SKRIPSI

# THE EFFECTIVENESS OF USING FIDEL CHART MEDIA TO IMPROVE STUDENTS' PRONUNCIATION IN ENGLISH VOWEL AT TENTH YEAR STUDENTS OF SMKN 1 PAREPARE

**By**

**RASDA ARAS**
**Reg Num. 14.1300.012**

**ENGLISH PROGRAM**
**TARBIYAH FACULTY**
**STATE ISLAMIC INSTITUTE (IAIN)**
**PAREPARE**

**2019**

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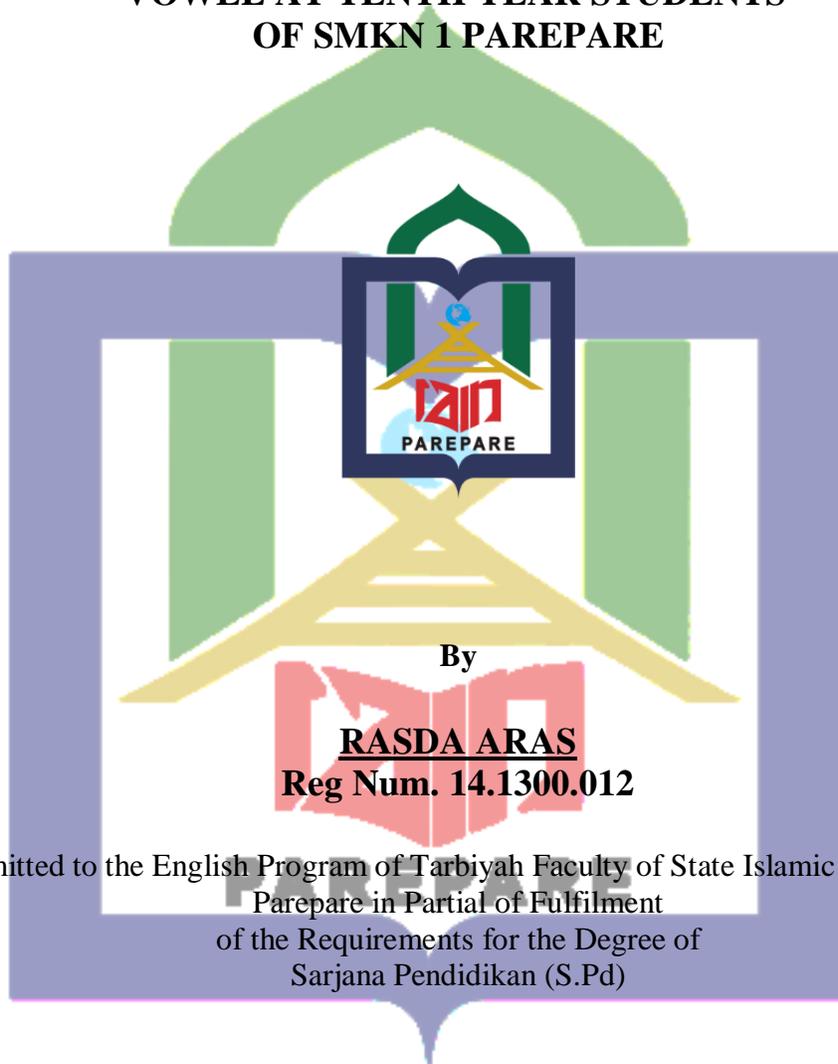
**By**

**RASDA ARAS**
**Reg Num. 14.1300.012**

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

**ENGLISH PROGRAM**
**TARBIYAH FACULTY**
**STATE ISLAMIC INSTITUTE (IAIN)**
**PAREPARE**
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## SKRIPSI

**As Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd)**

**English Program**

**Submitted by**

**<u>RASDA ARAS</u>
Reg Num. 14.1300.012**

to

## ENGLISH PROGRAM
## TARBIYAH FACULTY
## STATE ISLAMIC INSTITUTE (IAIN)
## PAREPARE

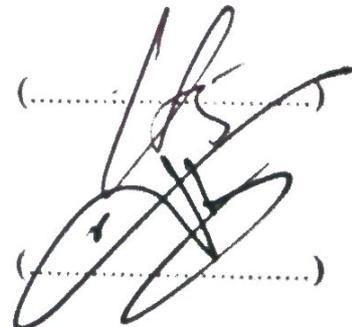## 2019

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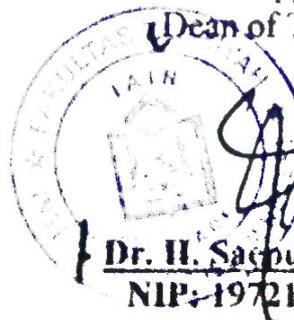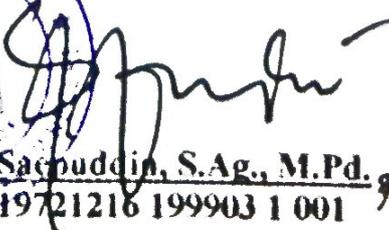NIP : 19790412 200801 2 020        ( ............................ )

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# SKRIPSI

# THE EFFECTIVENESS OF USING FIDEL CHART MEDIA TO IMPROVE STUDENTS' PRONUNCIATION IN ENGLISH VOWEL AT TENTH YEAR STUDENTS OF SMKN 1 PAREPARE

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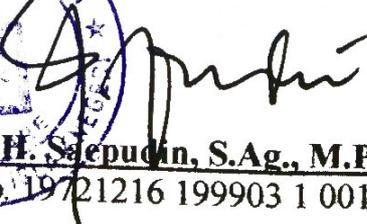
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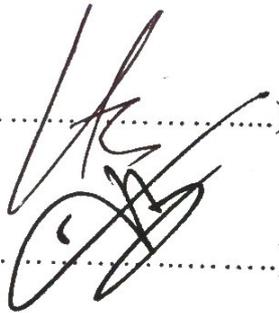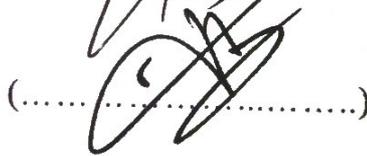
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|---|---|
| Name | : RASDA ARAS |
| The Title of Skripsi | : The Effectiveness of Using Fidel Chart Media to Improve Students' Pronunciation in English Vowel at Tenth Year Students of SMKN 1 Parepare |
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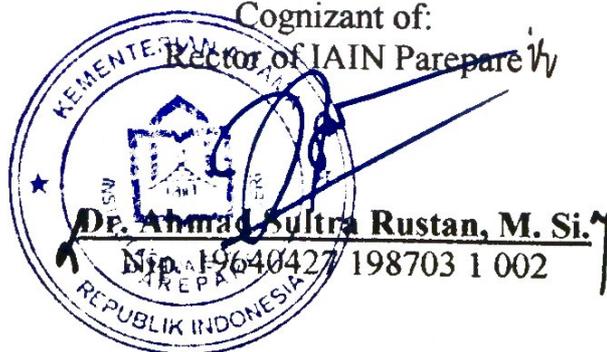
# ACKNOWLEDGEMENT

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah, The Beneficent and The Merciful

Alhamdulillahi Rabbil Alamin, the researcher express her highest gratitude to Allah swt, the lord of the universe. Allah swt always gives strong and favor in completing this "Skripsi" by the title "The Effectiveness of Using Fidel Chart Media to Improve Students' Pronunciation in English Vowel at Tenth Year Students of SMKN 1 Parepare". Blessing and salvation be upon beloved prophet Muhammadsaw, and his family, his companions, and his followers.

This "skripsi" is presented to the English Program of Tarbiyah faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of strata (S1).

The researcher wants to express her gratitude, appreciation and honor to all people who have helped her in finishing this "skripsi". The writer is absolutely conscious that she could not carry out this work without others' helping either material or spiritual.

In this opportunity, the researcher would like to express her gratitude to Dr. Abdul Haris Sunubi, S.S, M.Pd. and Mujahidah, M.Pd. for their valuable advice, guidance, dedication, correction, suggestions, and support to her in finishing this "Skripsi".

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9. All the people who the names cannot be mentioned one by one for the contribution in finishing this research.

Finally, the researcher realizes that this "skripsi" is still far being perfect therefore, constructive suggestion needed for the progress of the next study. It is a great pleasure for the writer to recieve critics and suggestion in developing this research and it will have some value for her and for a better thing in the future. The writer hopes that this research will give an important contribution to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare and all.

The researcher is also fully aware that only to Allah SWT hopes and prays. Hopefully, all the help and kindness that obtained is answered by Allah by charity.

May the Almighty Allah swt be always with us

Parepare, 11 November2018

The Writer

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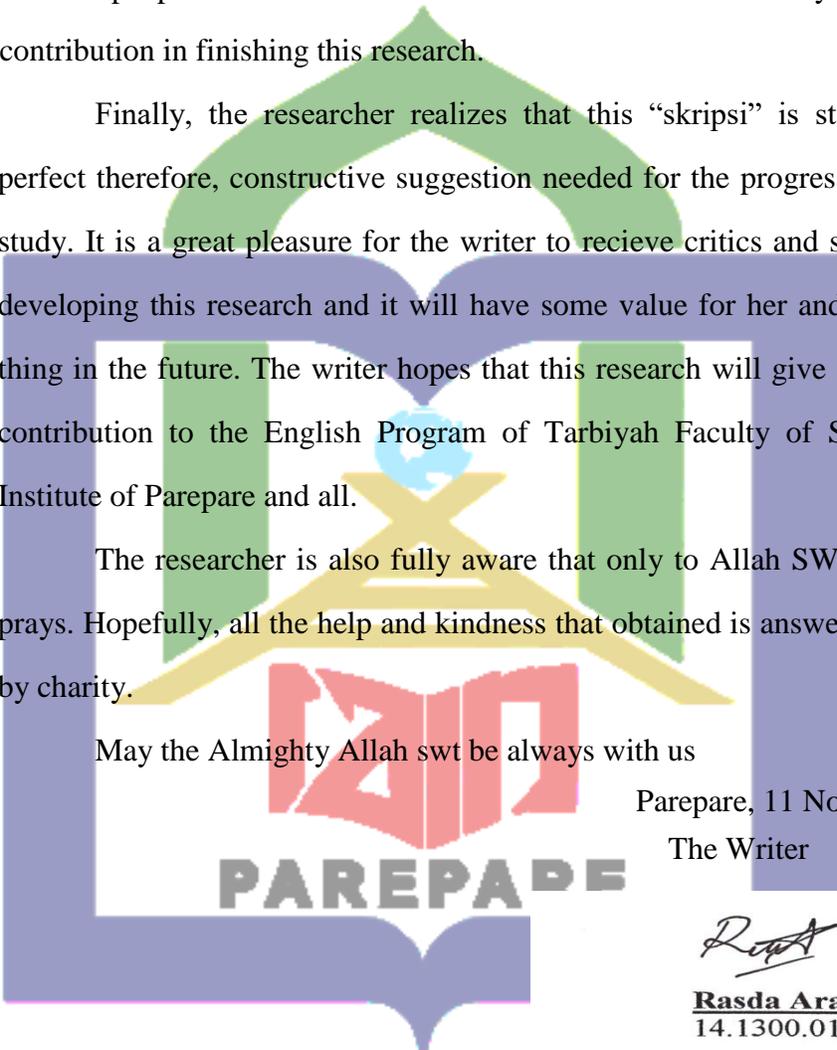
# DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

Name                                   : RASDA ARAS

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Tittle of Skripsi                     : The Effectiveness of Using Fidel Chart Media to

Improve Students' Pronunciation in English Vowel at

Tenth Year Students of SMKN 1 Parepare

State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 11 November 2018

The Researcher

**Rasda Aras**
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# ABSTRACT

**RASDA ARAS**. *The Effectiveness of Using Fidel Chart Media to Improve Students'
Pronunciation in English Vowel at Tenth Year students of SMKN 1 Parepare*
(Supervised by Abdul Haris Sunubiand Mujahidah).

The objective of this research was to find out thatthe useof Fidel chart
mediaeffective to improve students pronunciation in English Vowel at tenth year
students of SMKN 1 Parepare. Furthermore, the research was expected to be useful
information for English teacher especially in teaching pronunciation. In addition, it
can be used as a teaching media to improve students' pronunciation.

This research was designed by using quasi – experimental with nonequivalent
control group design. The population of this research was all of tenth year students of
SMKN 1 Parepare. The total number of population was 269 students. The researcher
used random sampling by taking two classes as sample, X A 1 consisted of 30
students as control class, and X A 3 consisted of 30 students as experimental class, so
the number of sample from two classes was 60 students. The data had been collected
by using pronunciation test and observation sheet, which the pronunciation test
apllied in pre-test and post-test on both experimental and control class. Then, the
observation applied while treatment. During the process the reseacher gave treatment
until four meetings for each class.

After analyzing the data, the researcher found that there is raisingtoward
students' pronunciation in English vowel by using fidel chart media at tenth year
students of SMKN 1 Parepare, where t-test value (5.92) is bigger than t-table (2.045)
with df = n-1 = 29, with $\alpha$ = 5%. It means that alternative hypothesis(Ha) was
accepted and null hypothesis ($H_0$) was rejected. From observation result it can be
identified that the students appropriate learning activity improve in every meeting. It
can be concluded that using fidel chart media effective to improve students'
pronunciation in English Vowel at the first year students of SMKN 1 Parepare.

Keywords: *Fidel Chart Media, Students' Pronunciationin English Vowel.*

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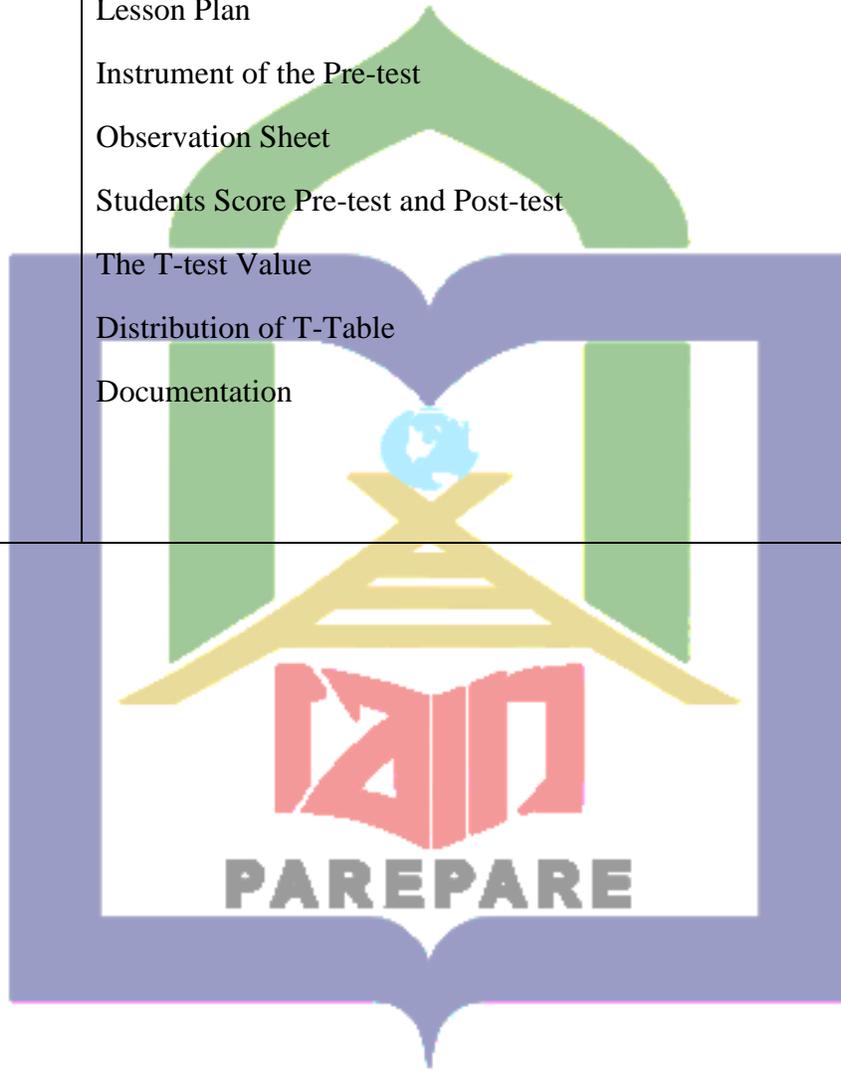
# CHAPTER I

# INTRODUCTION

## 1.1 Background

In Mastering English, there are some components of language that must be known. One of language component is pronunciation. Pronunciation is the way which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of a language.[1] Pronunciation is one of the important aspects in English, especially in oral communication. It useful to make the speaker speaks more fluency and easy to understand. There are some rules to pronounce the word in pronounciation. And it also consist how the way we produced the word or the letter using our speaking organs. We can learn about it to make our speaking well. Pronunciation is the aspect that most affects how the speaker is judged by others, and how they are formally assesed in other skills. Sometimes how to measure the people's English speaking skill is looked from their pronunciation an their fluency. We have to learn pronunciation to do mastering English well.

Learning English pronunciation is not easy, especially for the Indonesian. We know that English in Indonesia is not being primary language or the secondary language. So it will make the Indonesian has some difficulties and problems in learning pronounciation. There are some problem in learning pronounciation, especially for Indonesian people in their school. For the first is some of the students

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[1] Hornby, A.S, *Oxford Advanced Learner's Dictionary* (Great Britain: Oxford University Press, 1995), p. 928

have low motivation in learning English. The second is the social background of the students. The students do not use English as their primary language. It makes they hard to pronounce the word or the letter in English. Then the lesson time. It was only 2 times per week the English lesson in school. The English material be learned is not focused on pronunciation, the material is English commonly. So they donot get enough time to learn about English pronounciation. Among the problems that we faced in teaching and learning proccess. We can use media to make the students interest with the lesson. For example is using chart media, especially fidel chart media.

Based on the observation of SMKN 1 Parepare especially in tenth year, the researcher found that the students' pronunciation is still low. The students still have much difficulties when they are asked to pronounce especially English vowel. So, the researcher tries to conduct a research in order to improve students' pronunciation especially English vowel by using fidel chart media, with the reason that this media is related to color so that if students learn pronunciation with media that is related to color, students will easily to remember the sounds.

Fidel chart media can help the students to improve their pronounciation ability. This media shows the sound by color, the students can give attention to the color and how to pronounce that shows in the chart while listening to what the teacher said. The Fidel is a tool which shows all of the sounds in the English language arranged in columns. Each sound has its own color, and the spellings for

each sound are listed in the columns. Examples of each sound-spelling can be found on the Color Key for the American English Fidel.

Based on the explanation above, the researcher decides to carry out a research that is entiltled "The Effectiveness of Using Fidel Chart Media to Improve Students' pronunciation in English Vowel at Tenth Year Students of SMKN 1 Parepare"

**1.2  Problem Statement**

Based on the background above, the researcher will give formulate the problems of the research as follow

1.2.1. How is the students' pronunciation at tenth  year students of SMKN 1 Parepare?

1.2.2. Is the use of fidel chart media effective to improve students' pronunciation in English vowel at tenth year students of SMKN 1 Parepare?

**1.3  Objective of the Research**

Relating to the problem statement, the researcher decided the objective of the research is to examine:

1.3.1 To find out the use of fidel chart media effective to improve students' pronunciation in English vowel at tenth year students of SMKN 1 Parepare.

1.3.2 To find out the pronunciation at tenth year students of SMKN 1 Parepare after learning by using fidel chart media.

**1.4  Significant of the Research**

The result of this research is expected to provide usefull information for both teacher and students.

### 1.4.1 For the teachers

Through this research, it is hope that the English teacher can improve the teaching focusing English pronunciation. Besides, the teacher will creative in teaching in order to the students will be diligent, enthusiasm and have a good progress.

### 1.4.2 For the students

By apply the fidel chart media, the students are expected to be able to good progress in pronunciation. This research also can give an easy comprehensible for the learner or the students and easy to learning pronunciation in learning process.

### 1.4.3 For the researchers

The researcher realizes that this research needs more suggestion and critics from the reader. It is hope to get valuable experience that can be use for doing better action research in the future. The researcher hope that this research will be a reference for based another research that has same topic.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

This part describes about the description of some pertinent ideas, The Previous Related Finding, Some Pertinent Ideas, Conceptual Framework, Hypothesis, Variabel and Operational Definition.

## 2.1 Previous Research Findings

There are some researchers who have conducted research media or methods in teaching pronunciation. They are:

Erisa Kurniati, M.Pd Teaching Pronunciation By Using Games and Audio Visual Media showed that, teaching pronunciation by using audio visual media improve the students effectiveness in pronunciation. This method can encourage their learning process, especially in learning pronunciation. So, they are more interested in learning English. But, we also can combine it with the games. So after teacher played the audio visual, make it into the games. Here, teacher must creative, how to choose a good game, create the games that suitable with the audio visual that used. Using games and audio visual media in fact are able to create fun and relax situation of the students in learning process, the students more able to answer teacher's questions and more active to give suggestion to the teacher. They will not refuse to read dialogue in front of the class, cheerful, pay attention to the learning, and active during the teaching and learning process.[1]

Akbar Husain 'Improving Students' pronunciation of words by Using Cuisenaire Rods and Wall Charts through Silent Way Method at the Eight Grade

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[1] Erisa Kurniati, *Teaching Pronunciation By Using Games And Audio Visual Media* (Proceedings of the Fourth International Seminar onEnglish Language and Teaching ISELT-4)

Students in MTs. DDI Lil Banat Parepare showed that, this method could be apply soon in the class to help students in practice English. The result of the data analysis shows that the students' pronunciation of words improved significantly. It was showed by the mean score of pre-test was 3.13 and the post-test was 3.65. It shows that using cuisenaire rods and wall charts through silent way method could improve the students' pronunciation of words at the eight grade students of Mts. DDI Lil Banat significantly. T-table value was 1.328 and t-test value was 8.28. It means that the t-test value 8.28 was higher than t-table value 1.328. Those indicate that H1 was accepted and Ho was rejected. It means that by using cuisenaire rods and wall charts through silent way method was able to improve the pronunciation of words of the eight grade students in MTs. DDI Lil Banat Parepare.[2]

Based on the previous, the researcher concluded that there are several media and method to improve students' pronunciation, but whatever that methods or media can make students enjoy, interest to learn. The findings above were sufficient to lead the researcher concludes that, the students need some method or media to improve their pronunciation. Therefore in this research the researcher have a different media to improve student pronunciation. This media can make the students fun, active, and enjoy. Fidel chart media to facilitated the students to improve pronunciation.

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[2]Akbar Husain, "Improving Students' pronunciation of words by Using Cuisenaire Rods and Wall Charts through Silent Way Method at the Eight Grade Students in MTs. DDI Lil Banat Parepare" (Unpublished Skripsi: STAIN: Parepare, 2017)

**2.2 Some Pertinent Ideas**

**2.2.1 The Concept of Pronunciation**

2.2.1.1 Definition of Pronunciation

According to Oxford Learner's Dictionary , pronunciation is the person way of speaking a language or word of a language and way in which a word is pronounced.[3] Pronunciation is the way a word or a language is usually spoken, the manner in which someone utters a word. In line with the defenition above, Hornby said that pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of a language.[4]

Pronunciation is how to say a word in which it is made up of sound, stress, and intonation. Sound deals only with sound and can be meaningless, but if we put some sound together in certain order, that will hear a meaning about something. Stress is emphasis of the words then they are pronounced and indicated in writing.[5]

Pronunciation is way in which a language or particular word or sound is spoken.[6] Pronunciation is how to say a word in which it is making up of three areas, sound, and intonation. Pronunciation is the act manner of pronouncing words articulation and generally accepted sound of a spoken words and other statement said that pronunciation is the act of uttering with articulation, the act of giving the proper

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[3] Oxford. *Oxford Learner's Pocket Dictionary*, New Edition (Oxford: Oxford University Press. 1987)

[4] Hornby, A.S. *Oxford Advance Learner's Dictionary*. (Great Britain: Oxford University Press. 1995), p. 928

[5] Jeremy Harmer. *The Practice of English Language*. (New Edition; London and New York. Long Man. 1991), p. 33

[6] Martin Mansr, *Oxford Learned Pocket Dictionary*, (United States Amerika: Oxford Press, 1995) p.413

sound and accent, utterance, as the pronunciation of syllable of words, distinct or indistinct pronunciation.[7]

Byrne state that pronunciation is the sound that a speaker can imitate when he is listening to others. He continued that a language can use that imitation from the other. In this case, a listener can imitate from speaker and then says something to other listener.[8]

Michael Vaughan stated that pronunciation is how to say a word in which it is made up of sound, stress, and intonation. Sound deals only with sound can be meaningless, but if we put some sound together in certain order, that will hear a meaning about something. Stress is emphasis of the words then they are pronounced and indicated in writing.[9]

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of language (segments), aspects of speech beyond the level of individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and in its broadest definition, attention to gesture and expression that are closely related to the way we speak a language.[10]

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[7] Abraham Lincoln, *Accurate and Reliable Dictionary*, 204 http://www.brainyquotae.com./words/pr/pronunciation207323.html.(article Online Tuesday, 2013-06-4)

[8] Bryne, Dann, *Teaching Oral English:* Longman Handsbooks for Language Teacher. London Group. 1986, p.8

[9] Michael Vaughan, *Test Your Pronunciation*. Pearson Education Limited, England, 2002, p.6

[10] Amep Research Centre, "Pronunciation I" (2002), p.1. http://www.nceltr.mq.edu.au/pdamep(Accessed on March 21th, 2016)

Based on the explain above, the researcher concluded that pronunciation as a way of producing sound or words correctly. It is very important aspects in English particulary speaking, speaker should have a good pronunciation to make listener able to take meaning from the words and understand what the speaker say.

2.2.1.2 Aim of Pronunciation

There are many factors that influence language teaching especially English pronunciation teaching. Besides teacher should select the media that is suitable to be applied in teaching English Pronunciation, they are also hope to know how to teach pronunciation. According to Jeremy Harmer's alternatives in pronunciation teaching: There have three alternative to convey. First, whole lesson, making pronunciation the main focus of lesson does not mean that every minute of the lesson has to be spent on pronunciation work. Second, discrete slots, some teachers insert short, separate bits of pronunciation work into lesson sequences. And the last alternative is integrated phases, many teachers get students to focus on pronunciation issues as an integrated part of lesson.[11] In the case, teacher decides what alternative can be use in teaching English pronunciation.

Moreover, the most important thing of the teaching and learning process is the understanding of the students about the lesson. Cameron says that "it is crucial thing for the teachers to take responsibility for checking whether their pupils understand the language being used and the purpose of activities being carried out". In this case, the teacher should let the students know that they are studying about pronunciation and they are expected to be able to pronounce English words correctly.[12]

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[11] Jeremy Harmer. *The Practice of Language Teaching.* (Pearson Education Limited. 2002), p 1883.

[12] Lyne Cameron. *Teaching Languages to Young Learners.* (London; Cambrige University Press.2001), p. 40.

2.2.1.3 Kinds of Pronunciation

There are three kinds of pronunciation, namely:[13]

2.2.1.3.1 Native Pronunciation

Native pronunciation is the way of expresssing words by native speakers. They style of this pronunciation is a typical one and its difficult for non-native to do the same thing or that in countries where English is used as the mother tongue. Native pronunciation is originated from the native speaker; they are the origins people who stay in a country that has English as the nation language such as Indonesia has Bahasa Indonesia as the nation language. Native English speaker is usually used as reference by non-native speaker in speaking English.

2.2.1.3.2 Native Like Pronunciation

Native like pronunciation is the way of expressing word by non-native speaker but sound like a native one. The style of this pronunciation is usually found in the countries where English is taught and learned as a second or foreign language includes our country Indonesia. The category of native like pronunciation is once a person who got long learning process and it can only be achieved when he mastered both of the language and its pronunciation (for examplee *Bahasa* and *English*). This category involves much more than use pronunciation skill mastery but the other skills in English master as the second language.

2.2.1.3.3 Non-Native Like Pronunciation

Non-native like pronunciation is all English learner's in countries where English is used as a foreign language. The learner's and the language users find it very difficult to use a native like pronunciation. They use their own skill to

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[13] Yapping, 1998. *Teaching Pronunciation*: Oxford Univerity Press, Page, 37-38

pronounce the words as it is. For this kind, we can find it countries in Asia to do the same thing.

As the stated above, the researcher concludes that every individual has a way of expressing words to learn the language. Obtaining outwardly language (mother tongue) as well as by learning the language as a second language like English is used as a mother or English is used as foreign language.

2.2.1.4 The Difficulties of Pronunciation

Penny Ur classified some difficulties of pronunciation which are faced by learners:

2.2.1.4.1 A particular sound may not exist in the mother language. So that the learner is not used to form it the therefore tends to substitution the nearest equivalent. For example the substution of / d / or / z / for the English the /a/.

2.2.1.4.2 A sound does exist in the mother tongue, but no separate phoneme. That is to say, the learner does not perceive it as a distinct sound that make as different to meaning, for example /I/ and /I:/ as ship and sheep, sound occur, but which is used depends only on where the sound comes in the word or phrase, not what the word means, and if one is substituted for the other, not difference result. There are called allophonic variation of a phoneme or allphones.

2.2.1.4.3 The learners have the actual sounds right, but have not learn the stress patterns of the word or group of word, or they are using an intonation from their mother tongue which is in appropriate to the target language. The result is a foreign sound accent, and possibly is missunderstanding.[14]

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[14] Penny Ur, 1996. *A Course in Language Teaching*: Cambrige University Press. Page 52-53

2.2.1.5  Vowel

There are some definitions of vowel that one of most important part in linguistic.

Oxford University Press dictionary defined that Vowel is speech sound in which the mouth is open and the tongue not touching the top of the mouth,  the teeth, etc. letter that represent a vowel sound : /a/ , /e/, /i/, /o/, and /u/.[15] Vowel sound is the tongue does not touch other parts of the mouth, teeth, or lips. [16]

A vowel is a speech sound produced with vibrating vocal cords and a continuous unrestricted flow of air coming from the mouth. The most well-known vowels in English are: A E I O U.  The various vowel sounds are affected by the changing shape and posision of your articulators. The different vowels are created by:

2.2.1.5.1 The position of your tongue in the mouth. For example, the tongue is high in the mouth for the vowel [i] as in "see". But is low the mouth for the vowel [a] as in "hot".

2.2.1.5.2 The shape of your lips. For example, the lips are very rounded for the vowel [u] as in "new", but are spread for [i] as in "see".

2.2.1.5.3 The size of your jaw opening. For example, the jaw is open much wider for [a] as in "hot" than it is for dipththong [ei] as in "pay".[17]

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[15] Mansr Martin, 1995. *Oxford Learned Pocked Dictionary*, Oxford Press.

[16]Jean Yates, *Pronounce It Perfectly in English*. 12841, (United State Of Amerika; Barron's Educational Series. Inc, 1995), p. 2

[17] Paulette Dale & Lilian Poms, *English Pronunciation Made Simple* (Longman: Pearson Education, 2005), p.4.

A vowel sound is produced when the air comes out of the mouth freely without any blockage or closure in the mouth cavity by the tongue, teeth, lips, etc. The vowel sounds are of two types:

2.2.1.5.1.1 Single vowel sounds: when these sounds are produced, the tongue remains in the same position even when the sound is prolonged. They consist of one sound only and are called pure vowels as in'sit', 'pot', 'heat', etc.

2.2.1.5.1.2 Double vowel sounds: these vowel sounds are a combination of two single vowel sounds and in pronouncing them the tongue moves from one position to another. For instance, in the word 'light' the sound of 'I' is a combination of the vowel sounds /a:/ as in 'art' and /i/ as in 'it'. The words 'hair', 'toy' and 'poor' also contain double vowel sounds.[18]

Describing vowels is trickier than describing consonants. The tongue is floating freely around the mouth, not touching other parts of vocal tract. When we describe the vowels of English, we traditionally talk about: tongue position, lip rounding, tense and lax vowels, simple vowels, vowels with glides, and diphthongs.

2.2.1.5.1.1.1 Tongue position

The way we move and shape our tongue plays a big part in giving each vowel its own particular sound. When you pronounce a vowel, even a small change in the position of your tongue can make a big difference in how the vowel sounds.In describing a vowel, we list the vertical positon first: high, mid, or low. Then we name the horizontal position: front, central, or back. A description of the tongue position for vowels tells both of these "coordinates." For example:

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[18] The sounds of english", p.3
www.dei.ac.in/dei/books/files/pdf/spokenEnglish/Chapter/Section1/SpokenEnglish-Sec-Lesson.pdf
(Accessed on March 21th, 2016)

1. /æ/ as in cat is a low front vowel.

2. /ʌ/ as in cut is a mid central vowel.

3. /uw/ as in boot is a high back vowel.

2.2.1.5.1.1.2  Lip rounding

Vowel sound are also affected by the shape of the lips— whether they're very rounded, just a little rounded, relaxed, or stretched a bit wide. In English, the back vowels, /uw/, /ʊ/, /ow/, and /ɔ/ are pronounced with varying degrees of lip rounding, and /r/ also has slightly rounded lips, whether it's used as a consonant or a vowel. The front and central vowels, /iy/, /ɪ/, /ey/, /ɛ/, /æ/,/ʌ/, /ə/, and /ɑ/ are unrounded. For the vowels, /iy/ and /ɪ/, the lips may be spread or stretched a bit wide, and some text books even tell students to "smile" when they say the vowels in heat or hit.

2.2.1.5.1.1.3 Tense and lax vowels

We can also divide vowels into two categories called tense and lax vowels. This is a distinction that separates pairs of vowels like those in sheep (/iy/) and ship (/ɪ/), late (/ey/) and let (/ɛ/), and full (/ʊ/). We usually think of these as being a difference in the tension or tightness of the muscles of the tongue or lips while saying the sound, but again, this is an over simplification.



Red = tense vowels   Blue = lax vowels
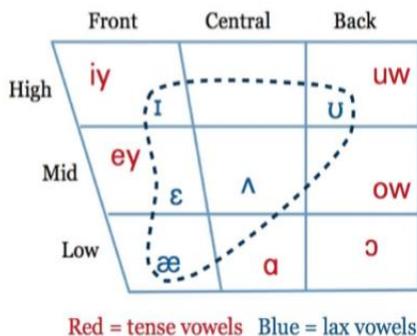
There is also a difference in where tense and lax vowels can occur in words. Tense vowels can occur both in closed syllables (those that end in a consonant sound, like meet or goal) and open syllables (those that do not have a consonant sound after the vowel, like me or go). Lax vowels can occur in closed syllables, but not in stressed open syllables. This means that we often find words that end in tense vowels: Me, day, shoe, show, saw, happy, relay, etc. However, we do not find words that end in lax vowels. That is, English doesn't have words like /mɪ/, /dɛ/, /ʃæ/, or /bʊ/.

2.2.1.5.1.1.4  Simple vowels, vowels with glides, and diphthongs.

Finally, classify vowels based on how much tongue movement there is during the vowel. For example, when say /æ/ as in bad, the tongue position and quality of the vowel stay consonant, even if we continue to say the vowel for a long time. This types of vowel a  simple vowel or a pure vowel. Other vowels have a small change in position from the beginning to the end. For example, when say /ey/ as in say, our tongue moves just a bit, from the position of /ɛ/ to the position of /iy/. We can call vowels of this type vowels with glides, or glided vowels. Finally, some vowels change a lot from the beginning to the end. For example, /ay/ as in buy sounds like a combination of the vowels /ɑ/ and /iy/ blended together, with first one longer and more prominent, and the second one lasting a shorter time than the first. We call these vowels diphthongs.
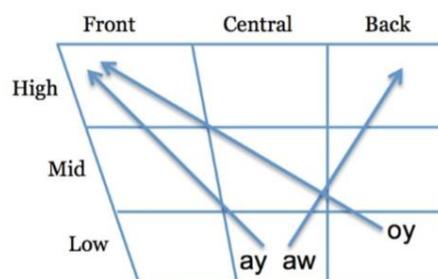
In addition to the change in tongue position, the diphthongs /aw/ and /oy/ also have a change in lip rounding; /aw/ begins with unrounded lips and changes to rounded lips, and /oy/ moves from rounded to unrounded. The glided vowels and diphthongs in American English all end in the glides/y/ or /w/.[19]

The explanation of one by one vowel is based in pronounce it perfectly in English book:

1.Vowel /ə/

The /ə/ is one of the most common sounds in English. To make it, open mouth very slightly, your lips should be about $\frac{1}{8}$ inch (3 mm) apart, relax our lips, make a short sound with our voice.[20]

Example:

Ago            /ə'gəʊ/

Effect         /ə'fekt/

2. Vowel /ɪ/

To make the /ɪ/ sound, lower jaw slightly. The lips are relaxed and are about $\frac{1}{4}$ inch (6 mm) apart.[21]

Example:

Big            /bɪg/

Miss           /mɪs/

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[19] Marla Tritch Yoshida, "Teaching the pronunciation of English: When English is not Your Native Language", p.34-38. teachingpronunciation.weebly.com.../demo-teaching_pronunciation.pdf (Accessed on May 16th, 2015)

[20] Jean Yates, *Pronounce it Perfectly in English,* (United Stated of Amerika: Barron's Educational Series, 1995), p. 3.

[21] Jean Yates, *Pronounce it Perfectly in English*, p. 6.

3.The sound /ʊ/

This vowel is formed by keeping the jaw slightly open. The lips are $\frac{1}{4}$ inch (6 mm) apart and pushed outward to make an open circle.[22]

Example:

Put          /pʊt/

Look         /lʊk/

4. Vowel /iy/

Articulator of definition /iy/ is an unrounded close front vowel. To make this sound, set lips ⅜ inch (1 cm) apart. Widen lips into a big smile. The sound is long. Count to two silently to be sure it is long enough.[23]

Example:

Cheap        /tʃi:p/

Honey        /'hʌni/

5. Vowel /uw/

Articulator of definition /uw/ is a rounded close back vowel. To make the /uw/ sound, keep the mouth slightly open and the lips ⅜ inch (1 cm) apart. The lips are tense, and pushed forward into a small circle.[24]

Example:

Lose         /lu:z/

Choose       /tʃu:z/

6. Vowel /ʌ/

To make this sound, keep the mouth slightly open, with lips about ⅜ inch (1 cm) apart. The sound is short.[25]

---

[22] Jean Yates, *Pronounce it Perfectly in English*, p. 8.
[23] Jean Yates, *Pronounce it Perfectly in English*, p. 10.
[24] Jean Yates, *Pronounce it Perfectly in English*, p. 14.

Example:

Done         /dʌn/

Trouble      /'trʌbl/

7. Vowel /ɛ/

To make this sound, lower your jaw slightly. The lips are tense and spread outward in a half-smile, about ½ inch (1,3 cm) apart. The sound is short[26]

Example:

Egg     /eg/

Red     /red/

8. Vowel /ow/

To pronounce /ow/, with lips about ½ inch (1,3 cm) apart, round them into a circle. Begin the sound, then move your lips into a smaller circle. The sound is long.[27]

Example:

Over         /'əʊvər/

Window       /'wɪndəʊ/

9. Vowel /eə/

To make this sound, keep jaw halfway open. The lips are ½ inch (1,3 cm) apart. Tense your lips, and form a wide, downward smile. Begin the sound, then move lips close together into the /ə/ position. The sound is long.[28]

Example:

Ran          /ræn/

Man          /mæn/

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[25] Jean Yates, *Pronounce it Perfectly in English*, p. 18.
[26] Jean Yates, *Pronounce it Perfectly in English,* p. 22.
[27] Jean Yates, *Pronounce it Perfectly in English*, p. 26.
[28] Jean Yates, *Pronounce it Perfectly in English*, p. 32.

10. Vowel /ɔ/

To make the vowel sound /ɔ/, drop jaw until the lips are ⅝ inch (1,5 cm) apart. Tense lips and round them forward half way. The sound is long.[29]

Example:

    Call            /kɔ:l/

    Bought       /bɔ:t/

11. Vowel /æ/

To make this sound, keep lips ⅝ inch (1,5 cm) apart and form a half-smile, with tense lips. The sound is short.[30]

Example:

    Back            /bæk/

    Cat             /kæt/

12. Vowel /a/

To make this sound, drop the jaw until the lips are about $3/4$ inch (2 cm) apart, but relaxed.[31]

Example:

    Lock            /lɒk/

    Option        /ˈɒpʃən/

**2.2.2 The Concept of Fidel Chart**

The fidel chart as known as the spelling chart shows the complete relationship between sounds and spelling in English. Its overall organisation is the same as that of rectangle chart, so sounds appear in the same color and in the same location on each.

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[29] Jean Yates, *Pronounce it Perfectly in English*, p. 40.
[30] Jean Yates, *Pronounce it Perfectly in English*, p. 44.
[31] Jean Yates, *Pronounce it Perfectly in English*, p. 50.

Any word in English (except for unusual proper names such as person's name) could be spelled out using the groups of letters on the fidel charts, with the word's correct pronunciation indicated by the colors chosen. Letters and letter combinations that are part of the underlying spelling system are printed in a larger size than those that are needed for just a few words.

There are 2 types of fidel charts since Caleb Gattegno shows silent way method that researcher has been found on any literatures. Those are British English Spelling Chart and American English Spelling Chart. The fidel charts was created before the sound color chart to help people learn to read. Spellings are grouped and color coded to indicate their pronunciation. The fidel chart is a miniature version of the one used in the classroom. The classroom fidel originally is on 42 cm. X 57.[32]

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[32]Donald Cherry, *Silent Way Charts*, online: http://donaldcherry .com/silentway/, access on October, 31 2017

The set of fidel chart contains all the possible spelling patterns for each sound in the language. Each letter or combination of letters is color coded. Sounds that are pronounced alike are colored alike. Because of the complex nature of English spelling, eight charts are needed to represent sound spelling correspondence[33]

For example, the /i:/ being red in English, the column would show, written in red, the 13 ways of writting this sound in English: e, ee, ea, y, ie, ei, i, eo, ey, ay, oe,

[33]Marianne Celce-Murcia, *et al*., eds., *Teaching Pronunciation* ( a course book and references guide), (New York: Cambridge University Press,2010),p.6

ae, is.The sound /e/ in light blue gives: e, ea, a, u, ai, ay, ie, eo, ei, ae as the possible spellings for this phoneme.Using a pointer , the teacher or a student can show any word in the language on this chart, giving at the same time its spelling and its pronunciation.

The fidel is designed to allow the student to undertake a detiled investigation of the relationship between the spelling of words or series of words and their pronunciation. Like the Sound/Color chart, it is synthetic in nature. All the choices are always visible. It allows – one could even say it forces – the student to become aware of the relationships between the spelling and the sounds found in the language, Once the student has found the chain of sounds on the Sound/Color chart, he knows which columns to look in on the Fidel and thus finds with a limited range of possibilities for the spelling of these sound. Although there are many possibble choices, there are only choices present in the column. There are no others. The student must find a suitable grapheme in the column he knows is correct from his work on the sound/color chart. The Fidel is usefull as a working instrument not only with those who study a language as a foreign language but also for the study of spelling and grammar by young native speakers up to the age of twelve or even more, depending on the language. [34]

**2.3 Conceptual Framework**

The main focus of this research is the effectiveness of using fidel chart media to improve students' pronunciation in English vowel at the first grade of SMKN 1 Parepare.

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[34]Young, R. (1995). Caleb Gattegno's 'Silent Way': some of the reasons why. In E. Scheiner (Ed.), Methoden der Fremdsprachenvermittlung (Vol. 40, pp. 55–74). University of Mainz.

The conceptual framework of this research is present by the following:

```
┌─────────────────────────────────────────────────┐
│                     INPUT                        │
│       Pronunciation in English Vowel Material    │
└─────────────────────────────────────────────────┘
┌─────────────────────────────────────────────────┐
│         ┌──────────────────────────┐             │
│         │        PROCESS           │             │
│         └──────────────────────────┘             │
│  ┌─────────────────────┐  ┌─────────────────────┐│
│  │  Experimental Class │  │    Control Class    ││
│  │Teaching Pronunciation│ │Teaching Pronunciation││
│  │  by Using            │  │  by Using           ││
│  │  Fidel Chart Media   │  │ Conventional Method ││
│  └─────────────────────┘  └─────────────────────┘│
└─────────────────────────────────────────────────┘
┌─────────────────────────────────────────────────┐
│                    OUTPUT                        │
│ The Improvement of Students' pronunciation In    │
│            English Vowels                         │
└─────────────────────────────────────────────────┘
```
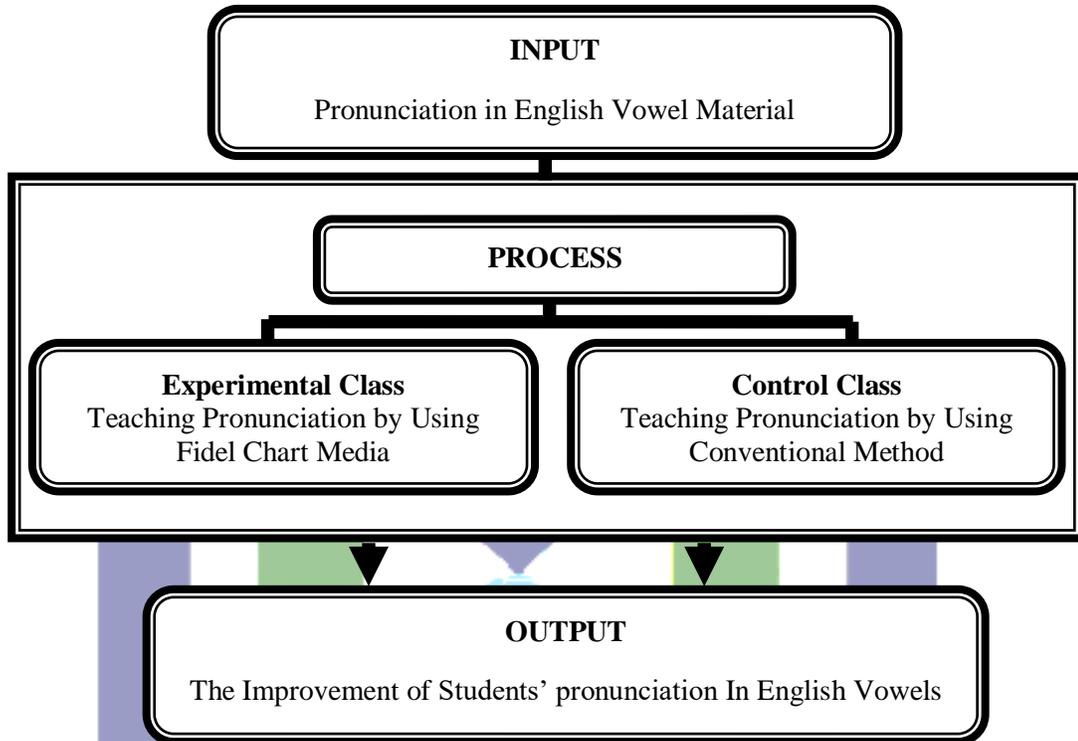
There are three main components of the diagram above and discussed briefly below.

1. Input : This section refers to give the students comprehension about pronunciation especially in English vowel

2. Process : This section is a process. It divide into two groups. The first is an experimental class. In the experimental class, the researcher using Fidel Chart media in teaching pronunciation. The second is a control class. In control class, the researcher using Conventional method in teaching pronunciation. The researcher gives the different treatments for experimental and control class to compare the students' improvement in pronunciation.

3. Output : This section refers to find out the improvement of students prounciation in English vowel.

**2.4 Hypothesis**

It is a temporary answer for the research problem before proving through collected data. Based on the research problem mentioned above, the researcher predicts that:

"The fidel chart as a media of teaching English is effective to improve the students' pronunciation in English vowel at tenth year students of SMKN 1 Parepare"

**2.5 Variables and Operational Definition of Items**

2.4.1 Variables

There are two variables of this research, there are independent variable and dependent variable.

2.4.1.1 Independent Variable

Independent variable of this research is using fidel chart media to improve students' pronunciation.

2.4.1.2 Dependent Variable

Dependent variable of this research is students' pronunciation in English Vowel at tenth year students' of SMKN 1 Parepare.

2.4.2 Operational Definition of items

Fidel chart is the set of syllable that arrange in columns which each syllable has its own color and sound, this is the media of teaching pronunciation that researcher will apply in the classroom. Pronunciation is a way to say the words correctly to make listener able to understand what the speaker say. Then, English Vowel is a sound that when paired with a consonant makes a syllable.

# CHAPTER III

# RESEARCH METHOD

This part describes about the description of the research design, location of the research, population, sample, instrument of research, and procedure of collecting data.

## 3.1 Research Design

This research was quasi-experimental research with nonequivalent control group design. Creswell said "quasi-experimental include assignment, but not random assignment of participant to groups"[1]. This design as follows:

$$E = O_1 \quad X \quad O_2$$
$$C = O_1 \quad O_2$$

Where :

E: Experimental Class

C: Control Class

$O_1$: Pre-test

$O_2$: Post-test

X: Treatment[2]

## 3.2 Location and Duration

The location of the research tookplace at SMKN 1 Parepare Jl. Bau Massepe, Lumpue Parepare, South Sulawesi focusing to tenth year on academic 2018. The researcher used quantitative research that has several times to collect and analyze data. So, the researcher used more than one month for collecting the data.

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[1]John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*(New Jersey: Pearson Education, 2008), p. 309.

[2]Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R&D*.(Bandung: Alfabeta,2015),p.116.

## 3.3 Population and Sample

3.3.1 Population

Population is entire mass of observations, which is the parent group from which a sample is to be formed. Population means characteristics of a specific group.[3] The population of this research was tenth year of SMKN 1 Parepare. It consists of ten classes. They were class X Aconsist of 91 students, X B consist of 80 students, X C consists of 29 students, X D consist of 39 students, and X E consist of 30 students

**Table 3.1: The Population of Tenth Year of SMKN 1 Parepare**

| No | Class | Male | Female | Total |
|----|-------|------|--------|-------|
| 1 | X A 1 | 14 | 16 | 30 |
| 2 | X A 2 | 12 | 19 | 31 |
| 3 | X A 3 | 8 | 22 | 30 |
| 4 | X B 1 | 13 | 14 | 27 |
| 5 | X B 2 | 15 | 12 | 27 |
| 6 | X B 3 | 4 | 22 | 26 |
| 7 | X C | 23 | 6 | 29 |
| 8 | X D 1 | 11 | 9 | 20 |
| 9 | X D 2 | 10 | 9 | 19 |
| 10 | X E | 20 | 10 | 30 |
| TOTAL | | 130 | 139 | 269 |

*(Source of administration of SMKN 1 Parepare)*

3.3.2 Sample

Sample as defined as a number of member selected from the population.[4] In this research, the researcher took two classes as sample namely experimental class

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[3]Prabhat Pandey, Meenu Mishra Pandey, *ResearchMethodology: Tools and Techniques.*(Romania:Bridge Center, 2015).p.40.

[4]Juliansyah Noor, *Metodologi Penelitian Skripsi, Tesis, Disertasi & Karya Ilmiah* (Prenada Media)

and control class by using random sampling technique. To determine both of classes, the researcher tookX A 1 as control class and X A 3 as experimental class.The researcher use random sampling because the population were homogeny so the researcher decided to take a sample from the population randomly by not considering strata or levels in the population.[5]So, the total sample is 60 students

**Table 3.2:Total Sample at the First Grade Students of SMKN 1 Parepare**

| No | Class | | Sample | | Total |
|---|---|---|---|---|---|
| | | | Male | Female | |
| 1. | X A1 | Control | 14 | 16 | 30 |
| 2. | X A 3 | Experiment | 8 | 22 | 30 |
| Total Sample | | | | | 60 |

**3.4 Instrument of the Research**

In this research, the researcher applied two kinds of instrument namely test and observation.

3.4.1 Test

The test used to measure the students pronunciation in English vowel. The test gave to the students of experimental and control class. The testdivided into two tests. Before doing the treatment the researcher gave pre-test about pronunciation test and after doing the treatment the researcher gave post-test about pronunciation test.

3.4.2 Observation

Observation is one way to collect primary data. Observation is a purposeful, systematic and selective way watching and listening to an interaction or phenomenoas

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[5] Sugiono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta,2012), p.124

it take place.[6] Observation aims to knew and found out the improvement of student pronunciation in English vowel by using Fidel chart media.

**3.5 Procedure of Collecting Data**

In this case, the researcher used data of students, through pre-test and post-test. The procedure of collecting data as follows:

3.5.1 Pre-Test

Pre-test waspreliminary test administered to determine a students baseline knowledge or preparedness for an educational experience or course of study.The researcher gave pre-test to the students in the first time before treatment, this test used to found out the students' pronunciation before conducting the treatment. The following was the procedure of pre-test:

1. The researcher gave greeting to the student.
2. The researcher distributed the instrument sheet of pre-test to the students.
3. The researcher explained to the students about the procedure of the pre-test.
4. The researcher gave time for 5 minutes to the students to learn the instrument of pre-test.
5. The researcher asked the student one by one to come forward. They pronounced the words which were in the instrument and the researcher recorded them. The result would be analysed to know the students' pronunciation in English Vowel ability before conducting the treatment.
6. The researcher collected the instrument sheet of pre-test from the students

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[6]Ranjit Kumar, Research Methodology a Step by step guide for beginners, third edition.(New Delhiz: SAGE Publications India Pvt Ltd, 2011).p.134

### 3.5.2 Post-Test

Post-test was a test that gave after a lesson or a period of instruction to determine what the students have learned after the treatment. The post-test used to find out the students' pronunciationprogress in English vowel after giving the treatment, and the steps same with the steps in pre-test.

1. The researcher gave greeting to the student.

2. The researcher distributed the instrument sheet of post-test to the students.

3. The researcher explained to the students about the procedure of the post-test.

4. The researcher gave time for 5 minutes to the students to learn the instrument of post-test.

5. The researcher asked the student one by one to come forward. They pronounce the words which are in the instrument and the researcher record them. Theresult wouldbe analysed to know the students' pronunciation ability before conducting the treatment.

6. The researcher collected the instrument sheet of pre-test from the students

### 3.5.3 Observation

In this stage, the researcher made a note of all activities during the learning and teaching process which were about the researcher's treatment to the students

### 3.6 Treatment

In treatment, the researcher did some activities as follow:

3.6.1Experimental class

3.6.1.1First Meeting ( Vowel /ə/, /ɪ/, /ʊ/ )

1. The researcher gave greeting to the students.

2. The researcher gave motivation to the students before giving the materials.

3. The researcher gave explanation about pronunciation and Fidel chart.

4. The researcher startedto point the word that prepared and the students pronounced the word with their owns' pronouncing way.

5. The researcher listened and corrected the pronouncing with point the syllable to syllable that alike on the Fidel chart with the word had been students incorrectly pronounced.

6. Students repeated correctly while the researcher points the chart.

7. The researcher tried to move the pointer to other words

8. Students pronounced the word

9. The researcher listened carefully and corrected if there is some pronounce was wrong at the teacher hearing. The same way with step 5.

10. Students repeated correctly while the researcher points the chart.

3.6.1.2 The Second Meeting ( Vowel /iy/, /uw/, /ʌ/ )

1. The researcher gave greeting to the students.

2. The researcher gave motivation to the students before giving the materials.

3. The researcher explained the materials.

4. The researcher startedto point the word that prepared and the students pronounced the word with their owns' pronouncing way.

5. The researcher listened and corrected the pronouncing with point the syllable to syllable that alike on the Fidel chart with the word had been students incorrectly pronounced

6. Students repeated correctly while the researcher points the chart.

7. The researcher tried to move the pointer to other words

8. Students pronounced the word

9. The researcherlistened carefully and corrected if there is some pronounce was wrong at the teacher hearing. The same way with step 5.

10. Students repeated correctly while the researcher point the chart.

3.6.1.3 The Third Meeting ( Vowel /ɛ/, /ow/, /eə/ )

1. The researcher gave greeting to the students.

2. The researcher gave motivation to the students before giving the materials.

3. The researcher explained the materials.

4. The researcher startedto point the word that prepared and the students pronounced the word with their owns' pronouncing way.

5. The researcher listened and corrected the pronouncing with point the syllable to syllable that alike on the Fidel chart with the word had been students incorrectly pronounced

6. Students repeated correctly while the researcher points the chart.

7. The researcher tried to move the pointer to other words

8. Students pronounced the word

9. The researcher listened carefully and corrected if there is some pronounce was wrong at the teacher hearing. The same way with step 5.

10. Students repeated correctly while the researcher point the chart.

3.6.1.4 The Fourth Meeting ( Vowel /ɔ/, /æ/, /a/ )

1. The researcher gave greeting to the students.

2. The researcher gave motivation to the students before giving the materials.

3. The researcher explained the materials.

4. The researcher startedto point the word that prepared and the students pronounced the word with their owns' pronouncing way.

5. The researcher listened and corrected the pronouncing with point the syllable to syllable that alike on the Fidel chart with the word had been students incorrectly pronounced

6. Students repeated correctly while the researcher points the chart.

7. The researcher tried to move the pointer to other words

8. Students pronounced the word

9. The researcher listened carefully and corrected if there is some pronounce was wrong at the teacher hearing. The same way with step 5.

10. Students repeated correctly while the researcher point the chart.

3.6.2 Control class

The Meeting

1. The researcher gave greeting to the students.

2. The researcher gave motivation to the students before giving the materials.

3. The researcher gaveexplanation about the materials.

4. The researcher gave the student a list of vocabulary and asked the students to read the list of vocabulary

5. The researcher listened carefully and corrected if there is some pronounce was wrong at the teacher hearing.

6. Students repeated correctly. (The treatment was done until four meeting)

**3.7 Technique of Data Analysis**

To analyze the data that have collected from the result of pre-test and post-test, some formulas used in this research as follows:

3.7.1 Scoring the students' correct answer of pre-test and post-test.[7]

Collecting raw score : $\frac{students\ correct\ answer}{the\ total\ number\ of\ item}$ x 100

3.7.2 Classifying the students score.

**Table 3.3 : Classifying the Student Score**

| No | Classification | Score |
|----|----------------|-------|
| 1 | Excellent | 80 – 100 |
| 2 | Good | 66 – 79 |
| 3 | Fair | 56 – 65 |
| 4 | Poor | 40 – 55 |
| 5 | Very Poor | $< 40$[8] |

3.7.3 Calculating the frequency and percentage of the students

P= $\frac{Fq}{N}$ $\times$ 100

Where : P: Percentage

F: Frequency

N: The total number of sample[9]

3.7.4 The mean score of the students' achievement:

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

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[7]Departemen Pendidikan Nasional. *Petunjuk Teknis Pengajaran Bahasa Inggris* (Jakarta: Depdiknas, 2003)

[8]Prof. Dr. Suharsimi Arikunto. *Dasar – Dasar Evaluasi Pendidikan (Edisi Revisi)*. (Jakarta : PT Bumi Aksara.2009). p 245

[9]Rismawati B, *Using "Tahta" Game in Improving Students' Vocabulary at the second Grade of SMP Negeri 8 Pinrang,* (Parepare: STAIN Parepare,2015),p.37.

Where:        $x$: Mean score

Σ$x$: The sum of all score

N: The total number of sample.[10]

3.7.5 Calculating the standard deviation of the students, the researcher applied the following formula:

$$SD=\sqrt{\frac{SS}{N-1}} \quad \text{where } SS = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

Where:   SD = The standard derivation

SS = The square root of the sum of squares

Σx = The sum of square

N = The total number of student[11]

3.7.6 Finding the difference of means score between pre-test and post-test by calculating the value of the test, applying for nonindependent sample t-test formulated:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1+SS_2}{n_1+n_2-2}\right)\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

Where: t  =  test of significance

$\bar{X}_1$ = mean score of experimental class

$\bar{X}_2$ = mean score of control class

$SS_1$= the sum square of experimental class

[10]Sukardi, *Methodology Penelitian Pendidikan Kompetensi dan Praktiknya,* (Jakarta: PT. Bumi Aksara, 2004),p.88.

[11] L.R Gay, Geoffrey,Peter, *Education Research Competencies for Analysis and Applications*,Eight Edition,(New Jersey: Pearson Merrill Prentice Hall,2006), p.321.

$SS_2$= the sum square of control class

$n_1$  = the total number of experimental class

$n_2$  = the total number of control class[12]

3.7.7 Criteria of testing hypothesis

The statistical hypothesis in this research as follows:

$H_0$     : $\mu_1 = \mu_2$

$H_a$     : $\mu_1 \neq \mu_2$

To the hypothesis, the researches used two-tailed test, with 0,05 level of significance.

1.  If t-table < t-test, $H_a$ is accepted and $H_0$ is rejected. It means that the applying Fidel chart media able to improve students' pronunciation.

2.  If t-test < t-table, $H_0$ is accepted and $H_a$ is rejected. It means that the applying Fidel chart media unable to improve students' pronunciation.[13]

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[12] L.R Gay, Geoffrey,Peter, *Education Research Competencies for Analysis and Applications*,Eight Edition,p.349.

[13]Burhan Bungin, Metode Penelitian Kuantitatif, (Jakarta: Kencana Pranada Media,2005),p.79.

# CHAPTER IV

## FINDING AND DISCUSSION

This chapter discusses about the finding and discussion. The findings describe about the result of the data collected from the test. And discussion explains and interprets the findings. The result of the research will be described in the following description:

### 4.1. Findings

In finding out the effectiveness of fidel chart media to the students' pronunciation in English vowel, the researcher applied all procedures that had been showed in previous chapter. In addition, the researcher had given pre-test and post-test to the students both in experimental group and control group. It is continued by analyzing their score in pre-test and post-test between experimental group and control group.

4.1.1. The Data Analysis of Students

As a linking of the data analysis, which after analyzing of the sample, the score were classified into the five levels of classification, in order to know whether the use of fidel chart media effective to improve students' pronunciation in English vowel at tenth year students of SMKN 1 Parepare.

1. Experimental class

   The experimental class of the study was class X A 3 of SMKN 1 Parepare. It consisted of 30 students taught by using fidel chart media. They were tested before receiving the treatment. The treatment was implemented four times followed by post-test. The following table describes about the

frequency and rate percentage of experimental class both of pre-test and post-test

**Table 4.1: The percentage scores of students' pronunciation in English vowel in pre-test at experimental class**

| Classification | Score | Predicate | Pre Test | |
|---|---|---|---|---|
| | | | F | % |
| Excellent | 80-100 | A | | |
| Good | 66-79 | B | 1 | 3.33 |
| Fair | 56-65 | C | 1 | 3.33 |
| Poor | 40-55 | D | 18 | 60.00 |
| Very poor | < 40 | E | 10 | 33.33 |
| Total | | | 30 | 100 |

*(Source of Pre-Test Experimental Class X A 3 SMKN 1 Parepare)*

Table 4.1 shows that students' pronunciation in English vowel in the experimental class in pre-test. It reveal that before giving the treatment of fidel chart media, the result of the pre-test score shows that 1 (3.33%) out of 30 students got good categories, 1 (3.33%) out of 30 students got fair categories, 18 (60%) out of 30 students got poor categories, and 10 (33.33%) out of 30 students got very poor categories.

**Table 4.2: The percentage scores of students pronunciation in English vowel in post-test at experimental class**

| Classification | Score | Predicate | Post Test | |
|---|---|---|---|---|
| | | | F | % |
| Excellent | 80-100 | A | 10 | 33.33 |
| Good | 66-79 | B | 12 | 40.00 |
| Fair | 56-65 | C | 3 | 10.00 |
| Poor | 40-55 | D | 4 | 13.33 |
| Very poor | < 40 | E | 1 | 3.33 |
| Total | | | 30 | 100 |

*(Source of Post-Test Experimental Class X A 3 SMKN 1 Parepare)*

Table 4.2 shows that students' pronunciation in English vowel in the experimental class in post-test. It reveal that after giving treatment by applying fidel chart media, the result of post-test the score of the student increase or the media that the researcher apply effective. The result of the post-test score shows that 10 (33.33%) out of 30 students got excellent categories, 12 (40%) out of 30 students got good categories, 3 (10%) out of 30 students got fair categories, 4 (13.33%) out of 30 students got poor categories, and 1 (3.33%) out of 30 students got very poor categories.

This could be the evidence that the media which the researcher applied in learning process has worked successfully on the students in experimental class. It based on data presented on the table 4.1 and 4.2 shows there are significant different between the students score in pre-test, where students score in post test is high than the students score in pre-test.

2. Control Class

The controlled class in this study was class X A 1 of SMKN 1 Parepare. This class also getting pre-test as in the experimental class in the initial phase of learning. However, the difference is that the control class did not receive treatment like the experimental class that using fidel chart media. After teaching phase completed, the post-test was conducted. The following table describes about the frequency and rate percentage of control class both of pre-test and post-test.

**Table 4.3: The percentage scores of students' pronunciation in English vowel in pre-test at control class**

| Classification | Score | Predicate | Pre Test | |
|---|---|---|---|---|
| | | | F | % |
| Excellent | 80-100 | A | | |
| Good | 66-79 | B | | |
| Fair | 56-65 | C | 1 | 3.33 |
| Poor | 40-55 | D | 12 | 40.00 |
| Very Poor | < 40 | E | 17 | 56.67 |
| Total | | | 30 | 100 |

*(Source of Pre-Test Control Class X A 1 SMKN 1 Parepare)*

Table 4.3 shows that students pronunciation in English vowel in control class in pre-test. The pre-test score of control class shows that 1 (3.33%) out of 30 students got fair categories,12 (40%) students got poor categories, and17 (56.67%) students got very poor categories.

**Table 4.4: The percentage scores of students' pronunciation in
English vowel in post-test at control class**

| Classification | Score | Predicate | Post Test | |
|---|---|---|---|---|
| | | | F | % |
| Excellent | 80-100 | A | 1 | 3.33 |
| Good | 66-79 | B | 1 | 3.33 |
| Fair | 56-65 | C | 11 | 36.67 |
| Poor | 40-55 | D | 10 | 33.33 |
| Very poor | < 40 | E | 7 | 23.33 |
| Total | | | 30 | 100 |

*(Source of Post-Test Control Class X A 1 SMKN 1 Parepare)*

Table 4.4 shows that students' pronunciation in English vowel in control class in post-test. After giving treatment without using fidel chart media, most of students score in control class are still in fair classification. Where 1 (3.33%) out of 30 students got excellent categories, 1 (3.33%) out of 30 students got good categories, 11 (36.67%) out of 30 students got fair categories, 10 (33.33%) out of 30 students got poor categories, and 7 (23.33%) out of 30 students are in very poor categories. Therefore, it can be concluded that using fidel chart media effective to improve the students' pronunciation than without using fidel chart media.

4.1.2. The Mean Score and Standard Deviation

The result of the students pre-test and post-test, after calculating the mean score and standard deviation are presented in the following table:

The mean score and Standard Deviation Of Pre-test

**Table 4.5 :The Mean Score and Standard Deviation of Pre-test**

| SAMPLE | MEAN SCORE | STANDAR DEVIATION |
|---|---|---|
| EXPERIMENTAL CLASS | 42.87 | 11.73 |
| CONTROL CLASS | 35.67 | 12.95 |

*(Source of Pre-Test Experimental Class X A 3 and Control Class X A 1 of SMKN 1 Parepare)*

The Table 4.5 shows that the mean score obtain by the students before giving the treatment both in experimental class and control class is almost equal. It indicates that the students' pronunciation in English vowel in both class is almost same. Furthermore, the mean score obtain by the students in control class would be as a tool in monitoring the mean score obtain by the students in experimental class after giving some treatment. In addition, the standard deviation of pre-test in experimental and control class was categorizing high. It indicates that the number of deviation in the students' pronunciation in English vowel both in experimental and control class is almost same before teach through fidel chart media.

**Table 4.6 : The Mean Score and Standard Deviation of Post-test**

| SAMPLE | MEAN SCORE | STANDAR DEVIATION |
|---|---|---|
| EXPERIMENTAL CLASS | 72.07 | 15.53 |
| CONTROL CLASS | 50.63 | 14.07 |

*(Source of Pre-Test Experimental Class X A 3 and Control Class X A 1 of SMKN 1 Parepare)*

The Table 4.6 shows that the mean score obtain by the students in experimental class higher than control class. It indicates that after getting treatment

for four times through fidel chart media the students' pronunciation in English vowel is increasing. Furthermore, the Mean Score in the pre-test of experimental class is 42.87 and after getting the treatment through fidel chart media the Mean Score in the post-test of experimental class increased to 72.07.

After find out the mean score and standard deviation of the variable, the writer would tabulate result in the formula below:

$$t = \frac{\bar{X}_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{\bar{7}2.07 - 50.63}{\sqrt{\left(\frac{6991.87 + 5744.97}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{21.44}{\sqrt{\left(\frac{12736.84}{58}\right)\left(\frac{2}{30}\right)}}$$

$$t = \frac{21.44}{\sqrt{(219.60)(0.06)}}$$

$$t = \frac{21.44}{\sqrt{13.17}}$$

$$t = \frac{21.44}{3.62}$$

$$t = 5.92$$

Thus, the t-test value is 5.92 and it would compared with t-table which two-tailed test (2-tailed) with significance 5% where the researcher compared the result of students' pronunciation in English vowel between experimental class and control class.

4.1.2 Hypothesis Testing

The hypothesis of the research was to find out whether or not used fidel chart media is effective to improve students' pronunciation in English vowel at tenth year students of SMKN 1 Parepare. To the hypothesis, the researches used two-tailed test, with 0,05 level of significance and the degree of freedom based on the following formula:

*Df*     = *N-1*

       = 30-1

       = 29

       *Df* with significance (0.05) = 2.045

For the level significant (p) 5% and df = 29, and the value of the table is 2.045, while the value of the t-test is 5.92. It means that the t-test value is higher than t-table (5.92 > 2.045). Thus, it can be concluded that the students' pronunciation in English vowel is better, after getting the treatment by applying fidel chart media. So, based on the result above ($H_a$) or alternative hypothesis is accepted and ($H_o$) or null hypothesis is rejected.

**Table 4.7 : The Test of Significance**

| Variable | T-test | T-table value |
|---|---|---|
| Post-test E– Post-test C | 5.92 | 2.045 |

The data above shows that the value of the t-test (5.92) was higher than the t-table value (2.045). It indicated that there was a significant difference between the result students post-test.

4.1.3. Observation

The result of students' activities during teaching and learning process through fidel chart media can be seen in the table below:

**Table 4.8 The obseravtion sheet**

| No | Students Activities | Meeting | | | | Average Percentage |
|----|---------------------|---|---|---|---|--------------------|
|    |                     | 1 | 2 | 3 | 4 |                    |
| 1 | Attending in learning process | 30 | 27 | 29 | 30 | 96,67 |
| 2 | Giving Attention during teaching and learning process | 17 | 22 | 25 | 30 | 78,33 |
| 3 | Giving question about the lesson material | 3 | 5 | 8 | 10 | 21,67 |
| 4 | Answering the question which given by teacher | 15 | 20 | 22 | 25 | 68,33 |
| 5 | Practice pronunciation that have been taught | 30 | 27 | 29 | 30 | 96,67 |
| 6 | Playing during teaching and learning process | 5 | 2 | - | - | 11,67 |
| 7 | Going out from class without permission | - | - | - | - | - |

The table 4.8 shows at the first meeting there are 30 students present in learning process. 17 students pay attention during teaching and learning process, 3 students give question about the material, 15 answer the question which given by

teacher, 30 students practice pronunciation that have been taught, 5 students play during teaching and learning process and there are no students out from class without permission. In second meeting there are 27 students present in learning process. 22 students pay attention during teaching and learning process, 5 students give question about the material, 20 answer the question which given by teacher, 27 students practice pronunciation that have been taught, 2 students play during teaching and learning process and there are no students out from class without permission. In third meeting, there are 29 students present in learning process. 25 students pay attention during teaching and learning process, 8 students give question about the material, 22 answer the question which given by teacher, 29 students practice pronunciation that have been taught and there are no students play during teaching and learning process and out from class without permission. In fourth meeting, there are 30 students present in learning process. 30 students pay attention during teaching and learning process, 10 students give question about the material, 25 answer the question which given by teacher, 30 students practice pronunciation that have been taught and there are no students play during teaching and learning process and out from class without permission.

## 4.2. Discussion

The aim of this study was to found out whether or not used fidel chart media is effective to improve students' pronunciation in English vowel at tenth year students of SMKN 1 Parepare. It is hoped can help the teachers in teach pronunciation easier by giving the students some word that had been color and the students gave attention the color and how to pronounce that shows in the fidel chart media while listening to what the teacher said. There are two classes of this research, they are experimental

class and control class. In this research, source of the data that become as experimental class was X A 3 and X A 1 was control class. Experimental class was given treatment by using fidel chart media. While control class was taught by using conventional treatment.

There were four meeting for did the fidel chart media treatment of this research to the experimental class and also four meeting for did conventional method to the control class. In the experimental class the teacher explain 3 vowel sound for each meeting by using fidel chart media and for the control class, the teacher also explain 3 vowel sound by using conventional method.

At the first, before giving the treatment, the students did the pre-test it purposed to know students' pronunciation in English vowel before getting the treatment. The steps of his test was the researcher started to gave greeting to the students, introduced herself and gave information about her aim to the students. After that, the researcher distributed the instrument sheet of pre-test to the students and explain the procedure of the pre-test. The researcher gave times 5 minutes to learn the instrument sheet. Then asked the students to come forward one by one and the researcher record them. It purposed to know the students' pronunciation in English vowel before getting the treatment. In this case, the researcher checked the students recording at home.

The first meeting for experimental class was on October 17th, 2018 the researcher gave greeting for the students, gave motivation and gave information about her aim with the students. After that, the researcher try to asked the students in the classroom about what is pronunciation? Some of them said pronunciation is the way how to pronounce English word. Then the researcher gave explain about

pronunciation, how is the fidel chart media done and how to pronounce vowel"/ə/, /ɪ/, /ʊ/" with point the syllable on fidel chart media that have sound /ə/, /ɪ/, /ʊ/. Then, the researcher gave the students list of vocabulary that had been colored and point the word that prepared and asked the students to pronounced it with their owns' pronouncing way. Then the researcher listened and corrected the students' pronunciation by point the syllable to syllable that alike on the fidel chart media with the word had been incorrectly pronounced, the students repeated correctly the word. Next, the researcher tried move to the other word and the students pronounced it. Then, the researcher listened carefully and corrected if there is some pronounce was wrong at the researcher hearing, the students repeated correctly what the teacher said. The researcher done the same thing with different word. In the last section, the researcher asked the students to practice the pronunciation of the word with adjusting the colors and sounds that are in the words with those in the fidel chart. The researcher gave the students opportunity to asked a question about the material.

The second meeting for experimental class was on October 24th, 2018 the researcher gave greeting and motivation to the students. After that, the researcher gave explain about how to pronounce vowel /iy/, /uw/, /ʌ/ with point the syllable on fidel chart media that have sound /iy/, /uw/, /ʌ/. Then, the researcher gave the students list of vocabulary that had been colored and point the word that prepared and asked the students to pronounce it with their owns' pronouncing way. Then the researcher listened and corrected the students' pronunciation by point the syllable to syllable that alike on the fidel chart media with the word had been incorrectly pronounced, the students repeated correctly the word. Next, the researcher tried move to the other word and the students pronounced it. Then, the researcher listened

carefully and corrected if there is some pronounce was wrong at the researcher hearing, the students repeated correctly what the teacher said. The researcher done the same thing with different word. In the last section, the researcher asked the students to practice the pronunciation of the word with adjusting the colors and sounds that are in the words with those in the fidel chart. The researcher gave the students opportunity to asked a question about the material.

The third meeting for experimental class was on October 31th, 2018 the researcher gave greeting and motivation to the students. After that, the researcher gave explain about how to pronounce vowel /ɛ/, /ow/, /eə/ with point the syllable on fidel chart media that have sound /ɛ/, /ow/, /eə/. Then, the researcher gave the students list of vocabulary that had been colored and point the word that prepared and asked the students to pronounce it with their owns' pronouncing way. Then the researcher listened and corrected the students' pronunciation by point the syllable to syllable that alike on the fidel chart media with the word had been incorrectly pronounced, the students repeated correctly the word. Next, the researcher tried move to the other word and the students pronounced it. Then, the researcher listened carefully and corrected if there is some pronounce was wrong at the researcher hearing, the students repeated correctly what the teacher said. The researcher done the same thing with different word. In the last section, the researcher asked the students to practice the pronunciation of the word with adjusting the colors and sounds that are in the words with those in the fidel chart. The researcher gave the students opportunity to asked a question about the material.

The fourth meeting for experimental class was on November 7th, 2018 the researcher gave greeting and motivation to the students. After that, the researcher

gave explain about how to pronounce vowel /ɔ/, /æ/, /a/ with point the syllable on fidel chart media that have sound /ɔ/, /æ/, /a/. Then, the researcher gave the students list of vocabulary that that had been colored and point the word that have prepared and asked the students to pronounce it with their owns' pronouncing way. Then the researcher listened and correct the students' pronunciation by point the syllable to syllable that alike on the fidel chart media with the word had been incorrectly pronounced, the students repeated correctly the word. Next, the researcher tried move to the other word and the students pronounced it. Then, the researcher listened carefully and corrected if there is some pronounce was wrong at the researcher hearing, the students repeated correctly what the teacher said. The researcher done the same thing with different word. In the last section, the researcher asked the students to practice the pronunciation of the word with adjusting the colors and sounds that are in the words with those in the fidel chart. The researcher gave the students opportunity to asked a question about the material.

After giving treatment for four times, the researcher gave the post-test same as the pre-test to each class. The test was pronunciation test in form of reading. It is consist of several word that have vowel sounds that had been taught in treatment phase and they had to read or pronounce it based on their own knowledge after treatment. It aimed to know whether this treatment has an effective or not.

The students in control class had the difficulties in learning pronunciation, just as the same with in experimental class. It could be seen from the result of the pre-test of the students. There was many of student that had poor pronunciation. The result of students mean score of pre-test showed that in experimental class who was taught by using fidel chart media 42.87 and in control class who was taught without using the

media was 35.67. The score of experimental class and control class before treatment still low.

After the treatment, the post-test result showed that the mean score of the students in experimental class was 72.07 and in control class the mean score was 50.63. The score showed that the students' pronunciation in English vowel in experimental class higher than in control class. Moreover, according to the result of the mean score in both experimental class and control class. It proved that there was an improvement of using fidel chart in students' pronunciation in English vowel.

Finally, based on the calculation above that after teaching pronunciation through fidel chart media. It showed that the t-test (5.92) value in post-test was higher than t-table value (2.045) with degree of freedom (df) 29, p = 0.05. This indicates that the null hypothesis ($H_0$) is rejected and alternative hypothesis ($H_a$) is accepted because t-test value is higher than t-table value. It can be concluded that there was a significance difference between the students' pronunciation in English vowel who were taught through using fidel chart media and those who were not.

Further, based on the researcher observation during the research activities, the researcher found that the students gave a positive respond to this media. Most of them paid attention and active in learning process and the students' pronunciation in English vowel also improve at each meeting than the students of the control class. The students enjoyed and they feel easy to remember the English vowel sound with this kind of teaching media because this media use color that make the student interest to learn.

This research was supported by Gattegno, that learning is facilitated by the mediation of physical objects. Rod and color – coded pronunciation (called fidel

chart) provides physical tools for student learning and also creates impressive images to facilitated students memories of what is being learned. The teaching aids are useful as learning mediators.[1]

Based on the result above, the researcher calculated that the used of fidel chart media to impove students' pronunciation at tenth year students of SMKN 1 Parepare is effective.

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[1] Dyah Ayu Prihatini, *Penggunaan Metode Silent Way Dalam Pengajaran Bahasa Inggris Di PIA English Course Manado*(Journal: Universitas Sam Ratulangi: Manado, 2014)

# CHAPTER V

# CONCLUSION AND SUGGESTION

## 5.1. Conclusion

Based on the finding and discussion of the previous chapter in this study, the writer concluded that:

1. For the first research problem, there is a different achievement of the students' pronunciation in English Vowel before and after using fidel chart media at tenth year students of SMKN 1 Parepare. After learning by using fidel chart media, the students' pronunciation in English vowel improve at each meeting.

2. For the second research problem, Using fidel chart media effective to improve students' pronunciation in English vowel at tenth year students of SMKN 1 Parepare. It is prove by rejecting of null hypothesis ($H_0$) and accepting of alternative hypothesis (Ha), after the application of t-test formula of post-test where t-test value (5.92) is higher than t-table value (2.045) at the level of significance 5% and degree of freedom (df) was 29. It totally shows that teaching pronunciation by using fidel chart media is better than teaching by using conventional method especially at tenth year students of SMKN 1 Parepare.

## 5.2. Suggestion

In respect to the conclusion for the improvement of students' English achievement in learning pronunciation, the researcher give some suggestion as followed:

5.1.1. For the English teachers:

1. They should apply the fidel chart media in order to make students easy to increase their pronunciation ability.

2. They should make the English class more effective, efficient, convenient, and motivating for students which make students get high interesting to learn especially pronunciation.

5.1.2. For the students

With this media, the researcher hopes the students can encourage and study hard to get success in study.

5.1.3. For the next researchers

It is one of some various media of teaching English as motivator for students, so the researcher should find out more media, strategies, and technique to make students interested in their study.
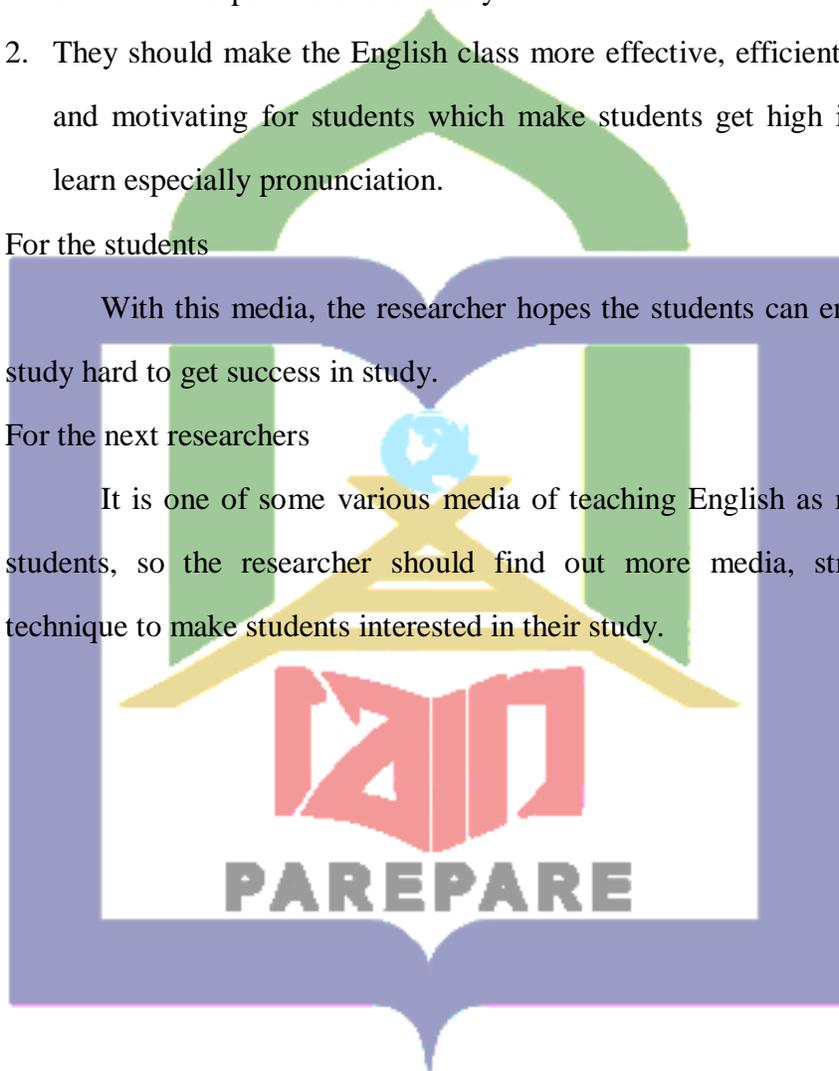
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# APPENDICES
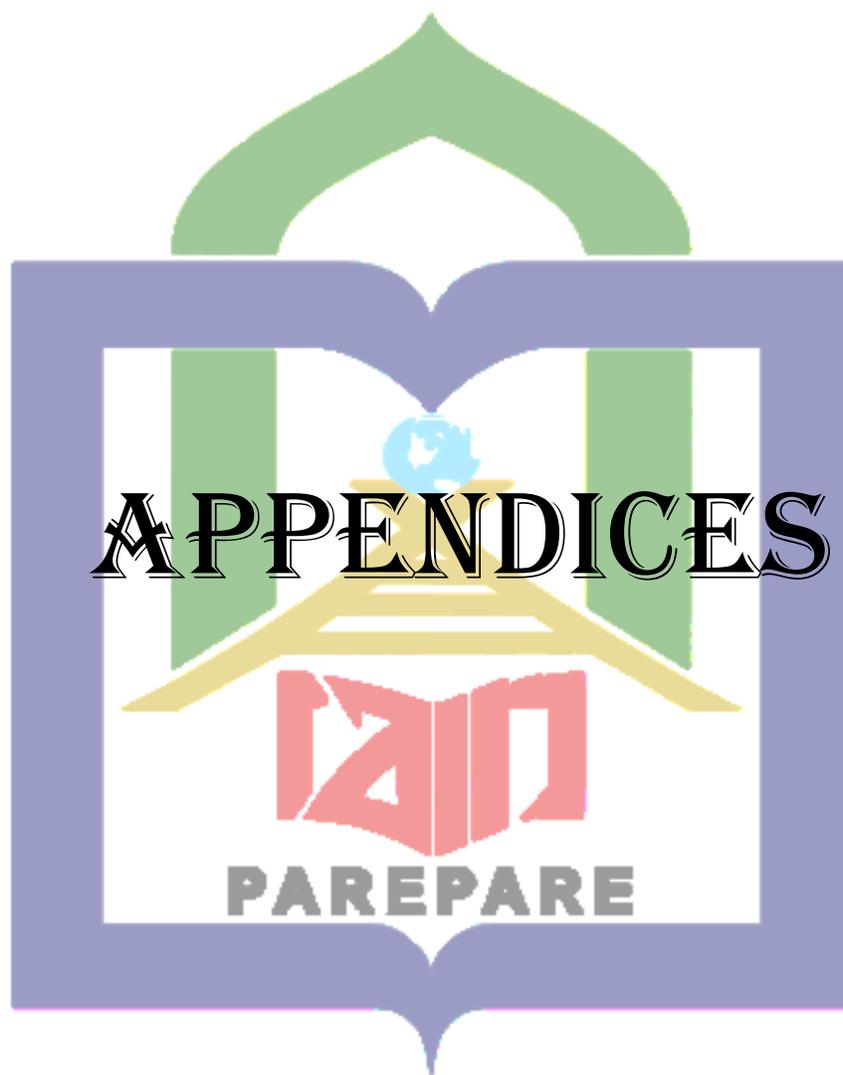
APPENDIX 1 ( LESSON PLAN)

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Satuan Pendidikan : SMK Negeri 1 Parepare
Mata Pelajaran : Bahasa Inggris
Materi Pembelajaran : Pelafalan bunyi vokal bahasa inggris
Kelas/ Semester : X A 1
Alokasi Waktu : 8 x 45 menit

## A. Kompetensi Inti (KI)

KI 1 dan KI 2

- **Menghayati dan mengamalkan** ajaran agama yang dianutnya. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

**Kompetensi Dasar dan Indikator**

| Kompetensi Dasar | | Indikator | |
|---|---|---|---|
| 3.2 | Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan tentang pelafalan bunyi vokal dalam bahasa inggris | 3.2.1. | Menentukan simbol bunyi vokal dalam bahasa inggris beserta pelafalannya |
| | | 3.2.2. | Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan tentang bunyi vokal dalam bahasa inggris |

| | | 3.2.3. | Mengidentifikasi informasi rinci tentang bunyi vokal dalam bahasa inggris |
|---|---|---|---|
| 4.2 | Mengetahui apa saja simbol dari bunyi vokal beserta cara melafalkanya | 4.2.1. | Melafalkan bunyi vokal yang ada dalam bahasa inggris |

## B. Tujuan Pembelajaran

Melalui Pembelajaran Berbasis Teks, peserta didik mampu mengidentifikasi, menggunakan dan membedakan pelafalan bunyi vokal dari setiap kata

## C. Materi Pembelajaran

- Fungsi sosial
  Mengidentifikasi, menggunakan dan membedakan struktur kata yang sesuai dengan pelafalan bunyinya
- Struktur kata
  Struktur kata interaksi dan interpersonal
- Unsur kebahasaan
  - Frasa nominal untuk benda, orang, lokasi dsb, yang menjadi fokus, kata kerja sesuai dengan konteks
  - Ucapan, tekanan kata, intonasi
  - Ejaan dan tanda baca
  - Tulisan Tangan

## D. Metode Pembelajaran

Diskusi, tanya jawab, menjawab soal, completing

## E. Media Pembelajaran :

a. Laptop
b. Picture / Brosur / Leaflet

## F. Sumber Belajar

- Buku Siswa Bahasa Inggris Kelas X SMA/MA
- Koran dan majalah berbahasa inggris
- Dialogue

**G. Kegiatan Pembelajaran**

   **Indikator :**

3.2.1. Menentukan simbol bunyi vokal dalam bahasa inggris beserta pelafalannya.

3.2.2. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan tentang bunyi vokal dalam bahasa inggris

3.2.3. Mengidentifikasi informasi rinci tentang bunyi vokal dalam bahasa inggris.

4.1.1. Melafalkan bunyi vokal yang ada dalam bahasa inggris

   **Pertemuan pertama :**

   **a. Kegiatan Pendahuluan**
   - Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
   - Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran
   - Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari
   - Menjelaskan tujuan pembelajaran

   **b. Kegiatan Inti**
   - Bertanya kepada siswa apa itu pronunciation.
   - Menjelaskan materi tentang pronunciation dan fidel chart
   - Menjelaskan cara pelafalan bunyi vokal /ə/, /ɪ/, /ʊ/
   - Membagikan daftar kosa kata kepada siswa
   - Menunjuk kata yang telah disiapkan dan meminta siswa untuk melafalkan kata tersebut sesuai dengan cara pelafalan mereka sendiri
   - Mendengarkan dan memperbaiki cara pelafalan siswa dengan cara menunjuk persuku kata dan mencocokkannya dengan fidel chart pelafalannya.
   - Siswa mengulangi cara pelafalan kata tersebut dengan benar sementara guru menunjuk suku kata tersebut.
   - Mencoba menunjuk kata yang lain
   - Siswa melafalkan sesuai pengetahuan mereka sendiri
   - Mendengarkan dengan baik dan memperbaiki cara pelafalan siswa jika ada yang salah melafalkan kata tersebut

- Meminta siswa untuk mempraktikn bunyi yang tela di pelajari denan mencocokknnya dengan fidel chart
- Memberi siswa kesempatan bertanya tentang bunyi pelafalan yang baru saja di pelajari

c. **Kegiatan Penutup**
- Memberikan umpan balik terhadap proses pembelajaran Well, class, you have done a very good job today. Most of you are active I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
- Menyimpulkan apa yang dipelajari hari ini
- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

**Pertemuan kedua :**
a. **Kegiatan Pendahuluan**
- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran
- Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari
- Menjelaskan tujuan pembelajaran

b. **Kegiatan Inti**
- Menjelaskan materi tentang cara pelafalan bunyi vokal /iy/, /uw/, /ʌ/
- Membagikan daftar kosa kata kepada siswa
- Menunjuk kata yang telah disiapkan dan meminta siswa untuk melafalkan kata tersebut sesuai dengan cara pelafalan mereka sendiri
- Mendengarkan dan memperbaiki cara pelafalan siswa dengan cara menunjuk persuku kata dan mencocokkannya dengan fidel chart pelafalannya.
- Siswa mengulangi cara pelafalan kata tersebut dengan benar sementara guru menunjuk suku kata tersebut.
- Mencoba menunjuk kata yang lain
- Siswa melafalkan sesuai pengetahuan mereka sendiri

- Mendengarkan dengan baik dan memperbaiki cara pelafalan siswa jika ada yang salah melafalkan kata tersebut
- Meminta siswa untuk mempraktikn bunyi yang tela di pelajari denan mencocokknnya dengan fidel chart
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c. **Kegiatan Penutup**
- Memberikan umpan balik terhadap proses pembelajaran Well, class, you have done a very good job today. Most of you are active I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
- Menyimpulkan apa yang dipelajari hari ini
- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

**Pertemuan ketiga :**
a. **Kegiatan Pendahuluan**
- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran
- Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari
- Menjelaskan tujuan pembelajaran

b. **Kegiatan Inti**
- Menjelaskan materi tentang cara pelafalan bunyi vokal /ε/, /ow/, /eə/
- Membagikan daftar kosa kata kepada siswa
- Menunjuk kata yang telah disiapkan dan meminta siswa untuk melafalkan kata tersebut sesuai dengan cara pelafalan mereka sendiri
- Mendengarkan dan memperbaiki cara pelafalan siswa dengan cara menunjuk persuku kata dan mencocokkannya dengan fidel chart pelafalannya.
- Siswa mengulangi cara pelafalan kata tersebut dengan benar sementara guru menunjuk suku kata tersebut.

- Mencoba menunjuk kata yang lain
- Siswa melafalkan sesuai pengetahuan mereka sendiri
- Mendengarkan dengan baik dan memperbaiki cara pelafalan siswa jika ada yang salah melafalkan kata tersebut
- Meminta siswa untuk mempraktikn bunyi yang tela di pelajari denan mencocokknnya dengan fidel chart
- Memberi siswa kesempatan bertanya tentang bunyi pelafalan yang baru saja di pelajari

c. **Kegiatan Penutup**
- Memberikan umpan balik terhadap proses pembelajaran Well, class, you have done a very good job today. Most of you are active I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
- Menyimpulkan apa yang dipelajari hari ini
- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

**Pertemuan keempat :**
a. **Kegiatan Pendahuluan**
- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran
- Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari
- Menjelaskan tujuan pembelajaran

b. **Kegiatan Inti**
- Menjelaskan materi tentang cara pelafalan bunyi vokal /ɔ/, /æ/, /a/
- Membagikan daftar kosa kata kepada siswa
- Menunjuk kata yang telah disiapkan dan meminta siswa untuk melafalkan kata tersebut sesuai dengan cara pelafalan mereka sendiri
- Mendengarkan dan memperbaiki cara pelafalan siswa dengan cara menunjuk persuku kata dan mencocokkannya dengan fidel chart pelafalannya.

- Siswa mengulangi cara pelafalan kata tersebut dengan benar sementara guru menunjuk suku kata tersebut.
- Mencoba menunjuk kata yang lain
- Siswa melafalkan sesuai pengetahuan mereka sendiri
- Mendengarkan dengan baik dan memperbaiki cara pelafalan siswa jika ada yang salah melafalkan kata tersebut
- Meminta siswa untuk mempraktikn bunyi yang tela di pelajari denan mencocokknnya dengan fidel chart
- Memberi siswa kesempatan bertanya tentang bunyi pelafalan yang baru saja di pelajari

**c. Kegiatan Penutup**
- Memberikan umpan balik terhadap proses pembelajaran Well, class, you have done a very good job today. Most of you are active I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
- Menyimpulkan apa yang dipelajari hari ini
- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

**H. Penilaian Hasil Belajar**

a. Teknik Penilaian:

    a. Penilaian sikap : Observasi/pengamatan

    b. Penilaian Pengetahuan : Tes lisan

    c. Penilaian Keterampilan : Unjuk Kerja/Praktik

b. Instrumen Penilaian : Pronunciation test

Parepare 07 Nopember 2018

Peneliti

RASDA ARAS

NIM: 14.1300.012

Lampiran :

**Pertemuan Pertama**

    Materi Pembelajaran:

- Definition of pronunciation
- The Fidel Chart

/æ/ /ʌ/ /ɪ/ /ɛ/ /ɑ/ /ə/ /ɔ/ ▲ /ʊ/ /iy/ /uw/ /eə/ /ow/

| /æ/ | /ʌ/ | /ɪ/ | | /ɛ/ | /ɑ/ | /ə/ | | | /ɔ/ | | /ʊ/ | /iy/ | /uw/ | | /eə/ | /ow/ | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| a | u | i | y | e | o | a | e | u | o | a | o˙ | e | a | oo | o | I | a | o | u | ou |
| au | o | o | ey | ea | a | u | o | e | a | ea | oo | ee | ai | ou | a | i | ai | oe | you | hou |
| ai | a | a | ay | a | ho | i | ou | o | au | ah | ew | ea | ea | u | au | y | ay | ow | ew | ow |
| i | ou | u | ui | u | oh | io | oi | i | aw | aa | ou | ea | e | o | oa | ie | ey | owe | iew | ough |
| | oo | e | ee | ai | ow | iou | oa | ea | awe | au | ui | y | ei | | oo | ye | ei | oa | eau | |
| | oe | ia | ai | ay | eau | eou | eo | ou | ough | e | u | ie | hei | | oo | igh | eigh | ou | ue | oi |
| | | ie | ei | ie | | ia | ai | y | oa | | oe | ei | ae | u | ho | eye | ea | ew | ieu | oy |
| | | ea | hi | eo | | ie | ei | | augh | | ue | i | aye | you | ao. | eigh | aigh | oh | ewe | aw |
| | | ae | hea | ei | | au | iu | | o̅o | | eu | eo | ayo | eu | oi | is | et | ough | yew | |
| | | is | ois | ae | | ea | eau | | ou | | ough | ey | ey | | owa | ais | ae | eau | hu | oi |
| | | | | | | ah | ough | | hau | | wo | ay | | | | ei | au | oo | eu | |
| | | | | | | he | y | | ho | | ieu | oe | | | | aye | e | au | eue | |
| | | | | | | | | | ao | | | ae | | | | | ee | eo | | o |
| | | | | | | | | | oi | | | is | | | | | ot | | | |
| | | | | | | | | | owa | | | | | | | | | | | |

| p | t | s | s | s | m | n | f | v | d | th | th | y | l | w | k | r | b | h | g | sh | ch | ng | j | qu | x |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| pp | tt | ss | ss | z | mm | nn | ff | f | dd | the | the | i | ll | wh | kk | rr | bb | wh | gg | ch | tch | n | j | cqu | xe |
| pe | te | se | se | ge | me | ne | fe | ve | de | | h | j | le | u | ke | re | be | j | gu | t | t | ngue | g | | cc |
| ph | ed | ˙s | ˙s | t | mb | kn | ph | lve | ed | | t | u | lle | o | ck | wr | bu | | gh | s | c | nd | d | | xc |
| bp | d | z | c | | lm | gn | gh | ph | ld | | phth | | ˙ll | | c | rh | pb | | gue | ss | che | | dge | | |
| | tte | zz | ce | | gm | pn | lf | ˙ve | d | | | | | | cc | rps | | | ckgu | c | | | ge | | |
| | pt | ze | sc | | mn | mn | ft | | t | | | | l | wh | ch | rp | | | | sch | | | gg | | x |
| | bt | x | st | | ˙m | gne | ffe | | tt | | | | le | | lk | rt | | | | sc | | | dg | | |
| | ct | si | sw | | in | in | pph | | | | | | ˙ll | | qu | rrh | | | | che | | | dj | | x |
| | cht | thes | ps | | on | on | | | | | | | | | que | rre | | | | | | | | | |
| | th | sth | sce | | dne | dne | | | | | | | | | che | lo | | | | | | | | | x |
| | phth | | sse | | nd | nd | | | | | | | | | cqu | re | | | | | | | | | |
| | ˙t | | sch | | ln | ln | | | | | | | | | cch | r | | | | | | | | | |
| | | ˙s | sth | | | | | | | | | | | | co | re | | | | | | | | | |
| | | | tz | | m | n | | | | | | | | | kh | ˙re | | | | | | | | | |

- The Vowel sound

    1) The sound /ə/ diucapkan dengan cara buka mulut sedikit, bibir Anda harus sekitar$\frac{1}{8}$ inci(3 mm) terpisah, rilekskan bibir kita, buat suara pendek dengan suara kita. Contoh kata: *Ago, Effect*

    2) The sound / ɪ / diucapkan dengan cara menurunkan rahang bawah sedikit. Bibirnya rileks dan sekitar 1/4 inci (6 mm) terpisah. Contoh kata: *Big, Miss*

    3) The sound /ʊ/ diucapkan dengan cara menjaga rahang sedikit terbuka. Bibir 1/4 inci (6 mm) terpisah dan didorong ke luar untuk membuat lingkaran terbuka. Contoh kata:*Put, Look*

- List of word :

| | |
|---|---|
| **Verse** | **Dear** |
| **Worse** | **Steak** |
| **Word** | **Break** |
| **Should** | **Script** |
| **Would** | **Bier** |
| **English** | **Wind** |
| **Busy** | **Plinth** |
| **Dizzy** | **Look** |
| **Tear** | **Bush** |
| **Seer** | **Brook** |
| **Hear** | **Ghoul** |

**Pertemuan Kedua**

Materi Pembelajaran:

🔸 The Vowel sound

1) The sound / iy / diucapkan dengan cara atur lebar bibir ⅜ inci (1 cm). Melebarkan bibir menjadi senyum lebar. Suara itu panjang. Hitung sampai dua diam untuk memastikan itu cukup lama. Contoh kata:*Cheap, Honey*

2) The sound / uw /diucapkan dengan cara biarkan mulut sedikit terbuka dan bibir ⅜ inci (1 cm) terpisah. Bibirnya tegang, dan didorong ke depan ke lingkaran kecil. Contoh kata: *Lose, Choose*

3) The sound / ʌ / diucapkan dengan cara biarkan mulut sedikit terbuka, dengan bibir sekitar ⅜ inci (1 cm) terpisah. Suara itu pendek. Contoh kata:*Done, Trouble*

🔸 List of word :

| | |
|---|---|
| **Keep** | **Food** |
| **Heat** | **Ood** |
| **Speak** | **Study** |
| **Streak** | **Oven** |
| **Bleak** | **Done** |
| **Lose** | **None** |
| **Choose** | |

**Pertemuan Ketiga**

Materi Pembelajaran :

➕ The Vowel sound

1) The sound / ɛ / diucapkan dengan cara turunkan sedikit rahang Anda. Bibirnya tegang dan menyebar ke luar dengan setengah senyum, sekitar ½ inci (1,3 cm). Suara itu pendek. Contoh kata:*Egg, Red*

2) The sound / oʊ / diucapkan dengan cara bibir sekitar ½ inci (1,3 cm) terpisah, membulatkannya menjadi lingkaran. Mulailah suara, lalu gerakkan bibir Anda ke lingkaran yang lebih kecil. Suara itu panjang. Contoh kata:*Over, Window*

3) The sound / eə / diucapkan dengan cara biarkan rahang setengah terbuka. Bibir terpisah ½ inci (1,3 cm). Tegang bibir Anda, dan bentuk senyum lebar ke bawah. Mulailah suara, lalu gerakkan bibir bersama-sama ke dalam posisi / ə /. Suara itu panjang. Contoh kata:*Ran, Man*

➕ List of word :

| | |
|---|---|
| **Head** | **Beau** |
| **Dress** | **Gross** |
| **Fair** | **Brooch** |
| **Grow** | **Soul** |
| **Poet** | **Mould** |
| **Coat** | **Ran** |
| **Sew** | **Fast** |
| **Low** | **Care** |
| **Lone** | **Wear** |
| **Tone** | **Chair** |

**Pertemuan Keempat**

Materi Pembelajaran :

➕ The Vowel sound

1) The sound / ɔ / diucapkan dengan cara menjatuhkan rahang sampai bibir 5/8 inci (1,5 cm) terpisah. Bibir yang tegang dan bulatkan ke depan di tengah jalan. Suara itu panjang. Contoh kata: *Call, Bought*

2) The sound / æ / diucapkan dengan cara jauhkan bibir ⅝ inci (1,5 cm) dan bentuk setengah senyum, dengan bibir tegang. Suara itu pendek. Contoh kata:*Back, Cat*

3) The sound / ɑ / diucapkan dengan caramenjatuhkan rahang sampai bibir sekitar 3⁄4 inci (2 cm) terpisah, tetapi santai. Contoh:*Lock, Option*

➕ List of word :

| | |
|---|---|
| **Corpse** | **Laurel** |
| **Corps** | **Moss** |
| **Horse** | **Bade** |
| **Lord** | **Branch** |
| **Sword** | **Ranch** |
| **Sward** | **Ballet** |
| **Woven** | **Far** |
| **Fraud** | **Heart** |
| **War** | **Option** |
| **Gone** | |

**Rubrik Penilaian :**

$$Score= \frac{students\ correct\ answer}{The\ total\ number\ of\ item} X\ 100$$

| No | Classification | Score |
|----|----------------|-------|
| 1 | Excellent | 80 -100 |
| 2 | Good | 66 - 79 |
| 3 | Fair | 56- 65 |
| 4 | Poor | 40 -55 |
| 5 | Very Poor | 30 - 39 |

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**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Satuan Pendidikan   : SMK Negeri 1 Parepare
Mata Pelajaran      : Bahasa Inggris
Materi Pembelajaran : Pelafalan bunyi vokal bahasa inggris
Kelas/ Semester     : X A 1
Alokasi Waktu       : 8 x 45 menit

</div>

## A. Kompetensi Inti (KI)

KI 1 dan KI 2

- **Menghayati dan mengamalkan** ajaran agama yang dianutnya. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

**Kompetensi Dasar dan Indikator**

| Kompetensi Dasar | | Indikator | |
|---|---|---|---|
| 3.2 | Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan tentang pelafalan bunyi vokal dalam bahasa inggris | 3.2.1. | Menentukan simbol bunyi vokal dalam bahasa inggris beserta pelafalannya |
| | | 3.2.2. | Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan tentang bunyi vokal dalam bahasa inggris |
| | | 3.2.3. | Mengidentifikasi informasi rinci tentang bunyi vokal dalam bahasa |

| | | | | inggris |
|---|---|---|---|---|
| 4.2 | Mengetahui apa saja simbol dari bunyi vokal beserta cara melafalkanya | 4.2.1. | | Melafalkan bunyi vokal yang ada dalam bahasa inggris |

## B. Tujuan Pembelajaran

Melalui Pembelajaran Berbasis Teks, peserta didik mampu mengidentifikasi, menggunakan dan membedakan pelafalan bunyi vokal dari setiap kata

## C. Materi Pembelajaran

- Fungsi sosial
  Mengidentifikasi, menggunakan dan membedakan struktur kata yang sesuai dengan pelafalan bunyinya
- Struktur kata
  Struktur kata interaksi dan interpersonal
- Unsur kebahasaan
  - Frasa nominal untuk benda, orang, lokasi dsb, yang menjadi fokus, kata kerja sesuai dengan konteks
  - Ucapan, tekanan kata, intonasi
  - Ejaan dan tanda baca
  - Tulisan Tangan

## D. Metode Pembelajaran

Diskusi, tanya jawab, menjawab soal, completing

## E. Media Pembelajaran :

a. Laptop
b. Picture / Brosur / Leaflet

## F. Sumber Belajar

- Buku Siswa Bahasa Inggris Kelas X SMA/MA
- Koran dan majalah berbahasa inggris
- Dialogue

**G. Kegiatan Pembelajaran**

**Indikator :**

3.2.1. Menentukan simbol bunyi vokal dalam bahasa inggris beserta pelafalannya.

3.2.2. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan tentang bunyi vokal dalam bahasa inggris

3.2.3. Mengidentifikasi informasi rinci tentang bunyi vokal dalam bahasa inggris.

4.1.1. Melafalkan bunyi vokal yang ada dalam bahasa inggris

**Pertemuan pertama :**

a. **Kegiatan Pendahuluan**
   - Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
   - Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran
   - Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari
   - Menjelaskan tujuan pembelajaran

b. **Kegiatan Inti**
   - Menjelaskan materi tentang pronunciation serta cara pelafalan bunyi vokal /ə/, /ɪ/, /ʊ/
   - Membagikan daftar kosa kata kepada siswa
   - Meminta siswa untuk membaca kosa kata tersebut secara bersamaan
   - Mendengarkan baik-baik dan memperbaiki pengucapan atau pelaalan siswa yang salah
   - Siswa mengulanginya sesuai yang dikoreksi oleh guru.
   - Mengarahkan siswa untuk selalu latihan mempraktikkanya sambil guru mendengarkannya dan memperbaikinya jika ada yang salah dalam melafalkan

c. **Kegiatan Penutup**
   - Memberikan umpan balik terhadap proses pembelajaran Well, class, you have done a very good job today. Most of you are active I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
   - Menyimpulkan apa yang dipelajari hari ini

- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

**Pertemuan kedua :**

### a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran
- Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari
- Menjelaskan tujuan pembelajaran

### b. Kegiatan Inti

- Menjelaskan materi tentang cara pelafalan bunyi vokal /iy/, /uw/, /ʌ/
- Membagikan daftar kosa kata kepada siswa
- Meminta siswa untuk membaca kosa kata tersebut secara bersamaan
- Mendengarkan baik-baik dan memperbaiki pengucapan atau pelaalan siswa yang salah
- Siswa mengulanginya sesuai yang dikoreksi oleh guru.
- Mengarahkan siswa untuk selalu latihan mempraktikkanya sambil guru mendengarkannya dan memperbaikinya jika ada yang salah dalam melafalkan

### c. Kegiatan Penutup

- Memberikan umpan balik terhadap proses pembelajaran Well, class, you have done a very good job today. Most of you are active I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
- Menyimpulkan apa yang dipelajari hari ini
- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

**Pertemuan ketiga :**

**a. Kegiatan Pendahuluan**
- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran
- Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari
- Menjelaskan tujuan pembelajaran

**b. Kegiatan Inti**
- Menjelaskan materi tentang cara pelafalan bunyi vokal /ɛ/, /ow/, /eə/
- Membagikan daftar kosa kata kepada siswa
- Meminta siswa untuk membaca kosa kata tersebut secara bersamaan
- Mendengarkan baik-baik dan memperbaiki pengucapan atau pelaalan siswa yang salah
- Siswa mengulanginya sesuai yang dikoreksi oleh guru.
- Mengarahkan siswa untuk selalu latihan mempraktikkanya sambil guru mendengarkannya dan memperbaikinya jika ada yang salah dalam melafalkan

**c. Kegiatan Penutup**
- Memberikan umpan balik terhadap proses pembelajaran Well, class, you have done a very good job today. Most of you are active I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
- Menyimpulkan apa yang dipelajari hari ini
- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

**Pertemuan keempat :**

**a. Kegiatan Pendahuluan**
- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran

- Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari
- Menjelaskan tujuan pembelajaran

**b. Kegiatan Inti**
- Menjelaskan materi tentang cara pelafalan bunyi vokal /ɔ/, /æ/, /a/
- Membagikan daftar kosa kata kepada siswa
- Meminta siswa untuk membaca kosa kata tersebut secara bersamaan
- Mendengarkan baik-baik dan memperbaiki pengucapan atau pelaalan siswa yang salah
- Siswa mengulanginya sesuai yang dikoreksi oleh guru.
- Mengarahkan siswa untuk selalu latihan mempraktikkanya sambil guru mendengarkannya dan memperbaikinya jika ada yang salah dalam melafalkan

**c. Kegiatan Penutup**
- Memberikan umpan balik terhadap proses pembelajaran Well, class, you have done a very good job today. Most of you are active I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
- Menyimpulkan apa yang dipelajari hari ini
- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

**H. Penilaian Hasil Belajar**

a. Teknik Penilaian:
   a. Penilaian sikap               : Observasi/pengamatan
   b. Penilaian Pengetahuan         : Tes lisan
   c. Penilaian Keterampilan        : Unjuk Kerja/Praktik

b. Instrumen Penilaian : Pronunciation test

Parepare 06 Nopember 2018
Peneliti

RASDA ARAS
NIM: 14.1300.012

Lampiran :

**Pertemuan Pertama**

Materi Pembelajaran:

- Definition of pronunciation
- The Vowel sound

1) The sound /ə/ diucapkan dengan cara buka mulut sedikit, bibir Anda harus sekitar $\frac{1}{8}$ inci(3 mm) terpisah, rilekskan bibir kita, buat suara pendek dengan suara kita. Contoh kata: *Ago, Effect*

2) The sound / ɪ / diucapkan dengan cara menurunkan rahang bawah sedikit. Bibirnya rileks dan sekitar 1/4 inci (6 mm) terpisah. Contoh kata: *Big, Miss*

3) The sound /ʊ/ diucapkan dengan cara menjaga rahang sedikit terbuka. Bibir 1/4 inci (6 mm) terpisah dan didorong ke luar untuk membuat lingkaran terbuka. Contoh kata:*Put, Look*

- List of word :

| | |
|---|---|
| 1. Verse | 12. Dear |
| 2. Worse | 13. Steak |
| 3. Word | 14. Break |
| 4. Should | 15. Script |
| 5. Would | 16. Bier |
| 6. English | 17. Wind |
| 7. Busy | 18. Plinth |
| 8. Dizzy | 19. Look |
| 9. Tear | 20. Bush |
| 10. Seer | 21. Brook |
| 11. Hear | 22. Ghoul |

**Pertemuan Kedua**

Materi Pembelajaran:

➕ The Vowel sound

1) The sound / iy / diucapkan dengan cara atur lebar bibir ⅜ inci (1 cm). Melebarkan bibir menjadi senyum lebar. Suara itu panjang. Hitung sampai dua diam untuk memastikan itu cukup lama. Contoh kata:*Cheap, Honey*

2) The sound / uw /diucapkan dengan cara biarkan mulut sedikit terbuka dan bibir ⅜ inci (1 cm) terpisah. Bibirnya tegang, dan didorong ke depan ke lingkaran kecil. Contoh kata:*Lose, Choose*

3) The sound / ʌ / diucapkan dengan cara biarkan mulut sedikit terbuka, dengan bibir sekitar ⅜ inci (1 cm) terpisah. Suara itu pendek. Contoh kata:*Done, Trouble*

➕ List of word :

| | |
|---|---|
| 1. Keep | 8. Choose |
| 2. Heat | 9. Food |
| 3. Speak | 10. Ood |
| 4. Streak | 11. Study |
| 5. Bleak | 12. Oven |
| 6. Measles | 13. Done |
| 7. Lose | 14. None |

**Pertemuan Ketiga**

Materi Pembelajaran :

+ The Vowel sound

1) The sound / ε / diucapkan dengan cara turunkan sedikit rahang Anda. Bibirnya tegang dan menyebar ke luar dengan setengah senyum, sekitar ½ inci (1,3 cm). Suara itu pendek. Contoh kata:*Egg, Red*

2) The sound / ow / diucapkan dengan cara bibir sekitar ½ inci (1,3 cm) terpisah, membulatkannya menjadi lingkaran. Mulailah suara, lalu gerakkan bibir Anda ke lingkaran yang lebih kecil. Suara itu panjang. Contoh kata:*Over, Window*

3) The sound / eə / diucapkan dengan cara biarkan rahang setengah terbuka. Bibir terpisah ½ inci (1,3 cm). Tegang bibir Anda, dan bentuk senyum lebar ke bawah. Mulailah suara, lalu gerakkan bibir bersama-sama ke dalam posisi / ə /. Suara itu panjang. Contoh kata:*Ran, Man*

+ List of word :

| | | |
|---|---|---|
| 1. Head | | 11. Beau |
| 2. Dress | | 12. Gross |
| 3. Fair | | 13. Brooch |
| 4. Grow | | 14. Soul |
| 5. Poet | | 15. Mould |
| 6. Coat | | 16. Ran |
| 7. Sew | | 17. Fast |
| 8. Low | | 18. Pass |
| 9. Lone | | 19. Craft |
| 10. Tone | | |

**Pertemuan Keempat**

Materi Pembelajaran :

➕ The Vowel sound

1) The sound / ɔ / diucapkan dengan cara menjatuhkan rahang sampai bibir 5/8 inci (1,5 cm) terpisah. Bibir yang tegang dan bulatkan ke depan di tengah jalan. Suara itu panjang. Contoh kata: *Call, Bought*

2) The sound / æ / diucapkan dengan cara jauhkan bibir ⅝ inci (1,5 cm) dan bentuk setengah senyum, dengan bibir tegang. Suara itu pendek. Contoh kata:*Back, Cat*

3) The sound / a / diucapkan dengan caramenjatuhkan rahang sampai bibir sekitar 3⁄4 inci (2 cm) terpisah, tetapi santai. Contoh:*Lock, Option*

➕ List of word :

| | |
|---|---|
| 1. Corpse | 11. Laurel |
| 2. Corps | 12. Moss |
| 3. Horse | 13. Man |
| 4. Lord | 14. Bade |
| 5. Sword | 15. Branch |
| 6. Sward | 16. Ranch |
| 7. Woven | 17. Ballet |
| 8. Fraud | 18. Far |
| 9. War | 19. Lock |
| 10. Gone | 20. Option |

**Rubrik Penilaian :**

$$Score = \frac{students\ correct\ answer}{The\ total\ number\ of\ item} X\ 100$$

| No | Classification | Score |
|---|---|---|
| 1 | Excellent | 80 -100 |
| 2 | Good | 66 - 79 |
| 3 | Fair | 56- 65 |
| 4 | Poor | 40 -55 |
| 5 | Very Poor | 30 - 39 |
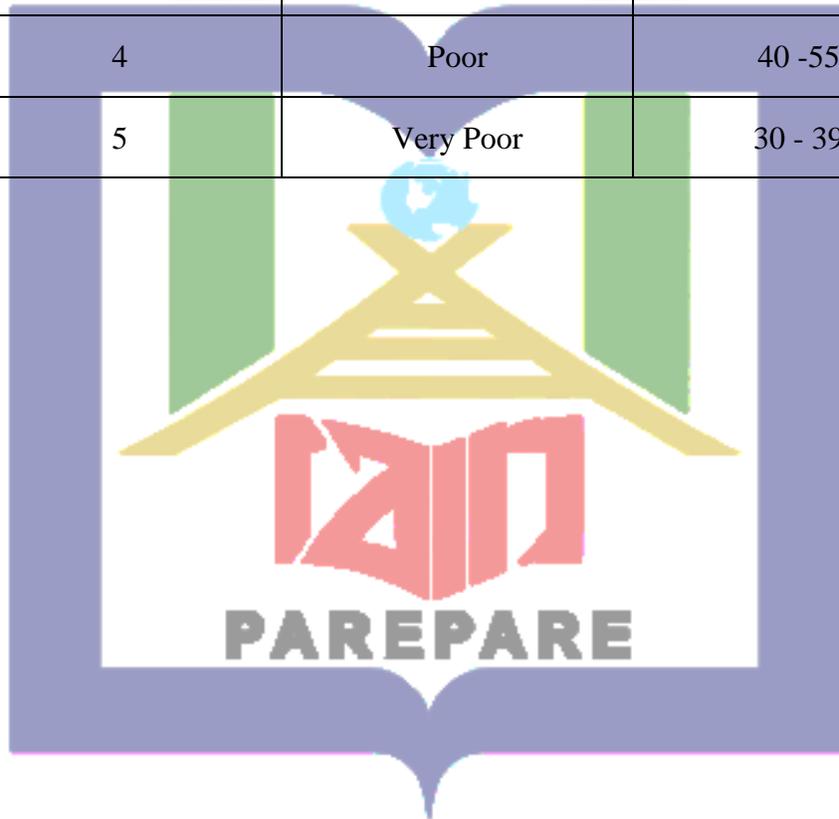
## APPENDIX 2( Pronunciation Test)
### Pre-Test and Post-Test

#### The Text

Dearest creature in creation
Studying *English* pronunciation,
I will teach you in my *verse*
Sounds like *corpse*, *corps*, *horse* and *worse*.

I will *keep* you, Susy, *busy*,
Make your *head* with *heatgrowdizzy*,
*Tear* in eye, your *dress* you will tear,
Queer, *fair*, *seer*, *hear*my prayer.

Pray, console your loving poet,
Make my coat *look*new, *dear*, sew it!
Just compare *heart*, hear and heard,
Dies and diet, *lord* and *word*.

*Sword*and *sward*, retain and Britain
(Mind the latter how it's written).
Made has not the sound of *bade*,
Say|said, pay|paid, laid but plaid.

Now I surely will not plague you
With such words as vague and ague,
But be careful how you *speak*,
Say: gush, *bush*, *steak*, *streak*, *break*, *bleak*,

Previous, precious, fuchsia, via,
Recipe, pipe, studding-sail, choir;
*Woven*, *oven*, how and *low*,
Script, receipt, shoe, poem, toe.

Say, expecting *fraud* and trickery:
Daughter, laughter and Terpsichore,

*Branch*,*ranch*, measles, topsails,
Aisles, missiles, similes, reviles.

Wholly, holly, signal, signing,
Same, examining, but mining,
Scholar, vicar, and cigar,
Solar, mica, *war*and*far*.

From desire: desirable|admirable from admire,
Lumber, plumber, bier, but brier,
Topsham, brougham, renown, but known,
Knowledge, *done*, *lone*, *gone*, *none*, *tone*,

One, anemone, Balmoral,
Kitchen, lichen, laundry, laurel.
Gertrude, German, *wind* and wind,
*Beau*, kind, kindred, queue, mankind,

Tortoise, turquoise, chamois-leather,
Reading, Reading, heathen, heather.
This phonetic labyrinth
Gives *moss*, *gross*, *brook*, *brooch*, ninth, *plinth*.
Have you ever yet endeavoured
To pronounce revered and severed,
Demon, lemon, *ghoul*, foul, *soul*,
Peter, petrol and patrol?

Billet does not end like *ballet*;
Bouquet, wallet, mallet, chalet.
*Blood* and *ood*are not like *food*,
Nor is *mould* like should and would.

<div align="center">ðə tɛkst</div>

'dɪrəst 'krichər ɪn kri'eɪshn,
stʌdying ɪnglɪsh prənʌnsi'eɪshn,
aɪ wɪl tich yu ɪn maɪ vərs,
saʊnds laɪk kɔrps, kɔr, hɔrs ən wərs

aɪ wɪl kip yu, sʊzi, 'bɪzi,
meɪk yɔr hɛd with hit groʊ dɪzi,
tɪr ɪn aɪ, yɔr drɛs yu wɪl tɛr
kwɪr, fɛr sɪr, hɪr maɪ prɛr.

preɪ, 'kansoʊl yɔr 'lʌvɪng 'poʊət,
meɪk maɪ koʊt lʊk nu, dɪr, soʊ ɪt!
dʒʌst kəm'pɛr hart, hɪr, ən hɪrd,
daɪs ən 'daɪət, lɔrd ən wərd.

sɔrd ən swɔrd, rɪ'teɪn ən 'brɪtn
(maɪnd ðə'lætər haʊ ɪts 'rɪtn).
meɪd hæz nat ðə saʊnd əv bæd,
seɪ | sed, peɪ | peɪd, leɪd bʌt plæd.

naʊ aɪ shʊrli wɪl nat pleɪg yu,
with sʌch 'wərds əz veɪg ən 'eɪgyu,
bʌt bi 'kɛrfl haʊ yu spik,
seɪ : gʌsh, bʊsh, steɪk, breɪk, blik,

'privɪəs, preshəs, 'fyushə, 'vɪə,
'rɛsəpi, paɪp, stʌding-seɪl, kwaɪər,
wɔvn, ʌvn, haʊ ən loʊ,
skrɪpt, rɪ'sit, shu, 'poʊəm, toʊ.

seɪ, ɪk'spɛkt frɔd ən 'trɪkəri,
'dɔtər, 'læftər ən tərpsɪkə'ri,

Brænch, rænch, mizlz, 'tapseɪls, aɪls,
'mɪsl, 'sɪməlis, rɪ'vaɪl.

'hoʊli, 'hali, 'sɪgnəl, 'saɪnɪng,
seɪm, ɪgzæmənɪng, bʌt 'maɪnɪng,
'skalər, 'vɪkər ən sɪ'gar,
'soʊlər, 'maɪkə, wɔr ən far.
Frəm dɪzaɪər : dɪ'zaɪrəbl 'ædmərəbl
frəm əd'maɪər,
'lʌmbər, 'plʌmər, bɪr, bʌt braɪɛr,
tapshæm, bruæm, rɪ'naʊn, bʌt noʊn,
'nalɪdʒ, dʌn, loʊn, gɔn, nʌn, toʊn'

wʌn, ə'nɛməni, balmora,
'kɪchen, 'laɪkən, 'lɔndri, 'lɔrel.
gɛrtrud, dʒərmən, wɪnd, en waɪnd
boʊ, kaɪnd, 'kɪndrəd, kyu, mæn'kaɪnd,

'tɔrtəs, 'tərkɔɪz, 'chæmi-'lɛðər,
'rɪdɪng, 'rɪdɪng, 'hɪðn, 'hɛðər.
ðɪs fə'nɛtɪk, 'læbərɪnth
gɪvs mɔs, groʊs, brʊk, broʊch, naɪnth,
plɪnth,
həv yu 'ɛvər yɛt ɪn'dɛvərd
tu prə'naʊns rɪ'vɪrd and sə'vɪr
dimən, 'lɛmən, gul, faʊl, soʊl
'pitər, pɛ'troʊl, pə,troʊl?

'bɪlət dʌz nat ɛnd laɪk bæ'leɪ
Bu'keɪ, 'walet, 'mælət, chæ'leɪ
blʌd ən ud ar nat laɪk fud
nɔr ɪz moʊld laɪk shəd ən wəd

**APPENDIX 3 (OBSERVATION SHEET)**

**LEMBAR OBSERVASI AKTIVITAS SISWA**

**A. Petunjuk**

Amatilah aktivitas siswa dalam kelas selama mengikuti proses pembelajaran.

Sebelum melakukan pengamatan perhatikan prosedur berikut:

1. Pengamat dalam melakukan pengamatan, duduk di dekat meja siswa yang akan diamati.
2. Pengamatan dilakukan pada saat proses pembelajaran Bahasa Inggris dengan menggunakan fidel chart media.

**B. Aktifitas**

Kategori pengamatan aktifitas para siswa

1. Siswa yang hadir pada saat proses pembelajaran berlangsung
2. Siswa yang mengajukan pertanyaan kepada guru
3. Siswa yang memperhatikan penjelasan guru
4. Siswa yang menjawab pertanyaan/permasalahan yang diajukan guru
5. Siswa yang mempraktikkan pelafalan yang telah diajarkan oleh guru
6. Siswa yang melakukan kegiatan lain seperti ribut, bermain, dan lain-lain.
7. Siswa yang keluar tanpa seizin guru.

**APPENDIX 4 (STUDENTS SCORE**)

Students Score of Pre-Test and Post-Test in Experimental Class

| NO | NAME OF STUDENTS | SCORE (X) PRE-TEST | X^2 | CATEGORIES | SCORE (X) POST-TEST | X^2 | CATEGORIES |
|----|------------------|--------------------|-----|------------|---------------------|-----|------------|
| 1 | NURMALASARI | 45 | 2025 | Poor | 73 | 5329 | Good |
| 2 | PUTRI ANASTASYA | 50 | 2500 | Poor | 70 | 4900 | Good |
| 3 | PUTRI REGINA PRATIWI | 37 | 1369 | Very Poor | 93 | 8649 | Excellent |
| 4 | RAHMAD FAUZI | 28 | 784 | Very Poor | 50 | 2500 | Poor |
| 5 | RAHMAT FAUZAN | 25 | 625 | Very Poor | 37 | 1369 | Very Poor |
| 6 | RESKY ADIVIAN | 32 | 1024 | Very Poor | 43 | 1849 | Poor |
| 7 | RIQQA AMALIA | 57 | 3249 | Fair | 80 | 6400 | Excellent |
| 8 | RISMAN | 42 | 1764 | Poor | 72 | 5184 | Good |
| 9 | RISWAN NAJIYULLAH HATTA | 47 | 2209 | Poor | 68 | 4624 | Good |
| 10 | ROSALINDA | 52 | 2704 | Poor | 100 | 10000 | Excellent |
| 11 | SAIRAH RAHMAN | 52 | 2704 | Poor | 77 | 5929 | Good |
| 12 | SALAMA | 22 | 484 | Very Poor | 65 | 4225 | Fair |
| 13 | SALMIA | 35 | 1225 | Very Poor | 60 | 3600 | Fair |
| 14 | SARINA | 15 | 225 | Very Poor | 45 | 2025 | Poor |
| 15 | SHERLINA INTAN | 45 | 2025 | Poor | 73 | 5329 | Good |
| 16 | SITTI AINUN AISYA | 53 | 2809 | Poor | 70 | 4900 | Good |
| 17 | SITTI NUR ATIKA | 50 | 2500 | Poor | 68 | 4624 | Good |
| 18 | SOFYAN | 28 | 784 | Very Poor | 55 | 3025 | Poor |
| 19 | SRI AMIL | 50 | 2500 | Poor | 75 | 5625 | Good |
| 20 | SRI HARDIYANTI PRAYETNO | 48 | 2304 | Poor | 83 | 6889 | Excellent |
| 21 | SRI RAHMADHANI | 35 | 1225 | Very Poor | 92 | 8464 | Excellent |
| 22 | SRIWAHYUNI | 48 | 2304 | Poor | 92 | 8464 | Excellent |
| 23 | SULASTRI | 47 | 2209 | Poor | 73 | 5329 | Good |
| 24 | SULTANG | 50 | 2500 | Poor | 82 | 6724 | Excellent |
| 25 | SYAFITRI AMRI | 45 | 2025 | Poor | 88 | 7744 | Excellent |
| 26 | UMMI KALTSUM | 30 | 900 | Very Poor | 72 | 5184 | Good |
| 27 | VIRA FERNANDA | 50 | 2500 | Poor | 82 | 6724 | Excellent |
| 28 | VISCA VIRANDA | 47 | 2209 | Poor | 58 | 3364 | Fair |

| 29 | YUNIAR | 53 | 2809 | Poor | 78 | 6084 | Good |
|----|--------|----|------|------|----|------|------|
| 30 | ZAGITA NURUL ISANI | 68 | 4624 | Good | 88 | 7744 | Excellent |
| | TOTAL | 1286 | 59118 | | 2162 | 162800 | |

*Source : Result of the Test*

Students Score of Pre-Test and Post-Test in Control Class

| NO | NAME OF STUDENTS | SCORE (X) PRE-TEST | X^2 | CATEGORIES | SCORE (X) POST-TEST | X^2 | CATEGORIES |
|----|------------------|---------------------|-----|------------|----------------------|-----|------------|
| 1 | ABD. RANDY | 23 | 529 | Very Poor | 52 | 2704 | Poor |
| 2 | ADHAM AMIRUDDIN | 20 | 400 | Very Poor | 37 | 1369 | Very Poor |
| 3 | ADIAL FAISAL | 45 | 2025 | Poor | 47 | 2209 | Poor |
| 4 | ADITYA P. ANGGARA | 30 | 900 | Very Poor | 43 | 1849 | Poor |
| 5 | AISYAH | 40 | 1600 | Poor | 58 | 3364 | Fair |
| 6 | ALHAM SYARYANSYAH | 32 | 1024 | Very Poor | 55 | 3025 | Poor |
| 7 | AMYSHA SIBU | 52 | 2704 | Poor | 63 | 3969 | Fair |
| 8 | ANDI PANGETSU | 25 | 625 | Very Poor | 35 | 1225 | Very Poor |
| 9 | ANDIKA | 25 | 625 | Very Poor | 28 | 784 | Very Poor |
| 10 | ANUGRAH | 37 | 1369 | Very Poor | 63 | 3969 | Fair |
| 11 | APRILIA SARDANI HASIBUAN | 43 | 1849 | Poor | 62 | 3844 | Fair |
| 12 | ARFAN MARSANDI SAPUTRA | 48 | 2304 | Poor | 60 | 3600 | Fair |
| 13 | ARHAM SYARYANSYAH | 22 | 484 | Very Poor | 47 | 2209 | Poor |
| 14 | ASTRI ASMAWATI S | 43 | 1849 | Poor | 60 | 3600 | Fair |
| 15 | AWALINDAH RAMADHANI | 37 | 1369 | Very Poor | 50 | 2500 | Poor |
| 16 | AZ ZAHRA MUTIARA ISLAMY | 12 | 144 | Very Poor | 18 | 324 | Very Poor |
| 17 | AZZAHRA | 17 | 289 | Very Poor | 28 | 784 | Very Poor |
| 18 | DANDI | 53 | 2809 | Poor | 67 | 4489 | Good |

| 19 | DIMAS | 53 | 2809 | Poor | 63 | 3969 | Fair |
|----|-------|----|------|------|----|------|------|
| 20 | EKA SRI HANDAYANI | 32 | 1024 | Very Poor | 48 | 2304 | Poor |
| 21 | FADILA AFRILIA | 28 | 784 | Very Poor | 57 | 3249 | Fair |
| 22 | FARHAN | 17 | 289 | Very Poor | 33 | 1089 | Very Poor |
| 23 | FAUSIA ZALSABILA | 35 | 1225 | Very Poor | 47 | 2209 | Poor |
| 24 | FEBRIYANTI | 48 | 2304 | Poor | 62 | 3844 | Fair |
| 25 | FEBY CLAUDYA | 52 | 2704 | Poor | 63 | 3969 | Fair |
| 26 | FERAWATI | 40 | 1600 | Poor | 55 | 3025 | Poor |
| 27 | FIDYA | 20 | 400 | Very Poor | 43 | 1849 | Poor |
| 28 | FITRI RAHMADHANI | 48 | 2304 | Poor | 62 | 3844 | Fair |
| 29 | HAERUL | 33 | 1089 | Very Poor | 33 | 1089 | Very Poor |
| 30 | HERIL | 60 | 3600 | Fair | 80 | 6400 | Excellent |
| | TOTAL | 1070 | 43030 | | 1519 | 82657 | |

*Source : Result of the Test*

**APPENDIX 5 ( T-Test value)**

Calculation the T-test value

$$t = \frac{\bar{X}_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{\bar{72.07} - 50.63}{\sqrt{\left(\frac{6991.87 + 5744.97}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{21.44}{\sqrt{\left(\frac{12736.84}{58}\right)\left(\frac{2}{30}\right)}}$$

$$t = \frac{21.44}{\sqrt{(219.60)(0.06)}}$$

$$t = \frac{21.44}{\sqrt{13.17}}$$

$$t = \frac{21.44}{3.62}$$

$$t = 5.92$$

## APPENDIX 6 (T-TABLE)

Distribution of the T-Table

| Df | α (level of significance) (*two-tailed test*) | | | | | |
|---|---|---|---|---|---|---|
| | 0,50 | 0,20 | 0,10 | 0,05 | 0,02 | 0,01 |
| 1 | 1,000 | 3,078 | 6.314 | 12.706 | 31,821 | 63.657 |
| 2 | 0,816 | 1,886 | 2.920 | 4.303 | 6,965 | 9.925 |
| 3 | 0,765 | 1,638 | 2.353 | 3.182 | 4,541 | 5.841 |
| 4 | 0,741 | 1,533 | 2.132 | 2.776 | 3,747 | 4.604 |
| 5 | 0,727 | 1,476 | 2.015 | 2.571 | 3,365 | 4.032 |
| 6 | 0,718 | 1,440 | 1.943 | 2.447 | 3,143 | 3.707 |
| 7 | 0,711 | 1,415 | 1.895 | 2.365 | 2,998 | 3.499 |
| 8 | 0,706 | 1,397 | 1.860 | 2.306 | 2,896 | 3.355 |
| 9 | 0,703 | 1,383 | 1.833 | 2.262 | 2,821 | 3.250 |
| 10 | 0,700 | 1,372 | 1.812 | 2.228 | 2,764 | 3.169 |
| 11 | 0,697 | 1,363 | 1.796 | 2.201 | 2,718 | 3.106 |
| 12 | 0,695 | 1,356 | 1.782 | 2.179 | 2,681 | 3.055 |
| 13 | 0,692 | 1,350 | 1.771 | 2.160 | 2,650 | 3.012 |
| **14** | 0,691 | 1,345 | 1.761 | **2.145** | 2,624 | 2.977 |
| 15 | 0,690 | 1,341 | 1.753 | 2.131 | 2,602 | 2.547 |
| 16 | 0,689 | 1,337 | 1.746 | 2.120 | 2,583 | 2.921 |
| 17 | 0,688 | 1,333 | 1.740 | 2.110 | 2,567 | 2.989 |
| 18 | 0,688 | 1,330 | 1.734 | 2.101 | 2,552 | 2.878 |
| 19 | 0,687 | 1,328 | 1.729 | 2.093 | 2,539 | 2.861 |
| 20 | 0,687 | 1,325 | 1.725 | 2.086 | 2,528 | 2.845 |
| 21 | 0,686 | 1,325 | 1.721 | 2.080 | 2,518 | 2.831 |
| 22 | 0,686 | 1,321 | 1.717 | 2.074 | 2,508 | 2.829 |
| 23 | 0,685 | 1,319 | 1.714 | 2.069 | 2,500 | 2.807 |
| 24 | 0,685 | 1,318 | 1.711 | 2.064 | 2,492 | 2.797 |
| 25 | 0,684 | 1,316 | 1.708 | 2.060 | 2,485 | 2.787 |
| 26 | 0,684 | 1,315 | 1.706 | 2.056 | 2,479 | 2.7798 |
| 27 | 0,684 | 1,314 | 1.703 | 2.052 | 2,473 | 2.771 |
| 28 | 0,683 | 1,313 | 1.701 | 2.048 | 2,467 | 2.763 |
| 29 | 0,683 | 1,311 | 1.699 | 2.045 | 2,462 | 2.756 |
| 30 | 0,683 | 1,310 | 1.697 | 2.042 | 2,457 | 2.750 |
| 40 | 0,681 | 1,303 | 1.684 | 2.021 | 2,423 | 2.704 |
| 60 | 0,679 | 1,296 | 1.671 | 2.000 | 2,390 | 2.660 |
| 120 | 0,677 | 1,289 | 1.658 | 1.980 | 2,358 | 2.617 |

**APPENDIX 7 (DOCUMENTATION)**

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**
Jalan Amal Bakti No.8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
Po Box 909 Parepare 91100 website : www.iainpare.ac.id, email : mail@iainpare.ac.id

Nomor     : B.2502 /In.39/PP.00.9/10/2018
Lampiran  : -
H a l     : Izin Rekomendasi Penelitian

Kepada Yth.
Kepala Cabang Dinas Pendidikan Wilayah VIII Provinsi Sulawesi Selatan
di
    Tempat

*Assalamu Alaikum Wr.Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri (IAIN) Parepare :

| | |
|---|---|
| Nama | : RASDA ARAS |
| Tempat/Tgl.Lahir | : PAREPARE, 09 JULI 1995 |
| NIM | : 14.1300.012 |
| Jurusan/ Prodi | : Tarbiyah dan Adab/ Pendidikan Bahasa Inggris |
| Alamat | : JL. M. JABAL NUR, KEL. TIRO SOMPE, KEC. BACUKIKI, KOTA PAREPARE |

Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

*"THE EFFECTIVENESS OF USING FIDEL CHART MEDIA TO IMPROVE STUDENTS PRONUNCIATION IN ENGLISH VOWEL AT THE FIRST YEAR STUDENTS OF SMKN 1 PAREPARE"*
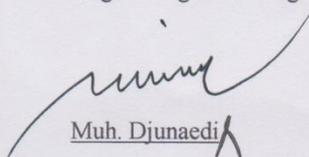
Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai selesai.
Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih.

9 Oktober 2018
A.n Rektor,
Plt. Wakil Rektor Bidang Akademik dan
Pengembangan Lembaga (APL)

Muh. Djunaedi

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH VIII
BARRU, PAREPARE, SIDRAP

Jalan Jenderal Sudirman No. 123 Parepare, Kode Pos 91125
Telpon. 081342561901/08114111132 email: cabdiswil8@gmail.com

## REKOMENDASI
Nomor : 867 /454/CD.WIL.VIII/DISDIK

Tentang

*"The Effectiveness Of Using Fidel Chart Media To Improve Students Pronunciation in English Vomel At The First Year Students of SMK Negeri 1 Parepare "*

Yang bertanda tangan dibawah ini, Kepala Cabang Dinas Pendidikan Wilayah VIII (Barru, Parepare, Sidrap), menerangkan bahwa :

- Nama                                    : **RASDA ARAS**
- Lembaga/Perguruan Tinggi   : Institut Agama Islam Negeri (IAIN) Parepare
- Program Studi                       : Tarbiyah dan Adab/Pendidikan Bahasa Inggris

Pada dasarnya kami menyetujui untuk melaksanakan penelitian pada SMk Negeri 2 Parepare, mulai Tanggal 11 Oktober s.d 11 November 2018 dengan mendahului laporan ke sekolah dan hasil penelitian setelah selesai dilaporkan ke Cabang Dinas Pendidikan Wilayah VIII.

Demikian rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 9 Oktober  2018
An. Kepala Cabang Dinas Pendidikan Wilayah VIII
Kasi Pembina SMA

**AMIRUDDIN, S.Sos**
**Pangkat : Penata**
**NIP       : 196908021989031018**

PEMERINTAH PROVINSI SULAWESI SELATAN
## DINAS PENDIDIKAN
### UPT SMK NEGERI 1 PAREPARE
*Jl. Bau Massepe No. 34 ( (0421) 3310382 - Fax. (0421) 3310382 Parepare (91123)*
Email : smk1_pare@yahoo.com    Website : www.smkn1pare.sch.id

## SURAT KETERANGAN PENELITIAN
Nomor : 421.5/ *312*- UPT SMK.1/PRP/DISDIK

Yang bertanda tangan di bawah ini :

| | | |
|---|---|---|
| Nama | : | ANWAR NUR S.Pd., M.Si |
| N I P | : | 19730428 199903 1 003 |
| Pangkat/Golongan | : | Pembina Tk.I, IV/b |
| Jabatan | : | Kepala UPT SMK Negeri 1 Parepare |

Dengan ini memberikan keterangan kepada :

| | | |
|---|---|---|
| Nama | : | RASDA ARAS |
| Tempat/tanggal lahir | : | Parepare, 9 Juli 1995 |
| Jenis kelamin | : | Perempuan |
| Nomor Pokok | : | 14.1300.012 |
| Program Studi | : | Pendidikan Bahasa Inggris |
| Pekerjaan | : | Mahasiswi |
| Alamat | : | Jl. Masjid Jabal Nur (Batang Rappe) |

Benar telah melakukan penelitian di UPT SMK Negeri 1 Parepare mulai bulan Oktober s/d November 2018 dengan judul :

" THE EFFECTIVENESS OF USING FIDEL CHART MEDIA TO IMPROVE STUDENTS PRONUNCIATION IN ENGLISH VOWEL AT THE FIRST YEAR STUDENTS OF SMKN 1 PAREPARE "

Demikian surat keterangan ini kami buat dengan sesungguhnya dan sebenar-benarnya untuk dipergunakan sebagai mana mestinya.

Parepare, 19 November 2018
Kepala UPT SMKN 1 Parepare
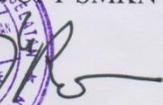
ANWAR NUR, S.Pd, M.Si
Pangkat : Pembina Tingkat.I
NIP. 19730428 199903 1 003

# CURRICULUM VITAE

Rasda Aras, the researcher of this skripsi, was born on July 09th, 1995 in Parepare. She is the first child of four children from the marriage of her parents, Aras and Hamida.

She began her study 2002 in SDN 33 Parepare, Kec. Tirosompe in Parepare and graduated on 2008 at the same year she registered in SMPN 9 Parepare and graduate on 2011, and she registered in SMK Negeri 1 Parepare, and on 2014 she registered on State Islamic Collage of Parepare (STAIN) and now change into State Islamic Institute (IAIN) Parepare and finished her study with entitle of skripsi is "*The Effectiveness of Using Fidel Chart Media to Improve Students Pronunciation in English Vowel at Tenth Year Students of SMKN 1 Parepare*".