the students left the class.

Diagram 4.1. Category and Frequency of Students' Activeness in cycle I



From the diagram category and frequency of students toward the activity at the classroom above showed that there were 29% students “Very Active” in learning process, 37,5% students who “Active” to the study, 34% students who “Less Active” to joined the study and 0% students who “Not Active”. It means that in cycle I, most of the students active to joined the learning process and they enjoyed the lesson also most of them got a good score.

Observer also suggested to researchers that at the next meeting researchers tried to be more creative in teaching pronunciation so that students would not feel bored studying and more excited. Another suggestion is to give more practice.

d. Reflection

Reflection is carried out by researchers and observers to discuss problems that arise in cycle 1. There are significant weaknesses in the first cycle found by researchers and observers:

1. Researchers give very little exercise to students so students still don't understand enough to say the words.
2. Researchers speak too fast so the explanations given are not captured by students and how to pronounce examples of words too fast so that some students still do not understand how to pronounce words.
3. Researchers use fewer trill techniques so students do not get more practice.
4. Researchers do not provide native speaker pronunciation.
5. Students are still confused by some new words that they rarely hear, making it difficult for them to know even determine the emphasis of each word.

Based on the explanation above, researchers and collaborators will not stop only in cycle 1 but they think that it would be better to give students more practice using the same strategies and media but in different pronunciation, materials to further prove the effectiveness of the strategy in teaching pronunciation.

2. Cycle II

a. Planning

Cycle II was held the one meeting. The activities in cycle II were repeated the activities in cycle I by making improvements that still considered lacking in cycle I.

In this phase, the researcher made new plans and the researcher formed new lesson plans. The researcher made the class more interesting for the students and more enthusiastic. So, in this section the researcher did the steps as follows:

1. Researchers make lesson plans using phonic methods.
2. Researchers determine the words that contain vowel sounds and consonants to be taught pronunciation techniques using the phonic method.
3. Researchers prepare evaluation tests about the material that has been taught.

b. Action

In this section, the teacher conducted teaching and learning activities to get better results than cycle 1. Cycle 2 was held in one meeting. The teacher conducted the same strategy in the first cycle using the phonic method. The strategic steps are:

1. The Students listen to the pronunciation of examples of words that have been shared. The teacher gives more practice so that students understand the way they are used to say the word.
2. The teacher distributed papers containing vowels (æ, ɔ : ə, ɜ :, ei) and consonants (dʒ, ŋ, ʃ , tʃ , θ, ʒ) along with examples for each student. The teacher explains the word pronunciation technique using phonic methods with a more detailed, concise and clear explanation so that students more easily understand, then the researcher practices the

word pronunciation technique so students can practice the techniques taught directly.

3. The teacher use more trill techniques so the students more practice .
4. Students are given the opportunity by researchers to say the word. The teacher do not provide native speaker pronunciation because students are more familiar with the pronunciation of researchers compared with native speaker pronunciation, seen from the ability of students who are beginners to pronounce words in English.
5. The teacher give examples of new words that they rarely hear, then researchers practice the words and students also directly practice them directly.



Figure 4.4. Students repeat the pronunciation of words that have been shared.

At the end of this meeting, the teacher gave a test and concluded the material.

STUDENTS 1

NAME: SAPUTRA

SCORE:

Eat	i:t	Fallow	fæləʊ	stack	Stæk	Thimble	θimbl	Accompany	ə'kʌmpəni
Blade	Bleɪd	Law	lɔ:	Fast	fɑ:st	Fail	Feɪl	Thank	θæŋk
Batch	Bætʃ	Not	nɒt	First	fɜ:st	pad	Pæd	Evasion	i'veɪʒn
Fever	Fi:vər	Comb	kəʊm	Child	tʃaɪld	Edge	edʒ	Fable	Feɪbl

STUDENTS 2

NAME:AULIA FERDIANTI

SCORE:

Eat	i:t	Fallow	fæləʊ	stack	Stæk	Thimble	θimbl	Accompany	ə'kʌmpəni
Blade	Bleɪd	Law	lɔ:	Fast	fɑ:st	Fail	Feɪl	Thank	θæŋk
Batch	Bætʃ	Not	nɒt	First	fɜ:st	Pad	Pæd	Evasion	i'veɪʒn
Fever	Fi:vər	Comb	kəʊm	Child	tʃaɪld	Edge	edʒ	Fable	Feɪbl

After giving a pretest, the teacher calculates the score. Below this is the student score for the initial examination.

Table 4.6. The Result of Students' Post-test in Cycle II

NO.	Students	Score
1.	S1	85
2.	S2	95
3.	S3	90
4.	S4	75
5.	S5	90
6.	S6	100
7.	S7	85
8.	S8	90

9.	S9	95
10.	S10	90
11.	S11	80
12.	S12	85
13.	S13	75
14.	S14	90
15.	S15	80
16.	S16	80
17.	S17	95
18.	S18	90
19.	S19	85
20.	S20	85
21.	S21	95
22.	S22	75
23.	S23	100
24.	S24	85
	Total	2.095
	Mean	87,29

Based on the data above, the teacher found that the student scores were better than the post-test in the first cycle, all students had reached KKM (69) totaling 24 students. The highest score is 100 and the lowest score is 75. Two students score 100, four student gets a score of 95, six students get a score of 90,

six student gets a score of 85, three student gets a score of 80, and three students got a score of 75.

If the value of student learning outcomes in pre-test is grouped into five categories, the learning outcomes of students are presented as follows:

Table 4.2. The Rate Percentage of Students' Score of Pre-test

NO	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	12	50%
2	Good	80 – 89	9	37,5%
3	Adequate	70 – 79	3	12,5%
4	Inadequate	60 – 69	0	0%
5	Failing	Below 60	0	0%
				100%

The table above showed that the students' score of post-test in cycle II. There were 12 students (50%) got classification "Excellent", 9 students (37,5%) got classification "Good", three-students (12,5%) got classification "Adequate", and the good thing that there were no one students got classification "Inadequate" and "Failing".

c. Observation

Researchers make observations in cycle II. The observation phase in cycle II was recorded in the active participation of each student in the process of learning English. Student activities are obtained from observation sheets in meetings that are recorded in each cycle, observation sheets are used to determine

student participation or motivation in learning English to improve students' pronunciation using the phonic method.

Table 4.8. The Result of Observation Students' Activeness in Cycle II

NO	Students' Name	Activeness			
		Very Active	Active	Less Active	Passive
1.	S1		✓		
2.	S2	✓			
3.	S3	✓			
4.	S4			✓	
5.	S5		✓		
6.	S6	✓			
7.	S7		✓		
8.	S8	✓			
9.	S9	✓			
10.	S10		✓		
11.	S11		✓		
12.	S12		✓		
13.	S13			✓	
14.	S14		✓		
15.	S15			✓	
16.	S16		✓		
17.	S17	✓			
18.	S18		✓		
19.	S19		✓		
20.	S20		✓		
21.	S21	✓			
22.	S22			✓	
23.	S23	✓			
24.	S24		✓		
		8	12	4	

Where :

- 1) **Very Active:** the students were responsive and fully participate in all activities in the teaching process.

- 2) **Active:** the students responded to the materials by using word building in the teaching process.
- 3) **Less Active:** the students pay attention and give response once.
- 4) **Not Active(Passive):** the students did not give a response to the material. They look confused, bored, and sometimes the students left the class.

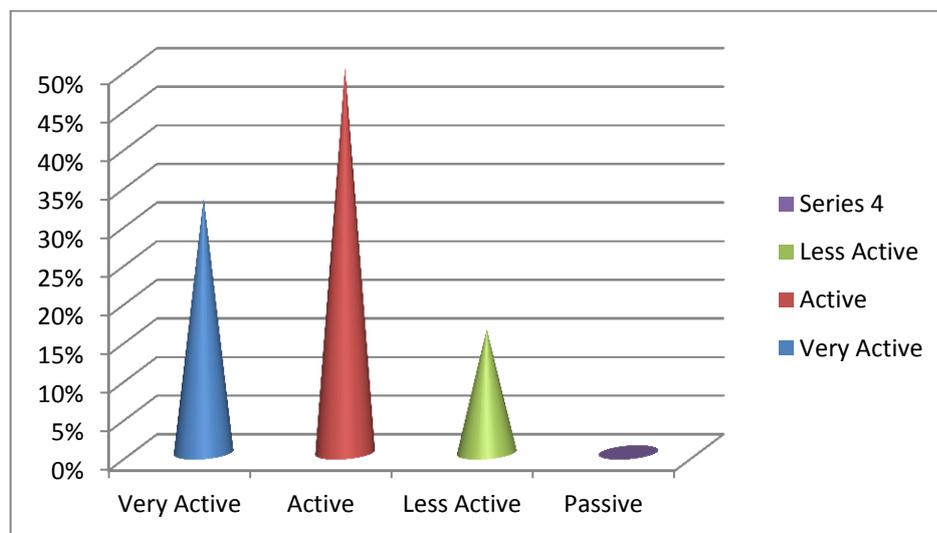


Diagram 4.2. Category and Frequency of Students' Activeness in Cycle II

From the diagram category and frequency of students toward the activity at the classroom in cycle II above showed that the students' activity in the learning English was more active than cycle I, there were 33% students "Very Active" in learning process, 50% students who "Active" to the study, 17% students who "Less Active" to joined the study and 0% students who "Not Active". It means that most of the students active to joined the learning process and they enjoyed the lesson also most of them got a good score and the researcher and collaborator were sure bin this cycle succeed based on the observation.

In this second cycle, the pronunciation of students is better than in cycle I, it is shown by the ability of students to pronounce words by pronunciation

techniques. Also, they got better scores than cycle I. Below, researchers compared and gave pre-test, post-test 1 and post-test 2 results.

Table 4.9. Student Score Results on Pre-test, Post-test 1 and 2

NO.	Students	Pre Test	Post Test 1	Post Test 2
1.	S1	35	70	85
2.	S2	20	75	95
3.	S3	35	65	90
4.	S4	15	30	75
5.	S5	50	65	90
6.	S6	75	80	100
7.	S7	40	45	85
8.	S8	25	55	90
9.	S9	30	80	100
10.	S10	35	70	90
11.	S11	30	60	80
12.	S12	40	75	85
13.	S13	30	45	75
14.	S14	10	50	90
15.	S15	20	35	80
16.	S16	10	55	80
17.	S17	10	50	95
18.	S18	30	60	90
19.	S19	40	55	85
20.	S20	20	60	85
21.	S21	25	65	95
22.	S22	35	55	75
23.	S23	40	80	100
24.	S24	35	40	85
	Total	735	1.420	2.095
	Mean	30,63	59,17	87,29

Based on the table above, it is known the mean score before implementing CAR or pre-test was only 30,63 and only one-students who passing KKM. In the post-test at cycle I the mean score was 59,17 and the number of students who

passing KKM was 7 students. While in the post-test, at cycle II 24 students passing KKM and the mean score was 87,29.

B. Discussion

This research is a classroom action research (CAR) consisting of two cycles. This study uses phonic methods to improve students' pronunciation in English in the eighth grade of UPT SMPN 6 SATAP Malangke.

The results of the research conducted in two cycles show that the phonic method can improve students' pronunciation in class VIII. The success of this study is shown by the increase in student learning outcomes that are the subject of research.

Based on the analysis of student evaluations in the pre-test in cycle 1, the highest score obtained by students is (75) the score and the lowest score is (10). Based on observations of student activities in class, the researcher and collaborators see students' weaknesses. Students are not disciplined, students are still confused about how to pronounce words using the phonic method, students are not accustomed to saying words in English and some students are naughty when learning will begin. This cycle has not yet succeeded in seeing student learning processes and student test scores are low.

While in cycle 2, the highest score of the students' pronunciation test is 100 scores and the low score is 75. Researchers and collaborators also see the progress and enthusiasm of students in learning English pronunciation. They are more eager to learn pronunciation after hearing motivation, students are more focused paying attention to lessons while teaching, students can understand the subject

well, students are more enthusiastic about memorizing given sound symbols, students are more cooperative in their groups when they are given activities and evaluation results students show a significant improvement when compared in cycle 1. This fact is consistent to learn using the phonic method of encouraging students to learn seriously, can make learning fun, motivating and challenging, can improve students' pronunciation, encourage students to learn symbols sound symbols in saying words, students can share their knowledge. So the researcher can conclude that after the implementation of the action in cycle 2, there is an increase in students' pronunciation in English lessons.

Based on the research findings above, The researcher concludes that between the previous research namely Sharina manggaraning Westhisi and the research found there are differences and similarities. the equation is focused on improving students' pronunciation, using phonic methods, analyzing the data used in researching and learning stages namely letter sound recognition and letter symbol recognition. The difference lies in the main material or medium of pronunciation, which is only focused on five vowels and six consonants.

Based on all these explanations, the researcher can say that this research succeeded in improving students' pronunciation by using phonic methods.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings, data analysis and discussion in the previous chapter, the researcher concludes that the right way to apply phonic methods in teaching pronunciation in class for eighth-grade students of SMPN 6 SATAP Malangke is (1) the students listen to the pronunciation of examples of words that have been shared. (2) The teacher distributed papers containing vowels (æ, ɔ : ə, ɜ : , ei) and consonants (dʒ, ŋ, ʃ , tʃ , θ, ʒ) along with examples for each student. (3) The teacher use more trill techniques so the students more practice . (4) Students are given the opportunity by researchers to say the word. (5) The teacher give examples of new words that they rarely hear, then researchers practice the words and students also directly practice them directly. So the researchers concluded that using the phonic method in Classroom Action Research (CAR), could improve student pronunciation. The phonic method is used in the teaching and learning process because it makes students active in learning. That can be proven by the student score they get. In the preliminary test, one student passed the KKM and produced an average point score. In contrast to the post-test cycle I, where students who passed the KKM were 7 students, and the average score of 59.17, then increased in the second cycle. After the test in the second cycle, students who passed the KKM were 24 students and the average score was 87.29. This means that this research was successful.

B. Suggestion

Based on the results of the analysis and data conclusions, the researcher wants to provide some suggestions for consideration by the English teacher as follows:

1. For teachers

- a) Teachers must be able to use the right methods, techniques, or media, so they can change students' minds that learning English is boring, but fun and interesting.
- b) The teacher must be flexible and understand the needs of students so that the teaching-learning process can be fun, enjoyable, and interesting.
- c) The phonic method must be considered as an alternative medium to be used in teaching pronunciation in class and maybe effective for improving students' pronunciation.

2. For students

- a) Students should try to contribute ideas and become active participants in the learning process in class.
- b) Students can be more interested in English and must pay attention to the teacher's explanation. Therefore, they can capture the material provided by the teacher.
- c) Students must also have a high motivation to learn English, especially pronunciation because pronunciation is the basic and most important part of the language.

3. For other researchers

Hopefully, this will be an improvement for further research. It is possible to optimize many sectors of pronunciation teaching. They can make this research as a reference for conducting other researchers in the same field.

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Yusuf's power point university negeri makassar.

A P P E N D I X E S

PRE TEST

NO	WORD	PRONOUNCE
1	Seat	Si:t
2	Wait	welt
3	Bat	Bæt
4	But	bət
5	So	səʊ
6	Law	lɔ:
7	Not	nɒt
8	Note	nəʊt
9	Hat	Hæt
10	Fast	fɑ:st
11	First	fɜ:st
12	Catch	kæʃ
13	Three	θri:
14	Pays	peɪz
15	Came	kæm
16	Page	peɪdʒ
17	Accompany	ə'kʌmpəni
18	Thing	θɪŋ
19	Pleasure	pl'eʒ ə
20	Arrive	ə'raɪv

PRE TEST CYCLE I

STUDENTS 1 NAME: ABD. RAHMAN

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	phis	Accompany	ə'kʌmpəni
Wait	Wait	Law	lɔ:	Fast	Fast	Pays	pelz	Thing	Things
Bat	Bat	Not	Not	First	Fist	Came	kam	Pleasure	Ples
But	But	Note	net	Catch	Ket	Page	pij	Arrive	Eref

STUDENTS 2 NAME: ADELIA

SCORE:

Seat	Set	So	səʊ	Hat	Hæt	Three	θri:	Accompany	akempani
Wait	Wit	Law	lɔ:	Fast	Fans	Pays	pleis	Thing	Thing
Bat	Bat	Not	Not	First	First	Came	keming	Pleasure	pleserur
But	But	Note	net	Catch	ceteh	Page	peg	Arrive	Efer

STUDENTS 3

NAME: ALINDA

SCORE:

Seat	Si:t	So	su	Hat	Hæt	Three	θri:	Accompany	akompani
Wait	wait	Law	law	Fast	fɑ:st	Pays	pais	Thing	θiŋ
Bat	Bæt	Not	nut	First	First	Came	kæm	Pleasure	plesur
But	But	Note	not	Catch	ket	Page	peg	Arrive	Eriv

STUDENTS 4

NAME: ARIL

SCORE:

Seat	Set	So	səʊ	Hat	hat	Three	ter	Accompany	Kompani
Wait	wait	Law	law	Fast	hart	Pays	pais	Thing	θiŋ
Bat	Bæt	Not	Net	First	Firts	Came	kam	Pleasure	Plaser
But	But	Note	not	Catch	cart	Page	paig	Arrive	Ariv

STUDENTS 5

NAME: AYU

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	Akompen
Wait	Wit	Law	lɔ:	Fast	fɑ:st	Pays	pelz	Thing	θiŋ
Bat	Bit	Not	nɒt	First	Fist	Came	kæm	Pleasure	Plis
But	But	Note	no	Catch	ket	Page	peg	Arrive	Arriv

STUDENTS 6

NAME: SAPUTRA

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	Akompani
Wait	wait	Law	law	Fast	fɑ:st	Pays	pelz	Thing	θiŋ
Bat	Bæt	Not	nɒt	First	fɜ:st	Came	kæm	Pleasure	P'leʒ ə
But	bət	Note	nəʊt	Catch	kætʃ	Page	peg	Arrive	Eriv

STUDENTS 7

NAME: DESI

SCORE:

Seat	Set	So	Su	Hat	Hæt	Three	θri:	Accompany	Ekompain
Wait	Wat	Law	Law	Fast	fɑ:st	Pays	pelz	Thing	θiŋ
Bat	Bæt	Not	nut	First	First	Came	Kæm	Pleasure	Plesur
But	But	Note	nəʊt	Catch	ket	Page	peg	Arrive	Arriv

STUDENTS 8

NAME: IZZATUL KAMILA

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	Kompani
Wait	Wit	Law	law	Fast	ferst	Pays	pai	Thing	Tiks
Bat	Bæt	Not	nut	First	Frist	Came	cem	Pleasure	Plesur
But	But	Note	net	Catch	cetc	Page	peg	Arrive	Arriv

STUDENTS 9

NAME: JISNA

SCORE:

Seat	Si:t	So	səʊ	Hat	Hat	Three	θri:	Accompany	Ekempain
Wait	welt	Law	law	Fast	fɑ:st	Pays	pais	Thing	θiŋ
Bat	Bat	Not	Not	First	Fist	Came	Kam	Pleasure	Plesur
But	But	Note	nat	Catch	ket	Page	peg	Arrive	Ariv

STUDENTS 10

NAME: MUH RANDI JUMANSAH

SCORE:

Seat	Seat	So	səʊ	Hat	Hæt	Three	θri:	Accompany	Akempani
Wait	Wait	Law	law	Fast	fɑ:st	Pays	pas	Thing	θiŋ
Bat	Bat	Not	not	First	Frist	Came	Kæm	Pleasure	Ples
But	But	Note	nəʊt	Catch	cets	Page	peg	Arrive	Arriv

STUDENTS 11

NAME: MUTIA

SCORE:

Seat	Set	So	səʊ	Hat	hat	Three	θri:	Accompany	Akompani
Wait	wait	Law	law	Fast	fɑ:st	Pays	pais	Thing	θiŋ
Bat	Bat	Not	not	First	Fist	Came	Kæm	Pleasure	Ples
But	But	Note	nəʊt	Catch	ket	Page	pei	Arrive	Eriv

STUDENTS 12

NAME: NEZA SAPUTRI

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	Akompani
Wait	wait	Law	law	Fast	fest	Pays	pelz	Thing	θiŋ
Bat	Bat	Not	nut	First	fist	Came	Kæm	Pleasure	P'leʒ ə
But	But	Note	nut	Catch	kem	Page	pag	Arrive	Ariv

STUDENTS 13

NAME: NESA

SCORE:

Seat	Si:t	So	səʊ	Hat	hat	Three	tes	Accompany	Acompani
Wait	welt	Law	lɔ:	Fast	Fast	Pays	ples	Thing	θiŋ
Bat	Bæt	Not	net	First	Fits	Came	cam	Pleasure	Ples
But	But	Note	net	Catch	cem	Page	page	Arrive	Ariv

STUDENTS 14

NAME: NUR YANTI

SCORE:

Seat	Seat	So	səʊ	Hat	hat	Three	ther	Accompany	Akompani
Wait	wait	Law	law	Fast	fɑ:st	Pays	pais	Thing	Tik
Bat	Bat	Not	not	First	First	Came	kom	Pleasure	Plesur
But	But	Note	note	Catch	catc	Page	pag	Arrive	Arriv

STUDENTS 15

NAME: RAMAL

SCORE:

Seat	Set	So	səʊ	Hat	Hæt	Three	θri:	Accompany	Ekompani
Wait	Wat	Law	lɔ:	Fast	Fest	Pays	pejs	Thing	Ding
Bat	Bat	Not	no	First	pirs	Came	kem	Pleasure	Ples
But	But	Note	net	Catch	kecs	Page	peg	Arrive	Erv

STUDENTS 16

NAME: RIFKI

SCORE:

Seat	Sat	So	səʊ	Hat	hat	Three	thir	Accompany	Akompan
Wait	Wait	Law	lat	Fast	fats	Pays	pays	Thing	Thin
Bat	Bat	Not	not	First	fits	Came	kæm	Pleasure	Plesur
But	But	Note	note	Catch	cetch	Page	page	Arrive	Arriv

STUDENTS 17

NAME: SEPTI NAILA PUTRI

SCORE:

Seat	Set	So	səʊ	Hat	hat	Three	ther	Accompany	Acomani
Wait	wat	Law	lɔ:	Fast	fats	Pays	pas	Thing	Thek
Bat	Bat	Not	not	First	fits	Came	cem	Pleasure	Ples
But	But	Note	note	Catch	carts	Page	peg	Arrive	Ariv

STUDENTS 18

NAME: SUCI

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	Kempani
Wait	Wat	Law	Lai	Fast	fɑ:st	Pays	pais	Thing	θiŋ
Bat	Bat	Not	Not	First	first	Came	kam	Pleasure	Plessur
But	But	Note	nat	Catch	cats	Page	paj	Arrive	Ariv

STUDENTS 19

NAME: TATIA

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	Ekempani
Wait	Wat	Law	lɔ:	Fast	Fest	Pays	pei	Thing	θiŋ
Bat	Bæt	Not	Nut	First	Fri	Came	kæm	Pleasure	Plesur
But	But	Note	not	Catch	cet	Page	peg	Arrive	Erif

STUDENTS 20

NAME: UMMI NUN

SCORE

Seat	Set	So	səʊ	Hat	hat	Three	ther	Accompany	Akompani
Wait	Wait	Law	law	Fast	Fast	Pays	pais	Thing	Then
Bat	Bat	Not	not	First	Fist	Came	kæm	Pleasure	P'leʒ ə
But	But	Note	net	Catch	cets	Page	pai	Arrive	Ariv

STUDENTS 21

NAME: VINTA AMRAN

SCORE:

Seat	Seat	So	səʊ	Hat	hat	Three	θri:	Accompany	Ekompani
Wait	wait	Law	lɔ:	Fast	Fast	Pays	pai	Thing	θiŋ
Bat	Bat	Not	not	First	Frist	Came	kam	Pleasure	P'leʒ ə
But	Bu	Note	net	Catch	kat	Page	pai	Arrive	Eriv

STUDENTS 22

NAME: BINTANG AULIA H

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	Tii	Accompany	Akompani
Wait	Wait	Law	lɔ:	Fast	fɑ:st	Pays	peis	Thing	θiŋ
Bat	Bat	Not	not	First	Fist	Came	kæm	Pleasure	Plesor
But	But	Note	net	Catch	Ces	Page	peg	Arrive	Arriv

STUDENTS 23

NAME: AULIA FERDIANTI

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	Akempaning
Wait	Wait	Law	lɔ:	Fast	First	Pays	Pei	Thing	θiŋ
Bat	Bat	Not	not	First	First	Came	kæm	Pleasure	P'leʒ ə
But	Bet	Note	net	Catch	Ket	Page	Peg	Arrive	Arriv

STUDENTS 24

NAME: SARTIKA

SCORE:

Seat	Si:t	So	səʊ	Hat	hit	Three	ther	Accompany	Ekomponi
Wait	Wth	Law	lɔ:	Fast	fɜ:st	Pays	pais	Thing	Ding
Bat	Bit	Not	Not	First	First	Came	kæm	Pleasure	P'leʒ ə
But	bət	Note	net	Catch	kats	Page	pag	Arrive	Arriv

POST TEST CYCLE I

STUDENTS 1 NAME: ABD. RAHMAN

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	ə'kʌ mpəni
Wait	welt	Law	lɔ:	Fast	Fest	Pays	pɛlz	Thing	θiŋ
Bat	Bæt	Not	nɒt	First	Fist	Came	Kæm	Pleasure	P'leʒ ə
But	bat	Note	nəʊt	Catch	ket	Page	pɪj	Arrive	Eref

STUDENTS 2

NAME: ADELIA

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	ə'kʌ mpəni
Wait	Welt	Law	lɔ:	Fast	fest	Pays	pleis	Thing	θiŋ
Bat	Bæt	Not	nɒt	First	fɜ:st	Came	Kæm	Pleasure	Ples
But	bæt	Note	naw	Catch	kætf	Page	peidʒ	Arrive	Eiref

STUDENTS 3

NAME: ALINDA

SCORE:

Seat	Si:t	So	Su	Hat	Hæt	Three	θri:	Accompany	ə'kʌ mpəni
Wait	welt	Law	law	Fast	fest	Pays	pɛlz	Thing	θiŋ
Bat	Bæt	Not	not	First	First	Came	Kæm	Pleasure	P'leʒ ə
But	bæt	Note	nəʊt	Catch	kætf	Page	peg	Arrive	Eriv

STUDENTS 10

NAME: ARIL

SCORE:

Seat	Si:t	So	səʊ	Hat	hat	Three	ter	Accompany	Kompani
Wait	wait	Law	law	Fast	hart	Pays	pais	Thing	θiŋ
Bat	Bæt	Not	nɒt	First	Firts	Came	kam	Pleasure	Plaser
But	bæt	Note	not	Catch	cart	Page	paig	Arrive	Ariv

STUDENTS 4

NAME: AYU

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	ə'kʌ mpəni
Wait	Wit	Law	lɔ:	Fast	fɑ:st	Pays	plez	Thing	θiŋ
Bat	Bæt	Not	not	First	Fist	Came	Kæm	Pleasure	P'leʒ ə
But	bæt	Note	nut	Catch	kem	Page	peg	Arrive	ə'ralv

STUDENTS 5

NAME: SAPUTRA

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	ə'kʌ mpəni
Wait	welt	Law	lɔ:	Fast	Fest	Pays	pɛlz	Thing	θiŋ
Bat	Bæt	Not	nɒt	First	Ferst	Came	Kæm	Pleasure	P'leʒ ə
But	bæt	Note	nəʊt	Catch	kætf	Page	peg	Arrive	Eriv

STUDENTS 6

NAME: DESI

SCORE:

Seat	Si:t	So	Su	Hat	hat	Three	tre	Accompany	Ekompain
Wait	welt	Law	lɔ:	Fast	ferst	Pays	pelz	Thing	θiŋ
Bat	Bæt	Not	net	First	First	Came	Kæm	Pleasure	Plesur
But	bæt	Note	nat	Catch	kætf	Page	peg	Arrive	Airiv

STUDENTS 7

NAME: IZZATUL KAMILA

SCORE:

Seat	Si:t	So	Su	Hat	hat	Three	θri:	Accompany	ə'kʌ mpəni
Wait	welt	Law	lɔ:	Fast	fɑ:st	Pays	pai	Thing	θiŋ
Bat	Bæt	Not	nut	First	Frist	Came	cem	Pleasure	P'leʒ ə
But	But	Note	nəʊt	Catch	cetc	Page	peg	Arrive	ə'ralv

STUDENTS 8

NAME: JISNA

SCORE:

Seat	Si:t	So	səʊ	Hat	Hat	Three	θri:	Accompany	Ekempain
Wait	welt	Law	lɔ:	Fast	fɑ:st	Pays	pelz	Thing	θiŋ
Bat	Bæt	Not	Not	First	fɜ:st	Came	Kæm	Pleasure	Plesur
But	bæt	Note	nəʊt	Catch	kætf	Page	peidʒ	Arrive	ə'ralv

STUDENTS 9

NAME: MUH RANDI JUMANSAH

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	ə'kʌ mpəni
Wait	Wit	Law	lɔ:	Fast	fɑ:st	Pays	pelz	Thing	θiŋ
Bat	Bæt	Not	nɒt	First	Frist	Came	Kæm	Pleasure	P'leʒ ə
But	But	Note	nəʊt	Catch	cets	Page	peg	Arrive	Arriv

STUDENTS 11

NAME: MUTIA

SCORE:

Seat	Si:t	So	səʊ	Hat	hat	Three	θri:	Accompany	ə'kʌ mpəni
Wait	welt	Law	lɔ:	Fast	fɑ:st	Pays	pelz	Thing	θiŋ
Bat	Bat	Not	not	First	Fist	Came	Kæm	Pleasure	P'leʒ ə
But	Bet	Note	nəʊt	Catch	ket	Page	peg	Arrive	Eriv

STUDENTS 12

NAME: NEZA SAPUTRI

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	ə'kʌ mpəni
Wait	wait	Law	lɔ:	Fast	fɑ:st	Pays	pelz	Thing	θiŋ
Bat	Bæt	Not	net	First	fɜ:st	Came	Kæm	Pleasure	P'leʒ ə
But	bæt	Note	nut	Catch	kætf	Page	peg	Arrive	Ariv

STUDENTS 13

NAME: NESA

SCORE:

Seat	Si:t	So	səʊ	Hat	hat	Three	tes	Accompany	ə'kʌ mpəni
Wait	welt	Law	lɔ:	Fast	fɑ:st	Pays	pas	Thing	θiŋ
Bat	Bæt	Not	net	First	Frist	Came	cam	Pleasure	Ples
But	But	Note	nəʊt	Catch	cet	Page	page	Arrive	Ariv

STUDENTS 14

NAME: NUR YANTI

SCORE:

Seat	Si:t	So	səʊ	Hat	hat	Three	ther	Accompany	ə'kʌ mpəni
Wait	Welt	Law	lɔ:	Fast	fɑ:st	Pays	pais	Thing	Tik
Bat	Bæt	Not	nɒt	First	fes	Came	Kæm	Pleasure	Plesur
But	bæt	Note	nəʊt	Catch	catc	Page	pag	Arrive	Arriv

STUDENTS 15

NAME: RAMAL

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	ter	Accompany	ə'kʌ mpəni
Wait	Wit	Law	law	Fast	Fest	Pays	ples	Thing	Ding
Bat	Bæt	Not	no	First	pirs	Came	kem	Pleasure	Ples
But	But	Note	net	Catch	kætf	Page	peidʒ	Arrive	Erv

STUDENTS 16

NAME: RIFKI

SCORE:

Seat	Si:t	So	Su	Hat	Hæt	Three	θri:	Accompany	ə'kʌ mpəni
Wait	Wit	Law	lɔ:	Fast	fɑ:st	Pays	pays	Thing	θiŋ
Bat	Bæt	Not	not	First	fits	Came	Kæm	Pleasure	P'leʒ ə
But	But	Note	nəʊt	Catch	cetch	Page	page	Arrive	Arriv

STUDENTS 17

NAME: SEPTI NAILA PUTRI

SCORE:

Seat	Si:t	So	səʊ	Hat	hat	Three	θri:	Accompany	ə'kʌ mpəni
Wait	welt	Law	lɔ:	Fast	fɑ:st	Pays	pas	Thing	θiŋ
Bat	Bat	Not	nɒt	First	fits	Came	cem	Pleasure	Ples
But	Bit	Note	nəʊt	Catch	carts	Page	peg	Arrive	Ariv

STUDENTS 18

NAME: SUCI

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	ə'kʌ mpəni
Wait	welt	Law	Lai	Fast	fɑ:st	Pays	pais	Thing	θiŋ
Bat	Bæt	Not	Net	First	first	Came	kam	Pleasure	P'leʒ ə
But	bæt	Note	nat	Catch	kætf	Page	paj	Arrive	Ariv

STUDENTS 19

NAME: TATIA

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	ə'kʌ mpəni
Wait	Welt	Law	bats	Fast	fɑ:st	Pays	Ples	Thing	Trii
Bat	Bæt	Not	not	First	Fri	Came	Kæm	Pleasure	P'leʒ ə
But	Bet	Note	net	Catch	Cet	Page	peidʒ	Arrive	Erif

STUDENTS 20

NAME: UMMI NUN

SCORE

Seat	Si:t	So	səʊ	Hat	Hæt	Three	eriit	Accompany	ə'kʌ mpəni
Wait	Welt	Law	lɔ:	Fast	fest	Pays	let	Thing	Tri
Bat	Bæt	Not	not	First	Fest	Came	Kæm	Pleasure	P'leʒ ə
But	bət	Note	nout	Catch	ceet	Page	peidʒ	Arrive	ə'ralv

STUDENTS 21 NAME: VINTA AMRAN

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	ə'kʌ mpəni
Wait	Wit	Law	lɔ:	Fast	fɑ:st	Pays	paj	Thing	θiŋ
Bat	Bæt	Not	not	First	Fist	Came	kam	Pleasure	P'leʒ ə
But	bət	Note	net	Catch	kæʃ	Page	paj	Arrive	Eriv

STUDENTS 22

NAME: BINTANG AULIA H

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	ə'kʌ mpəni
Wait	Wait	Law	lɔ:	Fast	fɑ:st	Pays	pais	Thing	θiŋ
Bat	Bat	Not	not	First	Fist	Came	Kæm	Pleasure	P'leʒ ə
But	But	Note	nəʊt	Catch	Cats	Page	peg	Arrive	Arriv

STUDENTS 23

NAME: AULIA FERDIANTI

SCORE:

Seat	Si:t	So	səʊ	Hat	Hæt	Three	θri:	Accompany	ə'kʌ mpəni
Wait	Welt	Law	lɔ:	Fast	fɑ:st	Pays	pley	Thing	θiŋ
Bat	Bæt	Not	net	First	fɜ:st	Came	Kæm	Pleasure	P'leʒ ə
But	bət	Note	nat	Catch	kæʃ	Page	peidʒ	Arrive	Arriv

RESPONDEN 24

NAME: SARTIKA

SCORE:

Seat	Si:t	So	səʊ	Hat	hit	Three	ther	Accompany	Ekomponi
Wait	Wit	Law	lɔ:	Fast	fɜ:st	Pays	pais	Thing	Ding
Bat	Bit	Not	Not	First	First	Came	Kæm	Pleasure	P'leʒ ə
But	bət	Note	nəʊt	Catch	kats	Page	pag	Arrive	Arriv

POST TEST CYCLE II

NO	WORD	PRONOUNCE
1	Eat	i:t
2	Blade	Bleid
3	Batch	Bætʃ
4	Fever	Fi:vər
5	Fallow	fæləʊ
6	Law	lɔ:
7	Not	nɒt
8	Comb	kəʊm
9	Stack	Stæk
10	Fast	fɑ:st
11	First	fɜ:st
12	Child	tʃaɪld
13	Thimble	θɪmbl
14	Fail	Feɪl
15	Pad	Pæd
16	Edge	edʒ
17	Accompany	ə'kʌmpəni
18	Thank	θæŋk
19	Evasion	i'veɪʒn
20	Fable	Feɪbl

POST TEST CYCLE II

STUDENT 1

NAME: ABDUL RAHMAN

SCORE:

eat	i:t	Fallow	flow	Stack	Stæk	Thimble	Øimbl	Accompany	ə'kʌ mpəni
blade	Bleid	Law	lɔ:	Fast	fɑ:st	Fail	Feil	Thank	θæŋk
batch	Bætʃ	Not	not	First	fɜ:st	pad	Pæd	evasion	i'veiʒ n
fever	Fi:vər	Comb	kəʊm	Child	tʃaɪld	Edge	edʒ	Fable	Feibl

STUDENT 2

NAME: ADELIA

SCORE:

eat	i:t	Fallow	flow	Stack	Stæk	Thimble	Øimbl	Accompany	ə'kʌ mpəni
blade	Bleid	Law	lɔ:	Fast	fɑ:st	Fail	Feil	Thank	θæŋk
batch	Bætʃ	Not	not	First	fɜ:st	pad	Pæd	evasion	i'veiʒ n
fever	Fi:vər	Comb	kəʊm	Child	tʃaɪld	Edge	edʒ	Fable	Feibl

STUDENT 3

NAME: ALINDA

SCORE:

eat	i:t	Fallow	fæləʊ	Stack	Stæk	Thimble	Øimbl	Accompany	ə'kʌ mpəni
blade	Bleid	Law	lɔ:	Fast	fɑ:st	Fail	Feil	Thank	θæŋk
batch	Bætʃ	Not	not	First	fɜ:st	pad	Pæd	evasion	i'veiʒ n
fever	Fi:vər	Comb	kəʊm	Child	child	Edge	edʒ	Fable	Feibl

STUDENT 4

NAME: ARIL

SCORE:

eat	i:t	Fallow	flow	Stack	Stak	Thimble	Øimbl	Accompany	ə'kʌ mpəni
blade	Bleid	Law	lɔ:	Fast	fɑ:st	Fail	Feil	Thank	θæŋk
batch	Bætʃ	Not	not	First	fɜ:st	pad	Pæd	evasion	i'veiʒ n
fever	Fi:vər	Comb	kəʊm	Child	child	Edge	eg	Fable	Feibl

STUDENT 5

NAME: AYU

SCORE:

eat	i:t	Fallow	fæləʊ	Stack	Stik	Thimble	Øimbl	Accompany	ə'kʌ mpəni
blade	Bleid	Law	lɔ:	Fast	fɑ:st	Fail	Feil	Thank	thing
batch	Bætʃ	Not	not	First	fɜ:st	pad	Pæd	evasion	i'veiʒ n
fever	Fi:vər	Comb	kəʊm	Child	tʃaɪld	Edge	edʒ	Fable	Feibl

STUDENT 6

NAME: SAPUTRA

SCORE:

eat	i:t	Fallow	fæləʊ	Stack	Stæk	Thimble	Øimbl	Accompany	ə'kʌ mpəni
blade	Bleid	Law	lɔ:	Fast	fest	Fail	Feil	Thank	θæŋk
batch	Bætʃ	Not	not	First	fɜ:st	pad	Pæd	evasion	i'veiʒ n
fever	Fi:vər	Comb	kəʊm	Child	tʃaɪld	Edge	edʒ	Fable	Feibl

STUDENT 7

NAME: DESI

SCORE:

eat	i:t	Fallow	fæləʊ	Stack	Stæk	Thimble	θim	Accompany	ə'kʌ mpəni
blade	bleid	Law	lɔ:	Fast	fɑ:st	Fail	feil	Thank	θæŋk
batch	Bætʃ	Not	nɒt	First	fɜ:st	pad	pæd	Evasion	i'veiʒ n
fever	fi:vər	Comb	kəʊm	Child	chard	Edge	edʒ	Fable	Feib

STUDENT 8

NAME: IZZATUL KAMILA

SCORE:

eat	i:t	Fallow	fæləʊ	Stack	Stæk	Thimble	θimbl	Accompany	ə'kʌ mpəni
blade	bleid	Law	lu	Fast	fɑ:st	Fail	feil	Thank	θæŋk
batch	Bætʃ	Not	nɒt	First	fɜ:st	pad	pæd	evasion	i'veiʒ n
fever	fi:vər	Comb	kəʊm	Child	fail	Edge	edʒ	Fable	Feibl

STUDENT 9

NAME: JISNA

SCORE:

eat	i:t	Fallow	fæləʊ	Stack	Stæk	Thimble	θimbl	Accompany	ə'kʌ mpəni
blade	bleid	Law	lɔ:	Fast	fɑ:st	Fail	feil	Thank	Teng
batch	Bætʃ	Not	nɒt	First	fɜ:st	pad	pæd	Evasion	i'veiʒ n
fever	fi:vər	Comb	kəʊm	Child	tʃaɪld	Edge	edʒ	Fable	Feibl

STUDENT 10

NAME: MUH RANDI JUMANSAH

SCORE:

eat	i:t	Fallow	flow	Stack	Stæk	Thimble	θimbl	Accompany	ə'kʌ mpəni
blade	bleid	Law	lɔ:	Fast	fɑ:st	Fail	feil	Thank	Ting
batch	Bætʃ	Not	nɒt	First	fɜ:st	pad	pæd	Evasion	i'veiʒ n
fever	fi:vər	Comb	kəʊm	Child	tʃaɪld	Edge	edʒ	Fable	Feibl

STUDENT 11

NAME: MUTIA

SCORE:

eat	i:t	Fallow	fæləʊ	Stack	steck	Thimble	θimbl	Accompany	ə'kʌ mpəni
blade	bleid	Law	lɔ:	Fast	fɑ:st	Fail	feil	Thank	Ting
batch	Bætʃ	Not	nɒt	First	first	pad	pæd	Evasion	i'veiʒ n
fever	fi:vər	Comb	kəʊm	Child	tʃeɪl	Edge	edʒ	Fable	Feibl

STUDENT 12

NAME: NESA SAPUTRI

SCORE:

eat	i:t	Fallow	fæləʊ	Stack	Stæk	Thimble	Thimble	Accompany	ə'kʌ mpəni
blade	bleid	Law	lɔ:	Fast	fɑ:st	Fail	Fail	Thank	θæŋk
batch	Bætʃ	Not	nɒt	First	fɜ:st	pad	pæd	Evasion	i'veiʒ n
fever	fi:vər	Comb	kəʊm	Child	Child	Edge	edʒ	Fable	Feibl

STUDENT 13

NAME: NESA

SCORE:

eat	i:t	Fallow	fæləʊ	Stack	Stæk	Thimble	fiber	Accompany	ə'kʌ mpəni
blade	Bleid	Law	lɔ:	Fast	fles	Fail	Feil	Thank	θæŋk
batch	berch	Not	nɒt	First	fɜ:st	pad	Pæd	Evasion	i'veiʒ n
fever	Fi:ber	Comb	kəʊm	Child	tʃaɪld	Edge	edʒ	Fable	fable

STUDENT 14

NAME: NURYANTI

SCORE:

eat	i:t	Fallow	fæləʊ	Stack	Stæk	Thimble	θimbl	Accompany	ə'kʌ mpəni
blade	Bleid	Law	lɔ:	Fast	fɑ:st	Fail	Feil	Thank	θæŋk
batch	bles	Not	nɒt	First	fɜ:st	Pad	Pæd	Evasion	i'veiʒ n
fever	Fi:ber	Comb	kəʊm	Child	tʃaɪld	Edge	edʒ	Fable	Feibl

STUDENT 15

NAME:RAMAL

SCORE:

eat	i:t	Fallow	fæləʊ	Stack	Stæk	Thimble	fible	Accompany	ə'kʌ mpəni
blade	Berd	Law	lɔ:	Fast	fɑ:st	Fail	Feil	Thank	θæŋk
batch	Bætʃ	Not	nɒt	First	fɜ:st	Pad	Pæd	Evasion	i'veiʒ n
fever	Fi:vər	Comb	keum	Child	tʃaɪld	Edge	edʒ	Fable	fable

STUDENT 16

NAME:RIFKI

SCORE:

eat	i:t	Fallow	fæləʊ	Stack	Stæk	Thimble	fible	Accompany	ə'kʌ mpəni
blade	Berd	Law	lɔ:	Fast	fɑ:st	Fail	Feil	Thank	θæŋk
batch	Bætʃ	Not	nɒt	First	fɜ:st	Pad	Pæd	Evasion	i'veiʒ n
fever	Fi:vər	Comb	keum	Child	tʃaɪld	Edge	edʒ	Fable	fable

STUDENT 17

NAME:SEPTI NAILA PUTRI

SCORE:

eat	i:t	Fallow	flow	Stack	Stæk	Thimble	θimbl	Accompany	ə'kʌ mpəni
blade	Bleid	Law	lɔ:	Fast	fɑ:st	Fail	Feil	Thank	θæŋk
batch	Bætʃ	Not	nɒt	First	fɜ:st	Pad	Pæd	Evasion	i'veiʒ n
fever	Fi:vər	Comb	kəʊm	Child	tʃaɪld	Edge	edʒ	Fable	Feibl

STUDENT 18

NAME:SUCI

SCORE:

eat	i:t	Fallow	fæləʊ	Stack	Stæk	Thimble	θimbl	Accompany	ə'kʌ mpəni
blade	Bleid	Law	lɔ:	Fast	fɑ:st	Fail	Feil	Thank	θæŋk
batch	Bætʃ	Not	nɒt	First	first	Pad	Pæd	Evasion	i'veiʒ n
fever	Fi:vər	Comb	kəʊm	Child	fail	Edge	edʒ	Fable	Feibl

STUDENT 19

NAME:TATIA

SCORE:

eat	i:t	Fallow	flow	Stack	Stæk	Thimble	Θimbl	Accompany	ə'kʌ mpəni
blade	Bleid	Law	lɔ:	Fast	fɑ:st	Fail	Feil	Thank	ting
batch	Bætʃ	Not	nɒt	First	fɜ:st	Pad	Pæd	Evasion	i'veiʒ n
fever	Fi:vər	Comb	kəʊm	Child	cheild	Edge	edʒ	Fable	Feibl

STUDENT 20

NAME:UMMI NUN

SCORE:

eat	i:t	Fallow	fæləʊ	Stack	Stæk	Thimble	Θimbl	Accompany	ə'kʌ mpəni
blade	Bleid	Law	lɔ:	Fast	fɑ:st	Fail	Feil	Thank	Θæŋk
batch	Bætʃ	Not	net	First	fɜ:st	Pad	Pæd	Evasion	i'veiʒ n
fever	Fi:vər	Comb	kəʊm	Child	cheild	Edge	edʒ	Fable	Feibl

STUDENT 21

NAME:VINTA AMRAN

SCORE:

eat	i:t	Fallow	fæləʊ	Stack	Stæk	Thimble	Θimbl	Accompany	ə'kʌ mpəni
blade	Bleid	Law	lɔ:	Fast	fɑ:st	Fail	Feil	Thank	Θæŋk
batch	Bætʃ	Not	nɒt	First	fɜ:st	Pad	Pæd	Evasion	evesion
fever	Fi:vər	Comb	kəʊm	Child	tʃaɪld	Edge	edʒ	Fable	Feibl

STUDENT 22

NAME:BINTANG AULIA H

SCORE:

eat	i:t	Fallow	fæləʊ	Stack	Stæk	Thimble	Θimbl	Accompany	ə'kʌ mpəni
blade	Bleid	Law	lɔ:	Fast	fɑ:st	Fail	Feil	Thank	ting
batch	Bætʃ	Not	nɒt	First	fɜ:st	Pad	plad	Evasion	evesion
fever	Fi:vər	Comb	kəʊm	Child	tʃɪld	Edge	edʒ	Fable	Feibl

STUDENT 23

NAME:AULIA FERDIANTI

SCORE:

eat	i:t	Fallow	fæləʊ	Stack	Stæk	Thimble	Θimbl	Accompany	ə'kʌ mpəni
blade	Bleid	Law	lɔ:	Fast	fɑ:st	Fail	Feil	Thank	Θæŋk
batch	Bætʃ	Not	nɒt	First	fɜ:st	Pad	Pæd	Evasion	i'veiʒ n
fever	Fi:vər	Comb	kəʊm	Child	tʃeild	Edge	edʒ	Fable	Feibl

STUDENT 24

NAME:SARTIKA

SCORE:

eat	i:t	Fallow	fæləʊ	Stack	Stæk	Thimble	Θimbl	Accompany	ə'kʌ mpəni
blade	Bleid	Law	lɔ:	Fast	fɑ:st	Fail	Feil	Thank	ting
batch	Bætʃ	Not	nɒt	First	fɜ:st	Pad	Pæd	Evasion	i'venʃən
Fever	Fi:vər	Comb	kəʊm	Child	skil	Edge	edʒ	Fable	Feibl

Teaching Learning Process



The researcher gives an introduction by giving an understanding of pronunciation.



The researcher explains the definition of pronunciation and the method used is the phonic method.

The researcher gave material



The researchers explain the material by practicing how to pronounce phonetic symbols.



The researcher asked the students' difficulty in saying the word and the researcher immediately taught pronunciation techniques that were difficult to pronounce.

The class condition in teaching learning process



The condition of students when practicing pronunciation techniques.



The condition of students when understanding the symbols that have been shared by researchers.



PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
(DPMPTSP)

Jl. Simpursiang Kantor Gabungan Dinas No.27 Telp/Fax. 0473-21536 Kode Pos: 92961 Masamba

SURAT KETERANGAN PENELITIAN

Nomor : 13292/00460/SKP/DPMPSTSP/VII/2019

Membaca : Permohonan Surat Keterangan Penelitian an. Sahara beserta lampirannya.
Menimbang : Rekomendasi Badan Kesatuan Bangsa dan Politik Kabupaten Luwu Utara Nomor 070/237/VII/ Bakesbangpol/2019 tanggal 03 Mei 2019
Mengingat

1. Undang-Undang Nomor 39 Tahun 2008 tentang Kementrian Negara;
2. Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;
3. Peraturan Pemerintah Nomor 12 Tahun 2007 tentang Pembinaan dan Pengawasan Penyelenggaraan Pemerintah Daerah;
4. Peraturan Presiden Nomor 97 Tahun 2014 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu;
5. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
6. Peraturan Bupati Luwu Utara Nomor 11 Tahun 2018 tentang Pelimpahan Kewenangan Perizinan, Non Perizinan dan Penanaman Modal Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Luwu Utara;

MEMUTUSKAN

Menetapkan : Memberikan Surat Keterangan Penelitian Kepada :

Nama : Sahara
Nomor : 0
Telepon
Alamat : Dsn. Rampoang, Desa Takkalala Kecamatan Malangke, Kab. Luwu Utara Provinsi Sulawesi Selatan
Sekolah / : Institut Agama Islam Negeri (IAIN) Palopo
Instansi
Judul : Improving Students Pronunciation By Applying A Phonics Method In The Classroom At The Eight Grade Students Of UPT
Penelitian SMPN 6 Satap Malangke
Lokasi : UPT SMPN 6 Satap Malangke, Desa Takkalala Kecamatan Malangke, Kab. Luwu Utara Provinsi Sulawesi Selatan
Penelitian

Dengan ketentuan sebagai berikut

1. Surat Keterangan Penelitian ini mulai berlaku pada tanggal 15 Juli s/d 15 Oktober 2019.
2. Mematuhi semua peraturan Perundang-Undangan yang berlaku.
3. Surat Keterangan Penelitian ini dicabut kembali dan dinyatakan tidak berlaku apabila pemegang surat ini tidak mematuhi ketentuan peraturan perundang-undangan yang berlaku.

Surat Keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya dan batal dengan sendirinya jika bertentangan dengan tujuan dan/atau ketentuan berlaku.

Dikeluarkan di : Masamba
Pada Tanggal : 22 Juli 2019

KEPALA DPMPTSP

AHMAD JANI, ST

NIP : 196604151998031007

Retribusi : Rp. 0,00

No. Seri : 13292

Disampaikan kepada :

1. Lembar Pertama yang bersangkutan;
2. Lembar Kedua Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;



PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENDIDIKAN
UPT SMP NEGERI 6 SATAP MALANGKE

Alamat : Rampoang, Desa Takkalala Kecamatan Malangke Kab. Luwu Utara Kode Pos (92953)

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/046/SMPN.6 / MLK/LU/VIII/2019

Yang bertanda tangan di bawah ini Kepala SMP Negeri 6 Satap Malangke dengan ini menerangkan bahwa:

Nama : SAHARA
Tempat / Tgl Lahir : Rampoang, 5 Mei 1998
NIM : 15.0202.0024
Pekerjaan : Mahasiswa
Fakultas / Prodi : Fakultas Tarbiyah dari ilmu keguruan
Jurusan Bahasa Inggris IAIN Palopo

Adalah benar telah melaksanakan penelitian di sekolah Menengah pertama Negeri 6 satap Malangke untuk kepentingan penulisan skripsi pada tanggal 03 Juli s.d 21 Agustus 2019 Dengan judul “**IMPROVING STUDENTS’ PRONOUNCIATION BY APPLYING A PHONICS METHOD IN THE CLASSROOM AT THE EIGHTH GRADE STUDENTS OF UPT SMPN 6 SATAP MALANGKE**”

Demikian Keterangan ini kami berikan untuk dapat digunakan sebagaimana mestinya

Rampoang, 21 Agustus 2019
Kepala Sekolah,



HUSNAYANI, S. Ag

Pangkat : Pembina

NIP. 19750727 200312 2 010

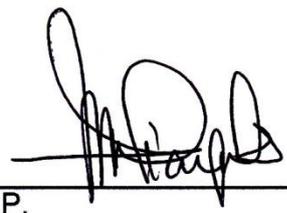
CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Sahara
NIM : 15 0202 0024
Jurusan/Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Hari/Tanggal : Rabu / 11 September 2019
Judul Skripsi : Improving Students' Pronunciation by Applying a Phonics Method in the Classroom at the Eighth Grade Students of UPT SMPN 6 Satap Malangke

Please revise the following :

1. Some paragraph in your background need some clarification
2. Scope of the research
3. Gambar posisi mulut v/ bungi tertentu
4. Previous study
5. You need to be able to explain the relationship between phonic method and pronunciation
6. You should be able to show the application of phonic method in teaching
- 7.

Pembimbing/Penguji,



NIP.

CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Sahara
NIM : 15 0202 0024
Jurusan/Program Studi : Tarbiyah/ / Pendidikan Bahasa Inggris
Hari/Tanggal : Rabu / 11 September 2019
Judul Skripsi : Improving Students' Pronunciation by Applying a Phonics Method in the Classroom at the Eighth Grade Students of UPT SMPN 6 Satap Malangke

1. Enrich your previous related research!

2. Learn more about the theory of pronunciation!

Pembimbing/Penguji,



NIP.

CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Sahara
NIM : 15 0202 0024
Jurusan/Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Hari/Tanggal : Rabu / 11 September 2019
Judul Skripsi : Improving Students' Pronunciation by Applying a Phonics Method in the Classroom at the Eighth Grade Students of UPT SMPN 6 Satap Malangke

1. Enrich your previous related research!

2. Learn more about the theory of pronunciation!

Pembimbing/Penguji,



NIP.

CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Sahara
NIM : 15 0202 0024
Jurusan/Program Studi : Tarbiyah/ / Pendidikan Bahasa Inggris
Hari/Tanggal : Rabu / 11 September 2019
Judul Skripsi : Improving Students' Pronunciation by Applying a Phonics Method in the Classroom at the Eighth Grade Students of UPT SMPN 6 Satap Malangke

1. Enrich your previous related research!

2. Learn more about the theory of pronunciation!

Pembimbing/Penguji,



NIP.

CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Sahara
NIM : 15 0202 0024
Jurusan/Program Studi : Tarbiyah/ / Pendidikan Bahasa Inggris
Hari/Tanggal : Rabu / 11 September 2019
Judul Skripsi : Improving Students' Pronunciation by Applying a Phonics Method in the Classroom at the Eighth Grade Students of UPT SMPN 6 Satap Malangke

1. Enrich your previous related research!

2. Learn more about the theory of pronunciation!

Pembimbing/Penguji,



NIP.

CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Sahara
NIM : 15 0202 0024
Jurusan/Program Studi : Ilmu Keguru/ Pendidikan Bahasa Inggris
Hari/Tanggal Ujian : Kamis / 19 September 2019
Judul Skripsi : Improving Students' Pronunciation by Applying a Phonics Method in the Classroom at the Eighth Grade Students of UPT SMPN 6 Satap Malangke

1. Read the academic writing handbook!
2. Reread your thesis, correct the unclear and ~~ungrammatical~~ ungrammatical errors.
3. In your discussion, put your previous studies that you use to compare your result clearly.
4. Improve your previous research! Just put the correlated one

Pembimbing/Penguji,



Muhammed Koar
NIP.