THE USE OF MACROMEDIA “PHONICS 1A” SOFTWARE TO IMPROVE THE STUDENTS’ PRONUNCIATION ABILITY

(A Classroom Action Research of the First Grade Students of SMK Diponegoro Salatiga in the Academic Years of 2015/2016)

A GRADUATING’S PAPER

Submitted to the Board Examiners as A Partial Fulfillment of the Requirements for the Degree Of Sarjana Pendidikan Islam (S. Pd. I)

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DECLARATION

"In the name of Allah the Most Gracious and the most Merciful"

Hereby the writer fully declares that this graduating paper is made by the writer and it is not containing materials written or has been publishing by other people except the information from references and also the writer is capable of accounting for this graduating paper if in future this is can be proved of containing others’ ideas or in fact, the writer imitates the others’ graduating paper.

In addition, the writer really hopes that this declaration can be understood for all human being.

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Dear,
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Assalamu‘alaikum Wr. Wb.

After reading and correcting Aris Lathifah’s graduating paper entitled “THE USE OF MACROMEDIA “PHONICS IA” SOFTWARE TO IMPROVE THE STUDENTS’ PRONUNCIATION ABILITY (A Classroom Action Research of the First Grade Students in SMK Diponegoro Salatiga in the Academic Years of 2015/2016)” I have decided and would like to propose that if it could be accepted by the Teacher Training and Education Faculty, I hope it would be examined as soon as possible.

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MOTTO

“I Believe if you keep your faith, you keep your trust, you keep the right attitude, if you’re grateful, you’ll see God open up new doors”

(ARLA)
DEDICATION

This graduating paper is whole heartedly dedication to:

- Allah SWT who the only having the most mercifulness, I trust that You always blessing me, listen and answer my requests though not always with yes, but always with the best.

- My beloved parents (Sukarjo&Kusnah and Sugiyono&Siti Munandhiroh) thanks for all support, trust, finance, love, and everlasting praying in composing this thesis and for everything that you have given for me. May Allah always bless you all. I love you very much.

- My beloved step little brother and sister (M. Khadziq Rizqi Mafuri and Eva Melenia) thanks a lot for your support. I love you all.

- My special one (M. Agung Nugroho). Thanks for your love, support, motivation, time, patient, and everything for me. May Allah guide and bless us to give in marriage. Aamiin
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8. All of lecturers in English Education Department who had given the knowledge patiently.

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12. All of big family of BC Mart Salatiga thanks for making my time so colorful.

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14. All of big family PP. Salafiyah Pulutan.

Finally, this thesis is expected to be able to provide useful knowledge and information to the readers, and writer is pleased to accept more suggestion and contribution from the reader for the improvement of this thesis.

Salatiga, October 22\textsuperscript{th} 2015

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ABSTRACT

Lathifah, Aris. 2015. “The Use of Macromedia “Phonics 1a” Software to Improve The Students’ Pronunciation Ability” (A Classroom Action Research of The First Grade Students in SMK Diponegoro Salatiga in The Academic Years of 2015/2016), A Graduating Paper, English Education Department, Teacher Training and Education Faculty, State Institute of Islamic Studies, Salatiga. Consultant: Ari Setiawan, S. Pd. M.M

This Research is aimed to know how to apply the macromedia “phonics 1a” software to improve the students’ pronunciation ability, is the use of macromedia “phonics 1a” software can improve the students’ pronunciation ability, and what the strenght and weakness of using macromedia “phonics 1a” software. This research is based on the last observation result that the students have been active their pronunciation learning by using macromedia “phonics 1a” software.

This research is categorized as Classroom Action Research (CAR). It is carried out to solve the student’s problem in used in improving the students’ English Pronunciation. The CAR design that used in this research is Kemmis and McTaggart’s design, it consist of two cycles, those are: cycle 1 and cycle 2. Every cycle consists of four phases, those are: plan, act, observe, and reflect. The subject of this research is the students of first grade of SMK Diponegoro Salatiga. In collecting the data, this research uses observation, interview, and test.

Based on the result and the discussion of this research, it can be said that the use of macromedia “phonics 1a” software to improve the students’ pronunciation ability is success since the criteria of success were achieved. The criterion of success that has been agreed by the teacher and researcher is if the improvement from pre-test to post-test is 30%. And the result is 44,85% improvement of students’ mean score from pre-test result to post-test. Besides, the significant improvement can be seen from the students’ response to teacher’s performance. They seem more active during teaching learning activity. Based on the result that is mention before, the writer suggests that the English teacher should implement “phonics 1a” software in order to improve the students’ pronunciation ability.

Key words: Macromedia, “Phonics 1a” software, Pronunciation Ability, Classroom Action Research.
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A. The Background of Study

English is the first foreign language that is thought in Indonesia, because English is an international language. As a foreign and International language, English in Indonesia becomes the major subject in educational aspect. Therefore, in Indonesia English has been though since elementary school (extra lesson now) as introduction and as a major subject in junior and senior high school. In English, there are four language skills, such as speaking, listening, writing and reading. In order to master English well, the students have to master the four English language skills.

If someone wants to learn a foreign language he will obviously meet with all kinds of learning problems. These difficulties have to do with the learning of the new sound system, and the learning of the unfamiliar ways of arranging the foreign word into sentences. In this treatment we will focus our attention only on the problems concerned with pronunciation. The movements of his speech organs have been set to produce the speech sounds of his own language; it will of course to be difficult for him to change the habit of moving his speech organs in such a way as to produce the foreign sounds. The difficulty encountered by the student in learning a second language is caused by the different elements found between his language and target language.

Pronunciation is the use of a sound system in speaking and listening. Our goal, obviously, is not to have the students talk about the sounds of the language but
to use them in utterances of communication. All language teaching involves pronunciation. The pronunciation of a language is made up of consonants, vowels, intonation, stress, rhythm, junctures, and their sequences. Included in pronunciation, then, are the phonemes, their allophones, and their phonemic features. Also included are the syllable patterns, sound clusters, and phrase patterns permitted in the language.

The use of the pronunciation system of a language is a matter of habit or a system of habits. This set of habits operates below the threshold of awareness for the most part. When an individual listens efficiently, he is not aware of the sound system that reaches his ears; yet everything he understands via the language passes through that sound system. Similarly, when he speaks and reads efficiently, he is not aware that he encodes everything into the sound system, yet he does.

Many students are entering the classroom today as unmotivated learners, especially class of X Banking SMK Diponegoro Salatiga. Their reading skills are below passive grade level, and their test on reading are poor at the beginning of the school year. All of this leads to a decrease in the students’ confidence in reading and their phonemic awareness. Teachers are also discovering that a number of their colleagues feel they have not had adequate experiences to be effective mentors.

As Shaywitz (1996) in his research on brain indicated that language development for young children must be cultivated or it could be impaired or lost. In learning to read, the new brain research illustrated that intensive phonics instruction was the best way to teach individuals how to read. It shows that when phonics is taught in a structured way starting with the easiest sounds and progressing through to the most complex, it is the most effective way of teaching young children to read.
For many years educators were taught using the whole language theory, but studies have shown that phonics instruction in the early grades should also be implemented. One way of doing this is by using phonics games. By incorporating the *Phonics 1a* software, the researchers will determine if students will display higher test scores, increase their reading grade level, will be more intrinsically motivated, and display greater self-confidence.

When students have been taught phonemic awareness skills, one can predict the success of their learning to read. Research findings include the following:

1. Phonemic awareness is more highly related to learning to read than tests of general intelligence, reading readiness, and listening comprehension (Stanovich, 1993).

2. The lack of phonemic awareness is the most powerful determinant of the likelihood of failure to learn to read because of its importance in learning the English alphabet system or in learning how print represents spoken words, they have an extremely difficult time learning how to map those sounds to letters and letter patterns the essence of decoding (Adams, 1990).

3. Phonemic awareness is the most important core and casual factor separating normal and disabled readers (Share & Stanovich, 1995).

4. Phonemic awareness is equally important in learning to spell (The Reading Research Base, 2002:10). When phonemic awareness instruction is taught correctly, children learn how to notice, think about, and manipulate sounds in spoken language (Center for the Improvement of Early Reading Achievement, 2000:6).

Macromedia of “Phonics 1a” software is a beginning Phonics and Reading program that thoroughly covers the short and long vowel sounds, providing the
foundation for reading success. This interactive educational software program includes 10 songs with 16 activities. Phonics 1a features songs from Twin Sisters Productions, and activities such as the "Talking Vowel Sounds", the "Cat on the Mat" game, and the "Seal Made a Deal" game. The "Learn the Words" section allows the student to see and hear how over 600 words are formed using phonics sounds.

They are many ways to enrich the students’ pronunciation correctly; one of the ways is through “Phonics 1a” software. It has important benefit for education value and it helps the students to improve pronunciation ability. Students of SMK Diponegoro Salatiga usually learn the pronunciation individually without native corrector. So the writer thinks that everybody likes listening songs, especially students, because the “Phonics 1a” software are speak clearly and the music instrument in the “Phonics 1a” software makes students are not getting bored. Automatically other source not only from the text book but also from the listening song. According to Harmer (2001: 228), extensive is listening has a dramatic effect on students language learning. If they are interested in the songs, especially English songs, they will get many unfamiliar words and their pronunciation mastery will improve.

Based on the problem above, the writer tries to know have about is the use of macromedia “phonics 1a” software can improve the students’ pronunciation ability. Moreover, the writer hope, this research can give encouragement to all teachers, formal or informal teachers to endeavor increasing students’ pronunciation ability perpetually. So, the students will gain their maximum achievements. Based on the reason above, the writer will carry out a research with a tittle : “THE USE OF
MACROMEDIA “PHONICS 1A” SOFTWARE TO IMPROVE THE STUDENTS’ PRONUNCIATION ABILITY” (A Classroom Action Research at The First Grade Students of SMK Diponegoro Salatiga in The Academic Year of 2015/2016)

B. The Statement of Research

Based on the background of research, the writer will formulate of the problem as follows:

1. How to use of the macromedia “phonics 1a” software to improve the students’ pronunciation ability of the first grade students of SMK Diponegoro Salatiga in the academic years of 2015/2016?

2. Can the use of macromedia “phonics 1a” software improve the students’ pronunciation ability of the first grade students’ of SMK Diponegoro Salatiga in the academic years of 2015/2016?

3. What are the strenghts and weaknesses of using macromedia “phonics 1a” software to improve the students’ pronunciation ability of the first grade students of SMK Diponegoro Salatiga in the academic years of 2015/2016?

C. The Objectives of The Study

The objectives of the study are as subsequent:

1. To find out the profile of the students’ pronounciation ability of the first grade students of SMK Diponegoro Salatiga in the academic years of 2015/2016.

2. To find out whether there is an influence of using macromedia “phonics 1a” software to improve the students’ pronunciation ability of the first grade students’ of SMK Diponegoro Salatiga in academic years of 2015/2016.
3. To find out the strengths and weaknesses of using macromedia “phonics 1a” software to improve the students’ pronunciation ability of the first grade students of SMK Diponegoro Salatiga in the academic years of 2015/2016?

D. The Benefit of Research

The benefit of this research can explained by theoretical and practice. In theoretical, related with methodology and in practice related with impact from research’s result for writer.

The benefit of research such as:

1. Theoretically benefit
   a. As a material of considerable and giving opinion or suggestion to student about the applying the macromedia “phonics 1a” software to improve the students’ pronunciation ability.
   b. This research can give contribution for environment’s advancement and as an addition of knowledge.

2. Practically benefit

   For the researcher, this research can contribute and help the researcher to find out an appropriate and the best method for English teaching especially in pronunciation.

E. Definition of Key Terms

To avoid the miss-interpreting of the title of the research, it is important to explain the key terms related with this research. Therefore, the writer gives some
description and explanation of the key terms to make the reader understand the study easier.

1. Macromedia

Macromedia or multitasking environments (microcosm), especially those that become increasingly based on web 2.0 and wireless web.

2. Phonics 1a

Macromedia of “phonics 1a” software is a beginning Phonics and Reading program that thoroughly covers the short and long vowel sounds, providing the foundation for reading success. This interactive educational software program includes 10 songs with 16 activities

3. Improvement

Improve is to bring to more desirable or excellent condition; to ameliorate; to better; to make; as land or real estate, more profitable by cultivation or construction; to make more useful (Pei, 1974:483)

4. Students

Student is person attending an educational institution, for example high school or collage; one studying; one devoted to careful and systematic study (Glorier, 1974:972)

5. Pronunciation Ability

Pronunciation is the way in which a word or name is pronounced and a particular person’s way of pronouncing a word or the words of a language (Oxford dictionary, 2008:352). In the other definition, Pronunciation is the use of a sound system in speaking and listening. Our goal, obviously, is not to have the students talk about the sounds of the language but to use them in utterances to communication. All language teaching involves pronunciation. And ability is a
present state of being able to make certain response perform certain tastes, we say that a person has an ability to do something, we mean that he can do that right now. Ability is the state or condition of being able; aptitude; competence; capability; power to do something, whether physical, mental, legal, etc (Pei, 1974:2)

F. The Review of Previous Research

In this thesis, the writer takes review of related literature from the other research in The Graduate Faculty of Union University and the title is “The Impact of the Help Me 2 Learn Phonics Game in the Early Childhood Classroom” it was researched by Tracy Benson et all in 2004, the graduate student from The Graduate Faculty of Union University. They analyzed about the strengths and weaknesses of the Help Me 2 Learn Phonics Game in the elementary classroom. The comprehensive study was conducted in two tittle, one public schools and one private Montessori school in Memphis, Tennessee. Teacher journals, attitudinal surveys, and pre and post phonics tests were included in the study to measure students’ progress. Each set of students were scheduled time on the computer to practice phonics skills. In their research found a significant increase in post phonics test scores after implementing the Help Me 2 Learn Phonics Game in the classroom. There was no statistical change found on the attitudinal survey. As a result of this study, researchers suggest that educators should incorporate computer phonics instruction into the classroom to improve phonemic awareness.

G. Research Paper Organization

This research paper will contain five chapters, which will be systematized as follows:

Chapter 1 The introduction; consist of background of the study, statement of the
research, objective of the study, benefit of the research, definition of
key terms, hypothesis, review of previous research and research paper
organization.

Chapter II Is review of related literature, which is includes the definition of
phonetics and phonology, the speech organ, the definition of
pronunciation, problem of difficulties to produce speech sound, ways
to improve pronunciation ability, definition of multimedia, definition
of phonics 1a software, the function of phonics 1a software, how to
use phonics 1a software.

Chapter III Is the method of research and data presentation that consist of the
setting of research, the research method, and the general situation of
SMK Diponegoro Salatiga.

Chapter IV Is the implementation of research, it contains about cycle 1, cycle 2,
and discussion.

Chapter V Is closure that consist of the conclusion and the suggestion.

Bibliography

Appendixes
A. The Concept of Phonetics and Phonology

Before we discuss about the pronunciation, the first thing we have to discuss is about Phonetics and Phonology, because Phonetics is concerned with how sounds are produced, transmitted and perceived (we will only look at the production of sounds). Phonology is concerned with how sounds function in relation to each other in a language. In other words, phonetics is about sounds of language, phonology about sound systems of language. Phonetics is a descriptive tool necessary to the study of the phonological aspects of a language (Hamann, 2005:3).

Phonetics and phonology are worth studying for several reasons. One is that as all study of language, the study of phonology gives us insight into how the human mind works. Two more reasons are that the study of the phonetics of a foreign language gives us a much better ability both to hear and to correct mistakes that we make, and also to teach pronunciation of the foreign language (in this case English) to others.

As phonetics and phonology both deal with sounds, and as English spelling and English pronunciation are two very different things, it is important that you keep in mind that we are not interested in letters here, but in sounds. For instance, English has not 5 or 6 but 20 different vowels, even if these vowels are all written by different combinations of 6 different letters, "a, e, i, o, u, y". The orthographic spelling of a word will be given in italics, e.g. please, and the phonetic transcription between square brackets [pli:z]. Thus the word please consists of three consonants, [p,l,z], and one vowel, [i:]. And sounds considered from the phonological point of view are put between slashes /.
Phonetics refers to the study of speech sounds. A phonetician usually works in one or more of the following areas:

- The anatomical, neurological and physiological bases of speech (collectively known as physiological phonetics)
- The actions and movements of the speech organs in producing sounds (articulatory phonetics)
- The nature and acoustics of the sound waves which transmit speech (acoustic phonetics)
- How speech is received by the ears (auditory phonetics)
- How speech is perceived by the brain (perceptual phonetics)

1. The Speech Organs

![Speech Organs](image)

**Figure 2.1** Speech Organs in Hamann (2005:5)

All the organs shown on the picture above contribute to the production of speech. All the sounds of English are made using air on its way out from the lungs. The lungs pull in and push out air, helped by the diaphragm. The air goes out via the trachea, where the first obstruction it meets is the larynx,
which it has to pass through. Inside the larynx the air passes by the vocal folds, which, if they vibrate, make the sound voiced. Afterwards the air goes up through the pharynx, and escapes via either the oral or the nasal cavity.

![Diagram showing production of oral and nasal sounds](Figure 2.2 Production of oral and nasal sounds (Thomas, 1976: 32))

Circle the parts that are modified in B to produce nasal sounds. Almost all the organs involved in speech production also have other functions. The lungs and the diaphragm are obviously involved in breathing, as is the nasal cavity, which cleans, heats and humidifies the air that is breathed in. The teeth and the tongue play a part in digestion, and in a way, so do the vocal folds, as they have to be closed when swallowing, to keep the food from going down the wrong way.

2. **The Elements of Produce Speech Sound**

According to Lado (1964) there are three the elements of produce speech sound, such as:
a. *The Structure of Language*: when a person speaks, he produces vocal noises that are associated by cultural tradition with meanings. A listener from the same language community hears these noises and understands the meanings. The meanings of these vocal noises are culturally determined. These cultural units of meaning combine in language, forming more complex units of meaning, or message.

b. *The Structure of Expression*: the structure of language has two parallel substructures-expression and content, and a web of associations between the two. Expression is the system of sounds, words, phrases, sentences as spoken, heard, felt, or imagined independently of their particular meanings. The expression system is most completely observable in spoken language. Content is the system of classified units of cultural meaning and their combinations and relations in a language. Language has a relatively small number of patterns of sentences and of phrases, and even smaller numbers of parts of speech, but they have large numbers of words and morpheme.

Words and part of words are expressed through distinctive sequence of sounds such as those in *kill, pill, bill, hill* which are very imperfectly represented by letters in alphabetic writing. The smallest segment of sound that can change one word above is called the phoneme. A phoneme is a range of sound which is perceived by native speakers as a single unit and functions in the stream of speech as a single distinctive sound unit.

The definition of a phoneme may vary radically, and some may feel that the idea of a range of sound is not their view, but the phoneme as a minimum contrasting unit of the sound system which can change one word into another cannot be dismissed lightly by the language teacher.
c. **Structural Distinctions**: the basic differences are in their structures since each language has its own system of sentence patterns, intonation, stress, consonants, and vowels. The structure of a language includes not only the phonemes but the permitted sequences in which they may occur. English permits the occurrence of many clusters of consonants at the beginning of words and an even greater number at the end.

3. **Pronunciation Problem**

The errors in pronouncing English word pronunciation that are made by students; apparently could give bad effect to the improvement of students’ communicative competence. Yusnita (2013:17) explained some pronunciation’s error from various source:

a. A particular sound may not exist in the mother tongue, so that the learner is not used to forming it and therefore tends to substitute the nearest equivalent he or she knows (the substitution of /d/ or /z/ for the English th /ð/ as in that is a typical example).

b. A sound does exist in the mother tongue, but not as a separate phoneme: that is to say, the learner does not perceive it as a distinct sound that makes a difference to meaning. For example, both the /i/ and /i:/ (ship/sheep) sound occur, but which is used depends only on where the sounds come in the word or phrase, not what the word means: and if one is substituted for the other, no difference in meaning results.

The problem showed by Ur seem the common problems that are appeared and faced by the foreign language learner. Those probem are also existed in the Indonesia’ students’ pronunciation when they speak English.
In addition, Harmer (1994:249) assumed that “some students have great difficulty hearing pronunciation features which we want them to reproduce. Frequently, speakers of different first language have problems with different sound that the students’ first language does not have the same sounds”. In this case, the students’ problem is lack of students’ knowledge for English sound, so they might face difficulties when they find the different sound between their target language and their first language. They seem confused to imagine what kind of sounds they heard. This problem may influence the students’ listening and speaking comprehension because when they are asked to reproduce that English new sound or word they may be quite or cannot respond the spoken.

Moreover, different sound between English language and the students’ native language exist in some moments. This problem is also supported Avery and Herlich (2009:95), which the mostly problem in pronunciation is because of the uncommon sounds for the students’ first language that exist in English. For example, learners from most language backgrounds have difficulty with the English /th/ sounds.

Based on the writer observation, some of these problems were found in the teaching learning process at students class X Banking SMK Diponegoro Salatiga was because of the students’ difficulties transferring their mother tongue into target language. The problem was because the different sound system between their native language and their target language which were they could be contrasted.

In conclusion, the common problems in teaching learning pronunciation are because the different sound between their native language and target language that make the students face the difficulty in transferring their mother tongue into
target language and the difficulty in practicing new sound appeared in their target language.

B. The Concept of Pronunciation

1. Features of Pronunciation

The following diagram shows a breakdown of the main features of pronunciation.

(Kelly, 2001: 9)

```
Features of Pronunciation

Phonemes
  -- Consonant
    - voiced
    - unvoiced
  -- vowels
    - Single vowels
    - Diphthong
  -- Suprasegmental features
    - Intonation
    - Stress
      - Word stress
      - Sentence stress

a. Phonemes

Phonemes are the different sounds within a language. Although there are slight differences in how individuals articulate sounds, we can still describe reasonably accurately how each sound is produced. When considering meaning we see how using one sound rather than another can change the meaning of the word. It is this principle which gives us the total number of phonemes in a particular language. For example, the word rat has the phonemes /ræt/.

Sounds may be voiced or unvoiced (sometimes referred to as ‘voiceless’). Voiced sounds occur when the vocal cords in the larynx are vibrated. It is easy to tell whether a sound is voiced or not by placing one or two fingers on your
Adam’s apple. If you are producing a voiced sound, you will feel vibration; if you are producing a voiceless sound, you will not. The difference between /f/ and /v/ for example, can be heard by putting your top teeth on your bottom lip, breathing out in a continuous stream to produce /f/, then adding your voice to make /v/. Hold your Adam’s apple while doing this, and you will feel the vibration.

The set of phonemes consist of two categories: vowel sounds and consonant sounds. However, these do not necessarily correspond to the vowels and consonants we are familiar with in the alphabet. Vowel sounds are all voiced, and may be single (like /e/ as in let), or a combination, involving a movement from one vowel sound to another (like /eɪ/, as in late); such combinations are known as diphthongs. An additional term used is triphthongs which describes the combination of three vowel sounds (like /aʊə/ in our or power). Single vowel sounds may be short (like /ɪ/ as in bit) or long (like /iː/, as in beat). The symbol /ː/ denotes a long sound.

b. Suprasegmental features

Phonemes, as we have seen, are units of sound which we can analyze. They are also known as segmental. Suprasegmental features, as the name implies, are features of speech which generally apply to groups of segments, or phonemes. The features which are important in English are stress, intonation, and how sound change in connected speech.

2. Definition of Pronunciation

Here are some definitions of pronunciation recommended by some dictionaries, firstly, based on Longman Dictionary of Contemporary English (2004:1313), “Pronunciation is the way in which a language or a particular word
is pronounced and a particular person’s way of pronouncing a word or words” . it explains that pronunciation is viewed as how people utter a word or words that created a good speech, so it be clearly and can be understood by prople. In other definition, pronunciation is also focused on people’s manner to utter a word or words that appear in spoken, as it is defined in oxford Learner’s pocket Dictionary (1995) “pronunciation is way in which a language is spoken and way in which a word in spoken”. In addition, Echols and Sadily (2003) defines ‘pronunciation’ in Indonesia is (a) lafal, pelafalan, pengucapan and (b) cara mengucapkan, ucapan. This definition is as it same as with the two-previous definitions that those are still focused on people’s way to produce a word or words in their utterance or spoken.

The pronunciation of a language is made up of consonants, vowels, intonation, stress, rhythm, junctures, and their sequences. Included in pronunciation, then, are the phonemes, their allophones, and their phonemic features. Also included are the syllable patterns, sound clusters, and phrase patterns permitted in the language.

A considerable of learners’ pronunciation errors and of how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom. When a learner says, for example, soap in a situation such as a restaurant where they should have said soup, the inaccurate production of a phoneme can lead to misunderstanding (at least on the part of the waitress). A learner who consistently mispronounce a range of phonemes can be extremely difficult for a speaker from another language community to understand. This can be very frustrating for the learner
who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker.

We are all familiar with persons who have spent a lifetime in a foreign language environment and have not learned to pronounce the language well. Foreign students often continue some mispronunciations for years even though the language is spoken natively all around them.

According to those definitions, the writer concludes that pronunciation is the way of a person in which a word or language sounded and uttered and one of the people’s ways in pronouncing, uttering, even in communicating a language to deliver someone’s desire in communication, so that the communication is hopefully more clear and understandable.

In linguistic terms, the phonemic distinctions that serve to identify the words and sentences of target language may be lost, with resulting ambiguity; a different phoneme or pattern may be substituted, with resulting misunderstanding; or non permitted sequences of units may be introduced, with failure of communication.

3. Factors Contributing to Students’ Pronunciation

Although some researchers believe that all learners have the same capacity to learn a second or foreign language because they have learned their first language, As a result, in Journal Language Teaching (2010) in the past, several researchers have put great efforts, asserted and suggested many factors affecting students’ pronunciation (e.g., Brown, 1994; Celce-Murcia et al., 2000; Kenworthy, 1987). In this regard, these previous studies have been repeatedly
substantiated that factors such as native language, age, exposure, innate phonetic ability, identity and language ego, and motivation and concern for good pronunciation ability, appeared to have an influence on teaching and learning pronunciation.

- **Native language**

  According to *Journal Language Teaching* (2010):

  “learners of a language have different ways to speak the target language. The way they speak the target language is sometimes slightly different and sometimes highly different than the native speakers’ do”.

  Kenworthy (1987) also stated that:

  “the native language is the most influential factor in accounting for students’ pronunciation especially foreign accents. That is, if the students are familiar with the sound system of their native language, they will be able to effectively diagnose their own difficulties”.

  Kenworthy suggested that many first and second language carryovers can be overcome through a focused awareness and effort on the learners’ part.

  In this sense, as asserted by Senel in *Journal Language Teaching* (2006), it should be noteworthy that interference or negative transfer from the first language is likely to cause errors in aspiration, intonation, rhythm, and melody in the target language. To illustrate, this problem can occur when the rules for combining the sounds in forms of syllables are different in two languages.

- **Age**

  Age plays a vital role in learning or improving pronunciation abilities. As can be seen, if learners can pronounce a second language with a native-like accent, they must have probably started to learn it during their
childhood since these learners start their second language learning process in target language speaking people environment. An intriguing research study conducted by Journal Language Teaching (2010):

“the age factor on learning pronunciation using a traditional listen-and-repeat exercise indicated that minimal pairs in the context of the sentences, conversation and role playing, adult learners were probably able to learn second language phonology as well as children did”.

A recent study which has stirred the interest in the age factor affecting English pronunciation abilities is Collier’s study (2003). The study revealed that the older students were faster and more efficient that younger ones in the early states of language learning. In this regard, older students and adolescents developed their second language skills continuously, but adults would diminish after the first year. However, the study did not propose any evidence for a simple and straightforward link between age and ability in pronunciation of a new language.

- Experience in studying English

Lacking of opportunity to practice English pronunciation is another prominent problem to advancing in English pronunciation. Several studies compared the pronunciation accuracy of people living in English-speaking countries and those who did not, revealing the difficulty with pronunciation of learners who did not live in an English speaking country in mastering English pronunciation. For instance Journal Language Teaching (2010) indicated that:

“language experience had an effect on pronunciation ability. In their studies, language experience meant the opportunities to use English language in daily lives. The studies suggested that students with poor
pronunciation, who were regarded as less experienced, had more language transfer problem than the students with good pronunciation. For this reason, the students with good pronunciation would improve better than the poor ones”.

Their findings were witnessed by Journal Language Teaching (2010) pointing out that:

“learners living in an English-speaking country or community where English is the second language would have many opportunities to listen to and to use the target language. Also, the success in learning and teaching English depended on students’ ability and exposure. Teaching a conversation or a dialogue was, therefore, not enough to help students improve speaking skills”.

Likewise, Brown (1992) stated that the students could pronounce well if they spent time on pronunciation with full attention and interest. In short, students could simply improve the development of pronunciation competence if they were motivated and had a strong will to expose to the target language.

- **Phonetic ability**

  According to Brown (1992), phonetic ability is sometimes called phonetic coding ability. It is a common view that some people have a better listening skill for a foreign language than others. Therefore, they are able to discriminate between the two sounds more accurately than the others and able to imitate sounds better. Although students may have had exposure to a foreign language as children and attuned to phonetic discrimination, some studies. (Kanoksilapatham, 1992) in Journal Language Teaching, have suggested that some elements of learning are a matter of awareness of the
different sounds. Also, learners’ pronunciation ability can be improved by putting efforts and concentration on those sounds.

- *Attitude and identity*

Another interesting factor influencing on acquiring and improving pronunciation of the target language is one’s attitude towards speakers of the target language and the extent to which the language ego identified with those speakers. As pointed out by Brown (1992), students with a positive attitude towards the people who spoke the target language were likely to learn pronunciation more successfully. They were not afraid of the second identity that may have been emerging within them. Moreover, a similar caution was sounded by Celce-Murcia et al. (2000) who noted that attitude towards the target language, culture, personal identity issues, and motivation for learning could all support or impede pronunciation skills development.

- *Motivation and concern for good pronunciation*

The learners’ motivation can be seen the strongest factor contributing to the success or failure of learning a second or foreign language. Basically, if the learners’ motivation is high, then they will be willing to improve their abilities by themselves. On the other hand, if they do not see the value or pay attention to their pronunciation, they may not be motivated to do well.

4. *Problems and Approaches in Pronunciation Teaching*

According to Kelly (2001:13), there are two key problems with pronunciation teaching. Firstly it tends to neglected. And secondly when it is not
neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned.

a. **A paradox**

The fact that pronunciation tends to suffer from neglect may not be due to teachers lacking interest in the subject but rather to a feeling of doubt as to how to teach it. Many experienced teachers would admit to a lack of knowledge of the theory of pronunciation and they may therefore feel the need to improve their practical skills in pronunciation teaching. In spite of the fact that trainess and less experienced teachers may be very interested in pronunciation, their concern with grammar and vocabulary tends to take precedence. Language learners, on the other hand, often show considerable enthusiasm for pronunciation. They feel it is something that would help them to communicate better. So, paradoxically, even though both teachers and learners are keen on the subject, it is often neglected.

Teachers of pronunciation need:

- A good grounding in theoretical knowledge
- Practical classroom skills
- Access to good ideas for classroom activities

b. **From reactive to planned teaching**

A lot of pronunciation teaching tends to be done in response to errors which students make in the classroom. Such reactive teaching is, of course absolutely necessary, and will always be so. Grammatical and lexical difficulties arise in the classroom too, and teachers also deal with these reactively. However, when it comes to planning a lesson or devising a timetable of work to be covered, teachers tend to make grammar their first
concern. Lexis follows closely behind, with items of vocabulary and longer phrases being ‘slotted in’ where appropriate. A look at the contains pages of most course books will show that we tend to think of the organization of language in terms of grammatical structures, although some more recent publications claim to have a lexically arranged syllabus. Therefore, it is quite natural to make grammar the primary reference when planning lessons.

Yet pronunciation work can and should be planned for too. Teachers should regard features of pronunciation as integral to language analysis and lesson planning. Any analysis of language that disregards or sidelines factors of pronunciation is incomplete. Similarly, a lesson which focuses on particular language structures or lexis needs to include features of pronunciation in order to give students the full picture, and hence a better chance of being able to communicate successfully. While planning, teachers should decide what pronunciation issues are relevant to the particular structures and lexis being dealt with in the lesson. They can also anticipate the pronunciation difficulties their students are likely to experience and further plan their lessons accordingly. There will still, of course, be reactive work to be done in the classroom, just as there is with grammar and lexis, but by anticipating and planning, the teacher can present a fuller analysis to learners, and give them the opportunity for fuller language practice. Integrating pronunciation teaching fully with the study of grammatical and lexical features has the further incremental benefit that learners will increasingly appreciate the significance of pronunciation in determining successful communication.

In the light of this and throughout Kelly’s book, sample lesson are divided into three main types:
- **Integrated** lesson, in which pronunciation forms an essential part of the language analysis and the planning process, and the language presentation and practice within the lesson.

- **Remedial** or reactive lessons, where a pronunciation difficulty which arises in class is dealt with there and then, in order to facilitate the successful achievement of classroom tasks.

- **Practice** lessons, in which a particular features of pronunciation is isolated and practiced for its own sake, forming the main focus of a lesson period.

5. **Ways to Improve Pronunciation Ability**

   Teaching pronunciation is difficult. Especially teaching for secondary school, but pronunciation must be taught. Presenting the pronunciation of a language in an introductory lesson is not enough. Students do not acquire the habits of pronunciation of a second language all at once. It is more effective to present an introductory lesson and follow them up with a pronunciation section in succeeding lessons until the desired level of mastery is achieved. This requires an extended program.

   According to Kelly (2001:21) There are some activities that can be improving students’ pronunciation ability:

   - **Listening activity**

      The anticipated outcome of language teaching is for students to be more able to understand and use the language outside the classroom. Many classroom activities therefore aim to reproduce, as far as possible, the authenticity of day-to-day communication. While authentic materials (i.e, printed, broadcast or taped material not produced with the classroom in mind) are valuable, it is impractical for teachers to use such material all the
time, as one not only has to find suitable materials, but also design tasks to go with them.

Listening comprehension exercises in coursebook are often designed to sound as realistic as possible, with the participants talking at a normal speed and using natural language. These can play a key role in helping students to notice the existence of a pronunciation feature.

The listening exercise can then require students to listen out for this area of language and listen out for how it is used and pronounced in the context of a narrative or say a conversation. Alternatively, an extended listening stage can precede an eliciting and drilling stage. Indeed it can be argued that putting the listening exercise first might even make the pronunciation elements of the lesson more of an issue with regard to comprehension, and more likely to be noticed by the students. Students would initially have to listen out for and interpret the use of the language and related pronunciation areas selected for study, in order to complete a set of tasks; work on the pronunciation and use of the language area in question could then follow on from the listening exercise.

- Reading activities

In reading activities, although the medium is the written word, work on pronunciation can be successfully integrated here too. Like listening, reading is a receptive activity (i.e. Students receive the language rather than produce it) and so it provides a suitable means of bringing language features to students’ attention.

Many teachers stage reading activities either by having an initial exercise to allow students to get the gist of the text they are reading, or by
establishing the type of text being used, followed by some more detailed work to focus on specific details when the text is read again. At some stage, when a text is read aloud either by the teacher or the students, pronunciation work can be integrated.

Reading aloud is a classroom activity which has fallen in and out of favour with teachers at various times. The main argument against it is that it can interfere with successful pronunciation; spelling can clearly affect pronunciation performance adversely. But reading aloud offers opportunities for the study of the links between words in connected speech; all of these can be highlighted and investigated further in fun and interesting ways through reading aloud.

A final thought on pronunciation activities is that it is important to make sure that some are light-hearted. A fun way of practicing the production of difficult sounds is through the use of tongue-twisters and rhymes.

6. The Teacher’s Roles in Teaching Pronunciation

The usefulness of teaching pronunciation is a widely debated subject in the language teaching world. Some of the current research suggests that teachers can make little or no difference in improving their students’ pronunciation (Suter 1978, Purcell and Suter, 1980). In other words, the attainment of accurate pronunciation in a second language is a matter of substantially beyond the control of educators. However, there is research that indicates that the teacher can make a noticeable difference if certain criteria, such as the teaching of suprasegmental and the linking of pronunciation with listening practice, are fulfilled. Pennington (1989) believes that “teachers with formal training in pronunciation and
teaching suprasegmentals can make a difference”. No matter how formal their training is, teachers play a key role in teaching and learning pronunciation. Some roles of a typical teacher of teaching pronunciation are mentioned (Kenworthy, 1996) as follows:

1) Helping learners hear

Helping learners perceive sounds is part of teacher’s role. Learners often have a strong tendency to hear the sounds of English in terms of the sounds of their native language. Each language has its own categories of sounds. Teachers need to check that their learners are hearing sounds according to the appropriate categories and help them to develop new categories if necessary.

2) Helping learners make sounds

It is obvious that some sounds of English do not occur in learners’ mother tongues. Sometimes learners will be able to imitate the new sound, but if they cannot then the teacher needs to be able to give some hints which may help them to make the new sounds.

3) Providing feedback

Both the above tasks require the teacher to tell learners how they are doing. Often learners themselves cannot tell if they have got it right; the teacher must provide them with information about their performance. In other cases, learners may overdo something—they may make inaccurate assumptions about the way English is pronounced, perhaps because of the way it is written. This leads to another task for the teacher.

4) Pointing out what’s going on
Learners need to know what to pay attention to and what to work on. Because while learners are speaking with the most part unconsciously controlled, they may miss something important. For example, they may not realized that when a particular word is stressed or said in a different way this can affect the message that is sent to the listener. Teachers need to make learners aware of the potential of sounds - the resources to them.

C. The Concept of Technology

1. Description of Multimedia

   Therefore, one of the ways that writer use in teaching pronunciation is to use multimedia, we can take advantage of multimedia into teaching methods pronunciation, one of using phonics 1a game. According to Shank (2005) said that:

   “Multimedia has the potential to extend the amount and type of information available to learners. Multimedia can offer positives and negatives, from layers of beneficial resources to gratuitous information leading to frustration and overload or anything in between”.

   For example, online encyclopedias can provide links to videos and additional articles on specific topics of interest. News stories can reference links to audio commentaries, replays of video footage, and links to websites with additional resources. Online instruction can include explanations, links to resources, simulations, illustrations and photographs, and myriad types of activities that can also include multiple media.
Well-designed multimedia helps learners build more accurate and effective mental models than they do from text alone. Synthesized studies showing potential benefits of well-designed multimedia, including the following:

a. Alternative perspectives
b. Active participation
c. Accelerated learning
d. Retention and application of knowledge
e. Problem-solving and decision-making skills
f. System understanding
g. Higher-order thinking
h. Autonomy and focus
i. Control over pacing and sequencing of information
j. Access to support information

Mayer (2003) also describes potential benefits of multimedia. Given that humans possess visual and auditory information processing capabilities, multimedia, he explains, takes advantage of both capabilities at once. In addition, these two channels process information quite differently, so the combination of multiple media is useful in calling on the capabilities of both systems. Meaningful connections between text and graphics potentially allow for deeper understanding and better mental models than from either alone.

The ability to read is a complex phenomenon. Reading is essential to success in our society; it is the major avenue to learning, and it must be mastered in school. Difficulty in learning to read influences children’s motivation to learn because of the importance of reading, especially during the primary grades. Students must acquire the knowledge, skills, and strategies that
will allow them to read, write, and think critically. Unfortunately, few of today’s teachers have had intensive training in the research-based methods and strategies that will help their students learn to read and read to learn.

According to researchers, computers can have a positive effect on student reading achievement (Blok, et.all; 2002; Soe, et.all; 2000). Computer-assisted instruction (CAI) is one of the most common uses of computers in reading instruction. CAI includes drill and practice software that allows students to repeatedly work through practice exercises to reinforce appropriate responses (e.g., selecting the appropriate vocabulary word from a list after hearing the word spoken phonemics). CAI includes tutorial programs that present instructional material much like a teacher (e.g., how to break words into their phonetic components). CAI also includes responsive dialogue programs that can record, interpret, and respond to a student’s reading fluency by adjusting the level of future readings. (Kevin; 2003:14)

Other computer attributes that are suggested to support improved reading achievement include the ability for the computer to:

- Accept free-form responses to comprehension questions above and beyond multiple choice type questions; students who write long answers more frequently on assignments and exams score higher in reading (National Center for Education Statistics, 1991).

- Enable the strong connection between writing and reading through word processing (National Reading Panel, 2000; Underwood & Underwood, 1990); allow students to practice reading by writing in different forms (emails, cafeteria menus, stories, science reports, school website, newsletters); allow students to rewrite/retell in their own words a
multimedia story they have viewed or write an alternate ending to a story; allow students to tell and record their own oral stories, then replay and rewrite their stories using a word processor to generate personally relevant reading material; allow students to re-sequence jumbled sentence fragments or a process-based set of instructions, forcing them to focus on meaning and comprehension in addition to word decoding.

- Engage students in reading tasks for longer periods of time, motivate students to read more, given the novelty effect of computers which are currently seen as more interesting than conventional instructional materials (National Reading Panel, 2000).

- Hyperlink to related subject matter to help build comprehension; some student control over presentation has been shown to improve vocabulary and comprehension of text, as well as encourage students to read in more detail on other areas of interest, and hypertext access to different types of texts (expository, narrative, reference, fiction) promotes opportunities to practice different reading strategies (Council for Education Development and Research, 1996; National Reading Panel, 2000).

- Connect students to more reading materials online than they would ordinarily have through online catalogs, links on their teachers’ Web pages, etc. (Council for Education Development and Research, 1996)

Most states have also adopted technology standards and skills, but these standards rely strongly on acquisition of computer skills. Integrating technology into student learning continues to be a challenge, and this means more than students acquiring proficiency in computer skills.
Recently, some states have gone beyond simply identifying information literacy skills within reading and language arts standards or within technology standards. They have adopted an information skills curriculum in which literacy skills are defined within discrete standards and learning strategies. Focus is on student responsibility for learning and includes a wide variety of reading and analytical skills, such as:

- Self-directed learners select discriminately from a wide array of resources.
- Self-directed readers read, listen, and view for pleasure.
- Complex thinkers question the messages presented in the mass media.

D. **Phonics 1a software**

1. **About “Phonics 1a” Software**

   We have seen that there has been some value in using categories to describe different types of software as it draws attention to what the software was designed to do. We know that some categories of software have been recommended more strongly for use in the classroom. In particular, there have been repeated worries (at least from educationalists) about the use of instructional software and we know that new project materials have often favoured a more learner-centred approach. For example “phonics 1a” software that have interesting game and did not make the student worries to learn english pronunciation.

   The phonics program, **Phonics 1a** game was implemented the second six weeks of school. The **Phonics 1a** game was in CD-ROM format. The CD-ROM was created for the learner to go at his/her own pace. The CD consists of phonics games, activities on sounds, a vocabulary list, and music. There were two CDs for the first level of the **Phonics** game series: **1a** and **1b**. But the researcher choose **phonics 1a** for this research. In **phonics 1a** the students “listen to the sounds of
short and long vowels. They hear words and see pictures of things that short and long vowels stand for (Helpme2Learn.com, 2002).” For example: Sing-along with the “Short a song,” then listen to explanations of short vowels in general, and the short ‘a’ in particular. Next, learn the vocabulary that is used in the “Cat on a Mat” short a game, and then play this game which involves distinguishing between words with short and long a sounds. Similar songs and vocabulary lists and activities are then presented in lessons 3-14 for the remaining four short vowels and the five long vowels, plus using y as a vowel. (The Reading Research Base, 2002)

2. How To Use “Phonics 1a” Software

One of the outstanding features of this program is the Super Star system, the Super Star system is simple:

a) The child types (or clicks on) his/her name on the log in page.

b) As the child does one of the Super Star activities (there are some “just for fun or practice activities”), the number of correct answer is recorded in the wrong answer box.

c) Every time the child completes a Super Star activity, he/she gets a star. If the activity is done without any wrong answer he/she earns a Gold Star, if there was a wrong answer he/she earns a Silver Star.

d) The child who receives a Silver Star may click on the reset button and try the activity again to try to earn a Gold Star.

e) The child can click on the Super Star button to display how many stars have been earned. The Super Star page will display a Gold Star, Silver Star or No Star earned for each activity.
f) The child can click on the star display area for each activity, to go back to that page to try to earn a Gold Star.

g) Once the child has earned enough stars, a Silver Star certificate will appear on the screen with the child’s name on it, with your permission, this certificate can be printed on your printer.

h) Once the child has earned a Gold Star on every Super Star activity page, a Gold Star certificate will appear on the screen with the child’s name on it. With your permission, this certificate can be printed on.
CHAPTER III
METHODOLOGY OF RESEARCH

A. The Setting of the Research

This classroom action research was carried at SMK Diponegoro Salatiga. It is located in Jln. Kartini no.2 Jetis-Salatiga.

The subject of the study is the first grade students SMK Diponegoro Salatiga in the academic years of 2015/2016. The students were from various areas with various level of knowledge and intelligence. All of the students have the difference level in pronunciation ability.

B. The Research Methodology

The research method that writer used in this study is Classroom Action Research (CAR), because she assumes it will be useful for the professional job in education developmental, as CAR might help teacher to evaluate their teaching activity and its progress. In this case, the teacher is not just as an educator but she also plays the important role as a researcher in evaluating the educational progress.

Classroom action research is suggested to the teacher as a way to know the development in the classroom. For further discussion, Carr and Kemmis in David Nunan (1989) offer the following definition:

“A form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practice, their understanding of these practices, and the situations in which these practices are carried out”.

Classroom Action Research is regarded as the teacher’s work to know the situation in the classroom, the relevance of student’s achievement during teaching learning activity with the teacher’s guide, the recent result of the student’s activity during teaching learning activity, etc. Here, the teacher could consider the obstacles,
the positive and negative effects that influence teaching learning activity and try to think the appropriate ways in variety to make teaching learning activity be creative and dynamic.

The writer conclude that action research is teacher’s effort in identifying the problem that appeared in teaching learning activity and doing something to solve the problem. In other word, the teacher begins with take out some educational questions about everything that in line with teaching learning activity. This is done in the effort to improve the quality of teaching learning activity. After that, the teacher evaluates the action in solving the problem to know how successful the effort done, if the result do not obviously improve, so she should try action research again till the teacher feels satisfied with the result of CAR and the students can improve their ability. Thus, the teaching learning activity will be more quality and the CAR can be said successful.

C. The Object of Research

In this classroom action research, the subject of research is X Banking class of SMK Diponegoro Salatiga in the academic years of 2015/2016. It consist of 28 students, 3 boys and 25 girls. The writer chooses X Banking class because their English teacher said that there are easy going people and there are dynamics people, so they can quickly adaptation with new people. So they make the writer easy to get result of research.

Researcher carry out micromedia “phonics 1a” software in improve the students’ pronunciation ability that was helped by English teacher as observer.

D. The Time Schedule of Research

The classroom action research has been done in September 14th, 2015. The time schedule of research could be drawn in the table below:
<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Activities</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 7th, 2015</td>
<td>Observation</td>
<td>SMK Diponegoro Salatiga</td>
</tr>
<tr>
<td><strong>Cycle 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 11th, 2015</td>
<td>Teaching learning process by introducing of “phonics 1a” software</td>
<td>X C class or Banking class of SMK Diponegoro Salatiga.</td>
</tr>
<tr>
<td><strong>Cycle 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 14th, 2015</td>
<td>Teaching learning process by using of “phonics 1a” software</td>
<td>X C class or banking class of SMK Diponegoro Salatiga.</td>
</tr>
</tbody>
</table>

**E. The Research Design**

In this research, the writer has chosen Classroom Action Research (CAR) design of Kemmis and Mc Taggart (1985). It consists of two cycles. The steps of each cycle are plan, act and observe, and reflect. Design of research by Kemmis and McTaggart in Nunan (1989) figured as follows:
The Classroom Action Research (CAR) Procedures

CAR that designed by Kemmis and McTaggart's consists of four phases, there are plan, act, observe, and reflect. The completely procedures for each phase are as following:

1. Action Research in Cycle 1
   a. Plan

   Plan is the first step phase/step that would be done in CAR (Classroom Action Research). According to Mills (2003), “an action plan summarizes your action research thoughts in a plan that will guide you through your action work....” here, the writer arrange a script within a lesson plan and make the attitudinal survey (see appendix 1) about the student’s daily learned.

   b. Action

   In this phase, act and observe are done at once. The activities are: Studying English lesson especially in reading by used “phonics 1a”
software, asked students the problem in learning pronunciation by applying using it, gave example of pronunciation text (see appendix 3) and vowel, short and long speech sound text exercise (see appendix 4), select the sounds that are seemed similar with the student’s native language, this is a comparison between the students’ native language and the language they are studying.

c. **Observation**

Observation is one of the instruments in collecting data. As a scientific method, observation can be systematically used to observe and note the phenomena investigated like the students’ feeling, thinking, and something they do in teaching learning process. The researcher was analyzed the result of exercise (see appendix 4) to know whether the students’ pronunciation improves or not.

d. **Reflection**

A Reflection is an effect to inspect what has or has not been done, what has or has not yet resulted offer having an alternative action. The result is used to establish the next steps of the research. In the other words, a reflection is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research (Hopkins, 1993:48). The writer’s reflection is done by pronunciation oral test and doing the speech sound exercises (see appendix 3 & 4).

2. **Action Research in Cycle 2**
After implementing action research in cycle 1, the writer think the arrangement for cycle 2. The phases in cycle 2 are similar with the cycle 1 which are re-plan, act and observe, and reflect.

a. **Re-Plan**

After doing reflection on cycle 1, the writer arrange everything that is related to the phases in cycle 2. The first step is the writer re-plan the items that is required for implementing CAR. In this case, the writer will be implemented in the action like the procedure of teaching in “phonics 1a” software.

b. **Act and Observe**

In these phases, the writer carry out the items which have been planned. She implemented in the action like the procedure of teaching in “phonics 1a” software, play the “phonics 1a” software and the students attention the material in “phonics 1a” software about vowel, short and long speech sound, after that the student helped the writer play the game on “phonics 1a” software to improve the student pronunciation skill.

c. **Reflect**

Here, the writer evaluate student’s feedback. One of the ways to evaluate it is by giving the test to the students based on material in “phonics 1a” software. After that the student answer the questionare about their improving pronunciation skill after used “phonics 1a” software. After doing the reflection of cycle 2, the writer agreed to stop the action if the results of the action succeed.
G. The Technique of Collecting Data

The writer uses quantitative and qualitative approach for data collecting. The consideration in using quantitative is because the data can be measured objectively and more valid by counting the data in which it inquires. While qualitative is considered subjective and used to describe the collected data and it does not need to be counted. In this research, the students’ pronunciation tests use quantitative approach. Meanwhile, the qualitative approach consist of observation and interview.

Here are the completely explanation about the data collecting used quantitative and qualitative approach:

1. Tests

   In this research, the writer uses tests to measure the students’ pronunciation achievement. The test that is taken before treatment/action done, the writer use terminology “pre-test” (see appendix 3), while “post-tests” (see appendix 3&4) is terminology that the writer used to the test that is done after the treatmet/action. The writer does pre-test and post-test to get the students’ score of their pronunciation by using the appropriate instrument. These tests are also to know the students’ improvement for their pronunciation.

2. Observation

   The writer observed what had been happening during teaching learning activities. It is used to know the situation of the teaching learning process before and after using “phonics 1a” software in students’ pronunciation skill.
3. **Documentation**

The writer needs documentation and data to know about the situation the school for this research. Documentation included not only the situation in school area, but also situation in teaching and learning process in the classroom.

**H. Technique of Data Analysis**

1. **The Qualitative Data**

   The analysis for qualitative data used by writer in this research is the observations of the students’ activities during teaching learning process, and interview in every action. In this case, the writer collected the entire data which was gained. Then, the writer interprets all data in order to ease in categorizing and formulating some hypothesis about the result and plan of CAR in reference to the aim of research.

2. **The Quantitative Data**

   To analyze the quantitative data, the writer uses the method of statistic. The statistics used in this analysis are mean to calculate the average of the students’ score for each tests which are pre-test, post-test, and the percentage of students gained scored. The first formula is to get the average of students’ pronunciation score/’mean’ score. It uses formula as follows:

   \[
   M = \frac{\sum X}{N}
   \]

   \( M = \text{Mean} \)

   \( X = \text{individual score} \)

   \( N = \text{number of students} \)

   The writer also used 1-5 point scale to measure the students’ oral pre-test and post-test for pronunciation. The score was elaborated into three aspect
through the table distribution frequency and the percentage based on rubric that is used in Pasadena City College/ ESL Program/ Oral Skill Classes/ Rubric (1/10) Pronunciation Classes Speech Sound and basic stress and intonation patterns in short to medium-length sentence containing elementary vocabulary. The table distributions are as follows:

a. Speech sound

Riviere in Trujillo’s journal (2002:1) states that speech does not start in the lungs. It starts in the brain. After the creation of the message in the brain, it needs a representation of the sound sequence and a number of commands which will be executed by speech organs to produce the utterance.

Table 3.2
The speech sound scoring rubric

<table>
<thead>
<tr>
<th>5=master</th>
<th>4=Improved</th>
<th>3=adequate</th>
<th>2=developing</th>
<th>1=inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes and accurately produces speech sounds.</td>
<td>Recognized and accurately produces the majority of speech sounds</td>
<td>Recognized the majority of and accurately produces approximately half of the speech sounds</td>
<td>Recognizes and accurately produces speech sounds, but there are still major inconsistencies in students pronunciation.</td>
<td>Recognizes and accurately produces few or no speech sounds.</td>
</tr>
</tbody>
</table>

b. Stress

Stress in communication is quite important because different stress may convey different meanings. Stress (in this case stressed syllable) is defined as
those syllables within an utterance that are longer, louder, and higher in pitch (celce-Murcia, et al.1996:131).

Table 3.3
The Stress Scoring Rubric

<table>
<thead>
<tr>
<th>5=master</th>
<th>4=Improved</th>
<th>3=adequate</th>
<th>2=developing</th>
<th>1=inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes and accurately produces stress.</td>
<td>Recognized and accurately produces the majority of stress</td>
<td>Recognized the majority of and accurately produces approximately half of the stress</td>
<td>Recognizes and accurately produces stress. But there are still major inconsistencies in students pronunciation.</td>
<td>Recognizes and accurately produces few or no stress.</td>
</tr>
</tbody>
</table>

Table 3.4
The Intonation Pattern Scoring Rubric

<table>
<thead>
<tr>
<th>5=master</th>
<th>4=Improved</th>
<th>3=adequate</th>
<th>2=developing</th>
<th>1=inadequate</th>
</tr>
</thead>
</table>
| c. Intonation pattern

Intonation is the way we imply meaning, attitude or intention by raising or lowering the pitch of our voice in varying degrees. Intonation is to a large extent, a hidden part of language; we are rarely consciously aware of it when we speak (Frank, 1995:45).
Recognizes and accurately produces intonation patterns.

Recognized and accurately produces the majority of intonation patterns.

Recognized the majority of and accurately produces approximately half of the intonation patterns.

Recognizes and accurately produces, approximately half of the intonation patterns. But there are still major inconsistencies in students pronunciation.

Recognizes and accurately produces few or no intonation patterns.

To calculate the students’ improvement of pronunciation test score, the writer calculates the test in cycle 1 and cycle 2, the writer uses the formula as follows:

\[ P = \frac{y - y_1}{y} \times 100\% \]

\( P\) = percentage of students’ improvement

\( y\) = pre-test result

\( y1\) = post-test

I. Data Validity

According to Pelto & Pelto in Mills (2003:77) “validity refers to the degree to which scientific observations actually measure or record what they support to measure”. Validity is to measure the data collected accurately. The validity is regarded as a qualification to ensure whether the data can be responsible or not.

In considering knowing whether the data is valid or not, there are some criteria as Anderson and colleagues in Mills (2003:84-85) offered the following criteria for the validity of action research: democratic validity, outcome validity, process validity,
catalytic validity, and dialogic validity. In this case, the writer uses outcome, process, and dialogic validity.

J. Criterion of the Action Success

In this research, the writer and the teacher agreed that the research is seen successfull if there is improvement 30% of students’ mean score from the pre-test to post-test. If there is no improvement, so the next step would be done.
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer explained about the general situation of SMK Diponegoro Salatiga, the implementation of research and description of students’ pronunciation skill improvement. These answer the problems of this research.

K. The General Situation of SMK Diponegoro Salatiga

1) History of SMK Diponegoro Salatiga

School of SMK Diponegoro is one of private vocational high school in Salatiga with recognized status. SMK Diponegoro Salatiga was founded in 1997 on land area of 5000 m2 in under the auspices of the Foundation Imaaratul Masajid Wal Madaris (YAIMAM) which located at street Kartini No. 2 Salatiga, side by side with MTs NU before it became Vocational High School, is the first Madrasah Aliyah NU. Furthermore, the board YAIMAM rename Madrasah Aliyah NU became SMEA Diponegoro with decree No: 010 / YAIMAM / II / 1997 Name SMEA turned into School Vocational (SMK) Diponegoro.

School SMK Diponegoro in line with progress from year to year is trusted by society so the graph shows the significant to the development of the number of students, classrooms and a total of 18 classes headed by Mr. Drs. Joko Anis Suwantoro.M.Pd.I. In organizing, coaching and the development of vocational education in addition to Diponegoro Salatiga directing students to master the skills and skill in the world of work is progressive, reliable and have an academic intellectual they are too broad is guided to always pay attention to the spiritual needs is to always nurture the soul with the teachings of Islam so that the outputs produced in accordance with the National Education Goals, namely educating the nation and
develop fully human premises, the man who is faithful and devoted to God Almighty and noble character, having knowledge and skills, physical and spiritual health, steady and independent personality and a sense of civic responsibility and nationality. The skills program owned by SMK Diponegoro Salatiga are:

a. Accounting Program

b. Marketing Program

c. Banking Program

2) Profile of SMK Diponegoro Salatiga


b. School Identity:

1) Name of School : SMK Diponegoro Salatiga

2) NSS : 342036204007

3) Status of school : Private

4) Phone number : (0298) 324255

5) School address: Jl. Kartini No 2 Sidorejo Lor- Kota Salatiga

6) Province : Central Java

7) Headmaster :

a. Name : Drs. Joko Anis Suwantoro, M.Pd.I

b. SK : 004/YAIMAM/Kpts.KS/IX/2009

c. Date : 1 Juli 2009

d. TMT : 1 Juli 2009

8) Foundation’s name : Yayasan Imaratul Madaris

9) Foundation’s president: K.H. Sonwasi Ridwan, B.A
10) Address : Jl. Kartini No 2 Sidorejo Lor- Kota Salatiga

11) School commitee :

   - Name : Faritz Dandono
   - Decree : 1714/SMK.D/IO3/PR/2010
   - Date : 2 Januari 2010

c. Vision And Mission SMK Diponegoro Salatiga

   a) Vision of School

      "Setting up a skilled workforce, competitive, independent, ready to work and
      morality".

   b) Mission of School

      A mission which is expected to realize the vision of SMK Diponegoro
      Salatiga are as follows:

      1. Develop the attitude of faith and devotion to God Almighty.

      2. Build a professional attitude, honest and responsible.

      3. Implement the training program as demanded by the needs of the working
         world, covering aspects of normative, adaptive, and productive.

      4. Build an entrepreneurial spirit.

      5. Optimizing community participation, the potential environmental and
         Production Unit.

c) Purpose of School
Graduates are ready to make work and competitive, have an entrepreneurial spirit, taking the professional, honest and responsible, faithful and devoted to god almighty and dignified.

d. The situation of Educational Facilities

Table 4.1

Educational facilities and tools in SMK Diponegoro Salatiga

In academic years of 2015/2016

<table>
<thead>
<tr>
<th>No.</th>
<th>Facilities</th>
<th>Total number</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Classroom</td>
<td>18</td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Headmaster Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>4.</td>
<td>Administration Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>5.</td>
<td>Consultation Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>6.</td>
<td>Library</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>7.</td>
<td>OSIS Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>8.</td>
<td>Scout Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>9.</td>
<td>Lab. Of Computer</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>10.</td>
<td>Lab. Of Language</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>11.</td>
<td>Lab. Of Multimedia</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>12.</td>
<td>Lab. Work of Accounting</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>13.</td>
<td>Lab. Work of Marketing</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>14.</td>
<td>Cooperation</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>15.</td>
<td>Toilet</td>
<td>10</td>
<td>Good</td>
</tr>
<tr>
<td>16.</td>
<td>Mosque</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>17.</td>
<td>Canteen</td>
<td>2</td>
<td>Good</td>
</tr>
<tr>
<td>18.</td>
<td>Unit Production Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>19.</td>
<td>Healthcare room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>20.</td>
<td>Parking Area</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>21.</td>
<td>Sport field</td>
<td>1</td>
<td>Good</td>
</tr>
</tbody>
</table>
e. The situation of the teacher and staff

Table 4.2

The situation of the teacher and staff of SMK Diponegoro Salatiga in academi years of 2015/2016

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Drs. Joko Anis S, M.PdI</td>
<td>Civic Education</td>
</tr>
<tr>
<td>2.</td>
<td>Widy Maryono, S.Pd</td>
<td>Enterpreneurship</td>
</tr>
<tr>
<td>3.</td>
<td>Suwanto, S.Pd</td>
<td>Productive Accounting</td>
</tr>
<tr>
<td>4.</td>
<td>Saderi, M.PdI</td>
<td>Islamic Education</td>
</tr>
<tr>
<td>5.</td>
<td>Dra. Amrih Susilaswati</td>
<td>Productive Marketing</td>
</tr>
<tr>
<td>6.</td>
<td>Siti Faizah, S.Pd</td>
<td>Productive Accounting</td>
</tr>
<tr>
<td>7.</td>
<td>Henny Kristiana, S.Pd</td>
<td>Productive Accounting</td>
</tr>
<tr>
<td>8.</td>
<td>Ahmad Marfu'I, S.Pd</td>
<td>Civic Education, Counselig</td>
</tr>
<tr>
<td>9.</td>
<td>Sutari, S.Pd</td>
<td>Productive Accounting</td>
</tr>
<tr>
<td>10.</td>
<td>Suryo Suwanditho, S.Pd</td>
<td>Enterpreneurship</td>
</tr>
<tr>
<td>11.</td>
<td>Ahmad Setyohadi, A.Md</td>
<td>Japanese Language, Art and Culture education</td>
</tr>
<tr>
<td>12.</td>
<td>Dwi Susanti N, SE</td>
<td>Productive Accounting</td>
</tr>
<tr>
<td>13.</td>
<td>Dwi Antari UD, S.Pd</td>
<td>Indonesian Language</td>
</tr>
<tr>
<td>14.</td>
<td>Rohzi, SE</td>
<td>Productive Accounting</td>
</tr>
<tr>
<td>15.</td>
<td>Fajar Umar H, S.PdI</td>
<td>English Language</td>
</tr>
<tr>
<td>16.</td>
<td>Murnita Rahmawati, S.Pd</td>
<td>Productive Accounting-Marketing</td>
</tr>
<tr>
<td>17.</td>
<td>Dwi Susanti, S.Pd</td>
<td>Productive Marketing</td>
</tr>
<tr>
<td>18.</td>
<td>Dwi Adi Prasetya, S.Pd</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>19.</td>
<td>Fuad Ari Yadi, S.Pd.Ek</td>
<td>KKPI</td>
</tr>
<tr>
<td>20.</td>
<td>Wahyu Hidayati, S.Pd</td>
<td>Civic Education</td>
</tr>
<tr>
<td>21.</td>
<td>Jarwadi, S.Pd</td>
<td>Mathematics</td>
</tr>
<tr>
<td>22.</td>
<td>Kholifatuz Zahro, S.Pd</td>
<td>Counseling Guidance</td>
</tr>
<tr>
<td>23.</td>
<td>Budi Santoso, S.PdI</td>
<td>Islamic Education</td>
</tr>
<tr>
<td>24.</td>
<td>Lilis Suryani, S.Pd</td>
<td>Productive Accounting-Marketing</td>
</tr>
<tr>
<td>25.</td>
<td>Andi Yani, A.Md</td>
<td>English Language</td>
</tr>
</tbody>
</table>
26. Sri Muryani, S.Si | Mathematics
27. M. Abdul Ghofur, S.PdI | English Language
28. Rif’ati Setyorini, S.Si | Natural Sciences
29. Santi Rahayu, S.Pd | Indonesian Language
30. Al Muhni Nasi’i | Javanese Language,
31. Mudha Prasetya Budi, S.Pd | Physical
32. Nyaji Yanti Ningrum Subekti, M.Pd | Mathematics
33. Maya Sekar Sari, A.Ma | Administrator
34. Siti Sholihah, AMd | Treasurer
35. Ahmad Basori | Librarians
36. Retno Susanti | Cooperation
37. Ngatman | Security
38. Nurjiyanto |
39. Lamidi |

f. Extracurricular in SMK Diponegoro Salatiga

**Table 4.3**

The Extracurricular Of SMK Diponegoro Salatiga In The Academic

Years Of 2015/2016

<table>
<thead>
<tr>
<th>No.</th>
<th>Extracurricular</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Senior Red Cross (PMR)</td>
<td>Rifa’ati Setyarini, S.Pd</td>
</tr>
<tr>
<td>2.</td>
<td>Scouting</td>
<td>Andiyani, A.Md</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jarwadi, S.Pd</td>
</tr>
<tr>
<td>3.</td>
<td>OSIS</td>
<td>Dwi Adi Prasetya, S.Pd</td>
</tr>
<tr>
<td>4.</td>
<td>Karate</td>
<td>Munding</td>
</tr>
<tr>
<td>5.</td>
<td>Drama theater</td>
<td>Murnita Rahmawati, S.Pd</td>
</tr>
</tbody>
</table>

g. Data students of X Banking Class

**Table 4.4**

The Data Students Of X Banking Class in the Academic Years of 2015/2016
L. Implementation of CAR

In this implementation of research, the writer divide it into two cycles. They called Cycle 1 and Cycle 2. Each cycle consisted of planning, acting, observing, and reflecting.

1. Cycle 1
   a. Planning

In this case, the writer planned the activity that helps to solve the students’ problem in pronunciation. The writer selected the proper material based on
syllabus and arrange it into lesson plan. On the other hand, the writer prepared the observation sheet to record the activities during teaching learning process. Then, the writer also prepared the post test as an instrument to measure the students’ achievement and it was also used a data collecting.

b. Action and Observation

The action was conducted at class X Banking SMK Diponegoro Salatiga on September 11th and 14th 2015. At this moment, the writer observed the use of macromedia “phonics 1a” software to improve the students’ pronunciation. Then, the writer also noticed the students’ activities during teaching learning process.

1) Action

In the writer action to apply the macromedia “phonics 1a” software in regarding the improvement of students’ pronunciation, the writer did some steps.

The writer did the research on Friday, September 11th 2015 at 07.05. It was in the class of X Banking which consists of 28 students. The condition of class was quiet when the writer and observer came to the class. Then the writer gave greeting for the students and introduced writer and observer. Before started the lesson, the writer gave pre-test for students. After it, the writer explained example of pronunciation that have same sound. The situation was follow:

Writer : “assalamu’alaikum wr.wb”
Students : ”wa’alaikum salam wr. wb”
Writer: “good morning students”

Students: “good morning miss”

Writer: “how are you today”

Students: (together) “I’m fine thank you and you?”

Writer: “I’m fine too thank you. Okay students, let’s start our lesson today by saying basmallah together”

Students: (together) “bismillahirrohmanirrohim”

Writer: “allow me to introduce myself, My name is Aris Lathifah, I’m English Educational Department student from IAIN Salatiga, and I will entered in your class for two days in English subject”

Student: “oke miss, tapi jangan pake bahasa Inggris full ya miss, kita gak paham”

(oke miss, but don’t used full English miss, we don’t understand)

Writer: “oke, I will combined between English and bahasa. I will check your attendance today”

Then the writer check the student’s attendance.

After that, the writer asked the students about learning with media. Actually most of students are interested learning with media, game, and song especially with computer. Because of the media that would writer
involve the use of “phonics 1a” software that use computer. So, automatically the writer should to know how far the students have an interest in computer.

Firstly, the writer give attitudinal survey (*see appendix 1*) about student interest in teaching and learning process based on multimedia. That purpose are to know the effectiveness using multimedia in teaching and learning process, because the media that the writer would like to used is macromedia “phonics 1a” software to improve the students’ pronunciation ability.

Writer : “I need your participation, I have some questionare for you and I hope you can answer this question seriously, okay?”

Student : “Okay miss…”

The student answer the question for about five minute, then the writer continue the teaching and learning process.

Furthermore, the writer showed the material in the power point presentation (PPT). The material are about example of different meaning but same sound, vowel, short and long speech sound.

Writer : ”attention please, I have slide presentation for you, We will study about pronunciation now. Do you know pronunciation?”

Student : “not yet miss”

Writer : “*Pronunciation adalah bagaiman cara pengucapan kata atau kalimat dalam bahasa inggris secara benar, paham kan?”*
(Pronunciation is how we pronounce the word or sentence in English correctly, do you understand?)

Student : “ oh,,iya miss, paham”

(oh.. yes, We understand now)

Writer : “oke guys, I will give you some example of same sound in our daily activity, life (hidup), live (tinggal), live (langsung) leave (meninggalkan), leaf (daun). Repeat after me please!

While the student read it loudly, and the writer imitated the students how to pronounce it correctly and accurately. The practice was done by reading it together and continued by reading per seat-line, and then, they were instructed to pronounce it one by one.

Writer : “ I have pronunciation text for your oral test”

Student : “ jangan yang susah ya miss”

(don’t be difficult text miss)

After that, The writer show the pronunciation text by power point in LCD (see appendix 2), she asked the students to read the text of pronunciation one by one as a pre-test exercise

Writer : “I want to check your reading skill one by one”

Student : “semuanya dibaca miss?”

(read all of them miss?)

Writer : “No, one paragraph is enough”
While, the writer assessing the result of students’ pronunciation by reading text to be the result of pre-test.

Then, the writer introduced the macromedia of “phonics 1a” software, and the student watching the presentation. In “phonics 1a” software the student can watch and hear how the native speaker say a, I, u, e, o, vocabulary with picture, and spell the word correctly. The situation as follow:

(what kind of application is that, miss? It is nice)

(who is next miss?)
Students: “of course miss, nanti saya minta ya miss”

(of course miss, may I have that software?)

Writer: “oke,, you can play it at home, but we play it together just now”

Students: “oke miss”

Writer: “Is there any volunter today? Just to be an operator to play this application. Raise your hand please!”

Students: (together) saya mau miss”

((together) I do)

Writer: “oke,, I choosed Puji as the volunter, because she is the first that raise her hand”

The students play the macromedia “phonics 1a” software together, one of them as an operator and the writer as an observer. The students showed an interest in the application "phonics 1a", they imitate the voice of a native speaker, and play games that exist in the application. They are very enthusiastic in playing the game, it is not only interesting but the game is also educational, so it can create an atmosphere of fun teaching and learning.

Writer: “oke,, time is up, we can continue play it next week”

Students:” yaahhh... jamnya terlalu cepat nih”

(huh.... the time is too short)
Writer : ”never mind, if you can continue at home it will be better”

Students :” oke, minta filenya ya miss”

(oke, may I have the file)

Writer : “ oke,,, thanks for your participation today, see you next week.

Wassalamu’alaikum wr.wb”

Students : “ see you.. wa’alaikum salam wr.wb”

2) Observation

In this observation, the writer tried to record all activities during teaching learning activity. The recorded categories were the writer’s performance, the student’s feedback/response and the class situation. Related to the writer’s performance, she had done the tasks appropriate with the teaching scenario or lesson plan which had been made. She also gave the instruction clearly, so it could be understood by the students. Besides, the students seemed active when they were introduced “phonics 1a” software. Unfortunately, they still felt shy and were afraid making mistake, it could be seen when the writer asked them to say the word one by one. The active students were still dominant. Only a few students who existed for practicing and answering the teacher’s question orally.

Nevertheless, the students sometimes denied “phonics 1a” software practices because they faced difficulty in pronouncing some new English vowel or consonant they found. They should work hard to practice it, so that they can’t correct their pronunciation.
In the pre-test, the students read the pronunciation oral text loudly in front of class. The writer want to know their pronunciation ability before they use “phonics 1a” software. The result of the pre-test can be seen on the table bellow:

Table 4.5

Students’ Oral Pre-Test Score Classification

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery</td>
<td>95-100</td>
<td>5</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Improved</td>
<td>85-94</td>
<td>4</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Adequate</td>
<td>75-84</td>
<td>3</td>
<td>4</td>
<td>14.28%</td>
</tr>
<tr>
<td>Developing</td>
<td>65-74</td>
<td>2</td>
<td>24</td>
<td>85.71%</td>
</tr>
<tr>
<td>Inadequate</td>
<td>≤ 64</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>28</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The percentage was counted using this formula:

\[
\text{Percentage} = \frac{\text{Frequency}}{\text{Total respondents}} \times 100\% 
\]

In the previous table 4.2 there are 28 respondents in this research before the threatment being given. From the table, there is 24 students (85.71%) who is the developing in pronunciation pre-test, 4 students (14.28%) adequate. The detail of the students’ score on the pre-test is described on the table below:

Table 4.6

Students’ Oral Pre-Test Score Detail
<table>
<thead>
<tr>
<th>No.</th>
<th>R</th>
<th>SS</th>
<th>S</th>
<th>IP</th>
<th>Total</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>R1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>R2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>R3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>R4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>R5</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>R6</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>R7</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>R8</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>R9</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>10.</td>
<td>R10</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>11.</td>
<td>R11</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>12.</td>
<td>R12</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>13.</td>
<td>R13</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>14.</td>
<td>R14</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>15.</td>
<td>R15</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>16.</td>
<td>R16</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>17.</td>
<td>R17</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>18.</td>
<td>R18</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>19.</td>
<td>R19</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>20.</td>
<td>R20</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>21.</td>
<td>R21</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>22.</td>
<td>R22</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>23.</td>
<td>R23</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>24.</td>
<td>R24</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>25.</td>
<td>R25</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>26.</td>
<td>R26</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>27.</td>
<td>R27</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>28.</td>
<td>R28</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

Notes: **score=—**

R= Respondent  IP= Intonation Pattern
The students’ score was counted using formula above and the writer rounded decimal number. If the decimal point less than five then it rounded down, but if the decimal point more than five then rounded up. Example: 2.3 rounded to 2; 2.6 rounded to 3 and so on.

Based on the table, 4 students are adequate, and 24 students are developing. It can be conclude that most of the students’ pronunciation before using “phonics 1a” software were developed.

The writer also made score of the students’ pronunciation before use of micromedia “phonics 1a” software. The score was elaborated into three aspects through the table distribution frequency and the percentage based on rubric that is used in Pasadena City College/ ESL Program/ Oral Skill Classes/ Rubric (1/10) Pronunciation Classes Speech Sound and basic stress and intonation patterns in short to medium-length sentence containing elementary vocabulary. The table distributions are as follows:

- Speech sound

Riviere in Trujillo’s journal (2002:1) states that speech does not start in the lungs. It starts in the brain. After the creation of the message in the brain, it needs a representation of the sound sequence and a number of commands which will be executed by speech organs to produce the utterance.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery</td>
<td>95-100</td>
<td>5</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Improved</td>
<td>85-94</td>
<td>4</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
According to the table above, there are 6 students (21.42%) who are adequate, 20 students (71.42%) are developing, and 2 students (7.14%) are inadequate. It can be conclude that most of the students were developed.

- Stress

Stress in communication is quite important because different stress may convey different meanings. Stress (in this case stressed syllable) is defined as those syllables within an utterance that are longer, louder, and higher in pitch (celce-Murcia, et al.1996:131). The result of stress score is shown in the table as follows:

**Table 4.8**

Students’ Stress Pre-Test Score

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery</td>
<td>95-100</td>
<td>5</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Improved</td>
<td>85-94</td>
<td>4</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Adequate</td>
<td>75-84</td>
<td>3</td>
<td>4</td>
<td>14.28%</td>
</tr>
<tr>
<td>Developing</td>
<td>65-74</td>
<td>2</td>
<td>24</td>
<td>85.71%</td>
</tr>
<tr>
<td>Inadequate</td>
<td>≤ 64</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to the table above, 4 students (14.28%) are adequate in the stress aspect and 24 students (85.71%) are developed. From the table it can be seen that the most of the students were developed.

- Intonation pattern
Intonation is the way we imply meaning, attitude or intention by raising or lowering the pitch of our voice in varying degrees. Intonation is to a large extent, a hidden part of language; we are rarely consciously aware of it when we speak (Frank, 1995:45).

The next table is the result of students’ intonation pattern in pre-test.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery</td>
<td>95-100</td>
<td>5</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Improved</td>
<td>85-94</td>
<td>4</td>
<td>0</td>
<td>%</td>
</tr>
<tr>
<td>Adequate</td>
<td>75-84</td>
<td>3</td>
<td>5</td>
<td>17,85%</td>
</tr>
<tr>
<td>Developing</td>
<td>65-74</td>
<td>2</td>
<td>17</td>
<td>60,71%</td>
</tr>
<tr>
<td>Inadequate</td>
<td>≤ 64</td>
<td>1</td>
<td>6</td>
<td>21,42%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, the result appears with 5 students (17,85 %) get adequate in the intonation pattern, 17 students (60,71 %) are developing, and 6 students (21,42 %) are inadequate. From the table, it can be seen that most of the students’ intonation pattern are in developing.

In analyzing the data of pre-test, the step is to get the mean score of the class. It is calculated as following:

\[ x = \frac{\text{Sum of scores}}{\text{Number of students}} \]

\[ x = 2,14 \]

Furthermore, in the second action of cycle one the students seemed more active than before. They seemed confident to practice the pronunciation.
activities. After teaching learning process finished in action 2 of CAR cycle 1, the pre-test were conducted. The mean score of the class in pre-tests is 2.14. It means that the students’ pronunciation mean score before using “phonics 1a” software is 2.14.

c. Reflection

In this section the writer reviewed the material which was just learned by checking the students’ oral practice, asking their opinion about the entire activities. And the writer did the closing power or relaxation.

In this case, though some of them still couldn’t pronounce the English words accurately, they were very active in pronunciation practice by using “phonics 1a” software. They sometimes felt bored but the teacher could solve it. They also agreed that they could discriminate the English sound that have the similar sounds and just have the single different sound. Even, they suggested by giving them the relevant games to avoid them from boredom.

2. Cycle 2

a. Planing

For this section, the writer made plan the classroom action research in cycle two. Here, the writer prepared the lesson plan, the materials, the time to research and action, the classroom management, and also the games from “phonics 1a” software for the students’ pronunciation training before post-test to compare the students’ result whether it increased or not. The important thing is in this cycle two, the focus study is using the game from “phonics 1a” software to made having fun learning, not getting bored, and the students’ pronunciation can improve.
b. Action

For cycle two, the observation was taken on Monday, September, 14th 2015. First, the writer previewed the previous lesson. Then the teaching learning activity was differed than previous action. Here the writer focused on used media/teaching aid. For the first action of cycle two, the writer continue to play game in “phonics 1a” software, and it was regarded helping the students to understand the material easily. From those game, the students responded it desirably.

Next, the writer activate the game to the students and explained about the game and how to use it. The students seen interest with the game, and then the students choose one of them to be an operator and they play the game together with guidance from the writer. The writer also explained the differences between short and long vowel, and the students imitated the native sound in “phonics 1a” game orally.

After the game are played, the writer previewed differences between short and long vowel and commanded the students to read aloud the word in “phonics 1a” together by the teachers’ guidance.

After that, the writer asked the students to read the pronunciation text like in cycle 1 (see appendix 3) to compare the students’ result whether before and after use “phonics 1a” software increased or not.

Next, the writer distributed the handouts to the students and commanded the students to carry out the practice like the question in “phonics 1a” game (see appendix 4) that they play from a while ago. They still confuse
with the direction in the practice, but the writer explained it, and the students are really appreciated in answering those questions.

After answering the question was done, the writer asked the students to collect the practice and continue to answer the student interview (see appendix 2) about their impression with “phonics 1a” software. To know the effectiveness the use of “phonics 1a” software to improve the students’ pronunciation ability.

c. Observation

All activities were recorded in the observation sheet. In this observation, the writer found the different atmosphere in the classroom. The students is very excited in the activity entirely. They have already familiar with short and long vowel. They were more active than previous activity.

At this time, the writer gave full attention to the studentsa and she was fair to them. She motivates the passive student to be active, and it was well-done. Almost all students looked confident to do their tasks and practice their pronunciation. When the teacher sked them to answer the question or to do practice, they existed.

After the students finished playing a game in the software, then the students do the exercise about short and long vowel as in the last game, to know how far the students' ability to distinguish between short and long vowel after using the ”phonics 1a” software. The following are the results of the post-test:
Table 4.10

Students’ Short And Long Vowel Post-Test

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-100</td>
<td>3</td>
</tr>
<tr>
<td>81-90</td>
<td>14</td>
</tr>
<tr>
<td>71-80</td>
<td>8</td>
</tr>
<tr>
<td>≤70</td>
<td>3</td>
</tr>
<tr>
<td>∑= 85</td>
<td>28</td>
</tr>
</tbody>
</table>

After finishing work sheet of exercise that in the software, students are asked to read the text of pronunciation that has been prepared by the writer like in the cycle 1, to know the difference results of the cycle 1 and cycle 2. The following are the results of oral post-test:

Table 4.11

Students’ Oral Post-Test Score Classification

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery</td>
<td>95-100</td>
<td>5</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Improved</td>
<td>85-94</td>
<td>4</td>
<td>10</td>
<td>35.71%</td>
</tr>
<tr>
<td>Adequate</td>
<td>75-84</td>
<td>3</td>
<td>11</td>
<td>39.28%</td>
</tr>
<tr>
<td>Developing</td>
<td>65-74</td>
<td>2</td>
<td>7</td>
<td>25%</td>
</tr>
<tr>
<td>Inadequate</td>
<td>≤ 64</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>

The percentage was counted using this formula:

\[
\text{Percentage} = \frac{\text{Frequency}}{\text{Total}} \times 100\%
\]
In the previous table 4.2 there are 28 respondents in this research before the treatment being given. From the table, there is 7 students (25 %) who is the developing in pronunciation post-test, 11 students (39,28 %) adequate, and 10 students (35,71 %) who are improved in pronunciation oral post-test. So, it can be conclude that the students oral post-test are adequate. The detail of the students’ score on the post-test is described on the table below:

**Table 4.12**

Students’ Oral Post-Test Score Detail

<table>
<thead>
<tr>
<th>No.</th>
<th>R</th>
<th>SS</th>
<th>S</th>
<th>IP</th>
<th>Total</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>R1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>R2</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>R3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>R4</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>R5</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>R6</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>R7</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>R8</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>9.</td>
<td>R9</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>10.</td>
<td>R10</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>11.</td>
<td>R11</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>12.</td>
<td>R12</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>13.</td>
<td>R13</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>14.</td>
<td>R14</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>15.</td>
<td>R15</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>16.</td>
<td>R16</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>17.</td>
<td>R17</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>18.</td>
<td>R18</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>19.</td>
<td>R19</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>20.</td>
<td>R20</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>12</td>
<td>4</td>
</tr>
</tbody>
</table>
The writer also made score of the students’ pronunciation before use of micromedia “phonics 1a” software. The score was elaborated into three aspects through the table distribution frequency and the percentage based on rubric that is used in Pasadena City College/ ESL Program/ Oral Skill Classes/ Rubric (1/10) Pronunciation Classes Speech Sound and basic stress and intonation patterns in short to medium-length sentence containing elementary vocabulary. The table distributions are as follows:

- Speech sound

**Table 4.13**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery</td>
<td>95-100</td>
<td>5</td>
<td>4</td>
<td>14.28 %</td>
</tr>
<tr>
<td>Improved</td>
<td>85-94</td>
<td>4</td>
<td>12</td>
<td>42.85 %</td>
</tr>
<tr>
<td>Adequate</td>
<td>75-84</td>
<td>3</td>
<td>6</td>
<td>21.42 %</td>
</tr>
<tr>
<td>Developing</td>
<td>65-74</td>
<td>2</td>
<td>6</td>
<td>21.42 %</td>
</tr>
</tbody>
</table>
According to the table above, there are 4 students (14.28 %) who are mastery in their speech sound, 12 students (42.85 %) are improved, 6 students (21.42 %) are adequate, and 6 students (21.42 %) are developing. It can be conclude that most of students are improved in their speech sound.

- Stress

Table 4.14

Students’ Stress Post-Test Score

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery</td>
<td>95-100</td>
<td>5</td>
<td>5</td>
<td>17.85 %</td>
</tr>
<tr>
<td>Improved</td>
<td>85-94</td>
<td>4</td>
<td>13</td>
<td>46.42 %</td>
</tr>
<tr>
<td>Adequate</td>
<td>75-84</td>
<td>3</td>
<td>6</td>
<td>21.42 %</td>
</tr>
<tr>
<td>Developing</td>
<td>65-74</td>
<td>2</td>
<td>4</td>
<td>14.28 %</td>
</tr>
<tr>
<td>Inadequate</td>
<td>≤ 64</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to the table above, there are 5 students (17.85 %) who are mastery in their stress, 13 students (46.42 %) are improved, 6 students (21.4%) are adequate, and 4 students (14.28 %) are developing. It can be conclude that most of students are adequate in their speech sound.

- Intonation Pattern

Table 4.15

Students’ Intonation Pattern Post-Test Score

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery</td>
<td>95-100</td>
<td>5</td>
<td>8</td>
<td>28.57 %</td>
</tr>
<tr>
<td>Improved</td>
<td>85-94</td>
<td>4</td>
<td>12</td>
<td>42.85 %</td>
</tr>
<tr>
<td>Adequate</td>
<td>75-84</td>
<td>3</td>
<td>6</td>
<td>21.42 %</td>
</tr>
</tbody>
</table>
According to the table above, there are 8 students (28.57 %) who are mastery in their intonation pattern, 12 students (42.85 %) are improved, 6 students (21.42 %) are adequate, and 2 students (7.14 %) are developing. It can be conclude that most of students are adequate in their intonation pattern.

Then, the writer calculates the post-test of CAR to measure the students’ score improvement from pre-test to post-test result. The calculating of post-test is as follows:

\[ y = - \]

\[ y = - \]

\[ y = 3.10 \]

d. Reflection

The reflection was carried out after teaching learning process. The writer evaluated CAR procedures entirely whether it was well-done or not. Yet, they felt satisfied because it was well-done. It was proven by the student’s action and their responses during teaching learning process. They exposed their English pronunciation actively. The good progress was also showed from the classroom atmosphere and class-management, and from the student’s post-test that proved their improvement. In their achievement gained score, it improved 44.85 % from their mean score. As the previous statement, the writer argued that the criterion of CAR success was 30 %. For this cycle,
the students’ achievement score proved that they have improved their score more than the criterion of CAR success.

Thus, the writer concluded that the implementing of CAR in improving students’ pronunciation by using “phonics 1a” software succeeded as a whole, and based on this condition, the cycle of CAR is considerably stopped.

M. The Discussion of The Data After CAR

The discussion of the data after implementing the action consisted of two parts. Those were the result of pre interview, post interview and the result of posttest.

1. The Result of Pre Interview

Before doing CAR for cycle 1 and 2, the writer did the structured interview for the students about attitudinal survey (see appendix 1), to compare the result of students’ interest learning by multimedia. The following statement included:

a. I like using the computer.
b. I like to read by myself.
c. I like it when someone reads to me.
d. I like reading.
e. When I read, I try to sound out words I do not know.
f. I like playing letter games.
g. I like to write stores.
h. I like to spell words.

2. The Result of Post Interview

After doing CAR for 2 cycle, the writer and the teacher did the unstructured interview, it was aimed to evaluate the result of teacher’s actions. Here, the teacher and the writer agreed that the “phonics 1a” software works in improving students’
ability in pronunciation. He assumed that “phonics 1a” software was useful in helping students to recognize the similar sound in English. He believes that the students could practice their pronunciation outside of classroom if they recognize the sounds of those words. He values that the students’ feedback is showing the progressiveness of his action during teaching learning activities. And the teacher would be pleased to use the “phonics 1a” software continuously when he teaches pronunciation.

The writer also did the stuctural interview (see appendix 2) with the students, the writer want to know the students’ interest used the “phonics 1a” software. The result of the interview is 90 % from 100 % students feel enjoyable learning and working by multimedia, they assumed that multimedia especially computer make their work more easy and practice. After they play “phonics 1a” software, they feel they have mastered their vowel sound and they enjoy learning pronunciation with “phonics 1a” software, because it can help them to developing their pronunciation ability.

3. The Result of Pre-Test and Post-Test

Table 4.16
The Students’ Pronunciation Score In Pre-Tets And Post-Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Respondent</th>
<th>X (pre-test)</th>
<th>Y (post-test)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>R1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>R2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>R3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>R4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>R5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>R6</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>R7</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>---</td>
<td>----</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>8.</td>
<td>R8</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9.</td>
<td>R9</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>10.</td>
<td>R10</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>11.</td>
<td>R11</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12.</td>
<td>R12</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>13.</td>
<td>R13</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>14.</td>
<td>R14</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15.</td>
<td>R15</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>16.</td>
<td>R16</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>17.</td>
<td>R17</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>18.</td>
<td>R18</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>19.</td>
<td>R19</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20.</td>
<td>R20</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>21.</td>
<td>R21</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>22.</td>
<td>R22</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23.</td>
<td>R23</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>24.</td>
<td>R24</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>25.</td>
<td>R25</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>26.</td>
<td>R26</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>27.</td>
<td>R27</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>28.</td>
<td>R28</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

N= 28  
60  
87  
Mean: x= —  
2,14  
3,10

To compare the result between pre-test and post-test, the writer uses some steps. First, the writer calculates the students’ mean score for each test. Second, the writer computes the percentage of students’ improvement score from pre-test to post-test.

From that calculation, the mean score of the class in post-test is 3,10. It means that the students’ pronunciation mean score after using “phonics 1a” software showed the improvement, it is 3,10. If we compare with the previous test (pre-test) score 2,14,
the difference is 0.96 points by calculation as follows 3,10 - 2,14 = 0.96. So, the writer could say that the improvement students’ pronunciation score is 0.96.

The next phase is to know the percentage of pre-test and post-test difference, it is calculated as follows:

\[ P = \frac{D}{X} \times 100\% \]

\[ P = \frac{3,10 - 2,14}{2,14} \times 100\% \]

\[ P = 44.85\% \]

So, the percentages of students’ mean score improvement from pre-test to post-test is 44.85%.

N. The Interpretation of Test Result

The interpretation of the data results among pre-test and post test as follows:

In the pre-test, the mean score of students on pronunciation test before using CAR and applying micromedia “phonics 1a” software in teaching pronunciation from 1-5 point is 2,14 point. It means that the result of the students pronunciation pre-test are developing. Afterwards, to compare whether CAR success or not, it was done post-test that is carried out after implementing CAR. The result of mean score in the post test is 3,10. This is assumed as good enough achievement-mean score that the students got because the writer assumed that English as the second language is difficult to pronounce perfectly. So, from 1-5 point, got 3,10 point is good enough and the students’ mean score from the pre-test to post-test improved. The improvement is 3,10 - 2,14 = 0,96 or the improvement percentage is 44.85%. However, from that
percentage, it can be concluded that the CAR is successful because the percentage of students’ mean score of post test could pass the criterion of CAR success, 30%. So, the writer and the teacher agreed that the cycle of CAR is stopped.

Table 4.17

The Result of Pre-Test and Post Test

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>∑ (Mean)</td>
<td>2.14</td>
<td>3.10</td>
</tr>
<tr>
<td>Improvement</td>
<td></td>
<td>0.96</td>
</tr>
<tr>
<td>Percentage</td>
<td></td>
<td>44.85%</td>
</tr>
</tbody>
</table>

O. The Strengths And Weakness Of “Phonics 1a” Software

a. The Strenghts Of “Phonics 1a” Software

Overall, the “Phonics 1a” software helped students in all classrooms to significantly increase phonics skills, especially recognition of long and short vowel sounds. The increase in phonic skills is evidenced by the statistically significant difference between pre-test and post-test scores on the phonics assessments administered to all students. The game helped students identify vowel sounds as well as sight words. For example, during reading instruction, students were able to identify words with short vowel sounds on the phonics chart and in leveled readers. The games were fun for the students. They provided a different method of learning other than textbook. The game provided sing-along short vowel songs, matching games, and interactive question and answer games.
The game provided activities for children below reading grade level. It also enabled students to transfer word recognition strategies to new situations. A final strength of the game was its positive impact on students’ self-esteem. Students were able to work at their own pace, check their own progress, and celebrate their accomplishments. Students were able to work at their own pace because there were no time limits. The game did not have a timer that would shut down the game after a specified time. Students could choose to play one game or several games during their scheduled computer time. Students could check their progress on each activity.

b. **The Weaknesses Of “Phonics 1a” Software**

The games allowed students to go to the next section even if the student had not completed or mastered previous sections. Students could move on to long vowel sounds before mastering short vowel sounds. Students could skip phonics instructions given in the songs and move directly on to the phonics games. The games also required 100% accuracy for students to receive a gold star which proved to be difficult at times. For example, a student stated “I can’t ever get it right.” The songs tended to be too long and did not allow much interaction. For example, the students could only watch and listen to the phonics instruction given during the songs. They became bored and inattentive. Unlike the games, the songs did not allow the students to use the mouse which helped to engage the students. The game only allowed students to click on letters or words with the mouse. For example, on the creating a story section, students were only allowed to click on the word in each sentence. They were not allowed to write complete sentences or edit the story using the keyboard. Using the keyboard would have allowed the students to use more critical thinking skills and further engage the students.
CHAPTER V

CONCLUSION AND SUGGESTION

From all discussion in this paper, the writer would like to conclude about the result of this research. And then, related to the conclusion the writer would give some sugestion. However, before conclude and suggest this research, the writer would like to summarize this research.

In this research, the writer conducted the implementation of CAR (Classroom Action Research) as a research design. The writer used Kemmis and Mc Taggart design, which has four phase, there are plan, act, observe, and reflect. In this moment, the writer used two cycle. In CAR, the writer applied one of application in improving students’ pronunciation, which is micromedia “phonics 1a” software. In this application, the students practice their pronunciation intensively, yet they could practice their pronunciation by using this application inside and outside of classroom independently.

Furthermore, the observation and the implementation of this CAR were held at first grade class X Banking, SMK Diponegoro Salatiga in the academic years of 2015/2016. The number of students is 28 students. Based on the writer’s observation, “phonics 1a” software has been succesfully improving the students’ pronunciation and it was also effective to be implemented in large classroom. Even, the teacher or the students did the teaching learning activities well. Moreover, the students were more active in learning English pronunciation.
Based on the result of the students’ pronunciation test, it can be measured that the students could improve the students’ pronunciation mean score more than 30% that it was criterion for CAR success. Thus, the use of micromedia “phonics 1a” software in improving the students’ pronunciation ability, especially at class X Banking, SMK Diponegoro Salatiga was successful.

A. Conclusion

Based on the research conducted at class X Banking SMK Diponegoro Salatiga in the academic years of 2015/2016, it could be concluded that the students improve their English pronunciation by using micromedia “phonics 1a” software. Then, they also could recognize the English vowel. Therefore, the students were showed their progress and be able to gain the best achievement especially in English pronunciation.

B. Suggestion

The writer would like to give some suggestions for the teacher. First, she suggests the teacher for keeping “phonics 1a” software in improving students’ pronunciation into teaching learning activity. Second, the teacher is hoped for continuing to introduce the phonetic symbols to the students step by step because it helps their comprehension in distinguish English phonemic sound. Third, the writer hopes the teacher should expand this application into the “phonics 1a” software sentence practice, as in this research the writer focused on “phonics 1a” software word practice. Hopefully, these suggestions will be useful for teacher’s professional job in improving the quality of teaching learning activity.
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Documentation of CAR
CURRICULUM VITAE

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Faculty : English Education Department

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- SD Negeri 2 Kuripan Graduated in 2005
- SMP Negeri 1 Karangawen Graduated in 2008
- MAN 1 Semarang Graduated in 2011
- IAIN Salatiga Graduated in 2016

Salatiga, October 22th 2015

The Writer

Aris Lathifah

NIM. 11311022
# Attitude Survey

**Name:**

**Date:**

**Direction:** Give Check (√) under your answer

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I like using the computer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I like to read by myself.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I like it when someone reads to me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I like reading.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>When I read, I try to sound out words I do not know.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I like to write stores.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I like to spell words.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Interview

1. Did you enjoy working on the computer? Yes or No

2. Why did you enjoy or not enjoy working on the computer? -
   
   ____________________________________________________________________
   
   ____________________________________________________________________

   ____________________________________________________________________

   ____________________________________________________________________

   ____________

3. What was your favorite activity on the phonics game?

   ____________________________________________________________________

   ____________________________________________________________________

   ____________________________________________________________________

   ________

4. Do you feel you have mastered your vowel and consonant sounds? Yes or No

5. Would you want to play these same games at home? Yes or No

6. Would you like to continue developing your reading skills with the Help Me 2 Learn Phonics Game? Yes or No
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMK Diponegoro Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 1
Alokasi Waktu : 4 x 45 menit (2x pertemuan)
Aspek/ Skill : Reading
Tahun Pelajaran : 2015/2016

I. Standar Kompetensi

Membaca

Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan terdekat.

II. Kompetensi Dasar

Membaca

Memahami makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.

III. Tujuan Pembelajaran

1. Siswa dapat membaca dengan benar dan lancar
2. Siswa dapat memahami perbedaan short and long speech sound
3. Siswa dapat membaca dengan intonasi yang benar

IV. Materi Pembelajaran

Read the pronunciation text!
Pronunciation exercises

Sound, stress, intonation

Hints on pronunciation for foreigners

I take it you already know
Of tough and bough and cough and dough?
Others may stumble but not you
Or hiccup, thorough laugh and through?
Well done: And now you wish perhaps
To learn these familiar traps:

Beware of heard a dreadful word
That looks like beard and sounds like bird.
And dead: It's said like bed, not head,
For goodness' sake, don't call it deed!
Watch out for meat and great and threat,
They rhyme with suite and straight and debt.
A moth is not a moth in mother
Nor both in bother, broth in brother.
And here is not a match for there
Nor bear and fear for bear and pear.
And then there's does and rose and lose,
Just look them up; and goose and choose.

And cork and work and hard and ward
AndFont and front and word and sword.
And do and go and thwart and part —
Come, come, I've hardly made a start!
A dreadful language?
Man alive, I'd mastered it when I was five!
(Anon)
a. Pendahuluan
   - Greeting
   - Apersepsi
   - Memberi tahu tujuan pembelajaran

b. Inti
   - Siswa mengisi angket (attitudinal survey) tentang ketertarikannya belajar dengan media komputer.
   - Siswa membaca teks pronunciation yang terdapat pada layar LCD secara individu
   - Siswa mencari kosakata bahasa inggris yang berbunyi sama namun berbeda arti
   - Siswa membaca kosakata bahasa inggris yang berbunyi sama namun berbeda arti
   - Siswa diperkenalkan “phonics 1a” software dan menirukan contoh-contoh kosakata pada software tersebut bersama-sama

c. Penutup
   - Menyimpulkan materi pembelajaran
   - Menanyakan pemahaman siswa mengenai proses pembelajaran hari ini

PERTEMUAN KEDUA

a. Pendahuluan
   - Greeting
   - Apersepsi
   - Memberi motivasi kepada siswa
   - Menyampaikan tujuan pembelajaran

b. Inti
   - Siswa melanjutkan mempelajari pronunciation menggunakan “phonics 1a” software bersama-sama
- Siswa mempraktikan membaca teks pronunciation yang terdapat pada layar LCD secara individu
- Siswa memainkan game edukasi dalam “phonics 1a” software bersama-sama
- Siswa mengerjakan soal yang terdapat dalam “phonics 1a” software
- Siswa mengisi angket sebagai feedback tentang “phonics 1a”

c. Penutup
- Menyimpulkan materi pembelajaran
- Menanyakan kesulitan siswa selama proses KBM
- Refleksi

VII. Sumber Belajar
1. Phonics 1a software
2. Internet

VIII. Indikator dan Penilaian

<table>
<thead>
<tr>
<th>NO.</th>
<th>INDIKATOR</th>
<th>TES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Lisan</td>
</tr>
<tr>
<td>1.</td>
<td>Membaca teks pronunciation</td>
<td>√</td>
</tr>
<tr>
<td>2.</td>
<td>Mengerjakan soal pada “phonics 1a” software tentang vowel, short and long speech sound</td>
<td>-</td>
</tr>
</tbody>
</table>

IX. Pedoman Penilaian dan Rubrik Penilaian

1. Nilai maksimal tes lisan 5
2. Nilai maksimal tes tertulis 100

**Rubrik Penilaian tes Lisan**

| 5=master | 4=Improved | 3=adequate | 2=developing | 1=inadequate |
|-----------|------------|------------|--------------|--------------|--------------|
| Recognizes and accurately produces speech sounds. | Recognized and accurately produces the majority of speech sounds | Recognized the majority of and accurately produces approximately half of the speech sounds | Recognizes and accurately produces speech sounds. but there are still major inconsistencies in students pronunciation. | Recognizes and accurately produces few or no speech sounds. |

Salatiga, 11 September 2015

Mengetahui,

Guru Pamong Observer,

Fajar Umar H. S.Pd.I Aris Lathifah