THE EFFECT OF USING JAZZ CHANTS ON THE ELEVENTH GRADE STUDENTS' PRONUNCIATION ACHIEVEMENT AT SMA PLUS DARUL HIKMAH JEMBER IN THE 2016/2017 ACADEMIC YEAR

THESIS

by:

MOH. RISMALA

NIM 120210401009

ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

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THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at the

English Education Study Program, Language and Arts Department,

Faculty of Teacher Training and Education, Jember University

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Moh. Idris and Nurmala. Thank you for your love and your support till the end of time. Thank you for standing beside me when the life knocks me down and always remind me.

2. My sister, Nurlia Dewi Ariyanti. Thank you for giving me attention and support to always be the best in my life.

3. My honored consultants Mrs. Wiwiek Eko Bindarti and Mrs. Musli Ariani for the guidance.

4. My second family, Paduan Suara Anak Pedagogi (PARANADA), to be a part of my life in this college.

5. All of my friends that I cannot mention one by one.

MOTTO

"When life turns you down, get up and turn back to Allah - When life puts you in a higher position, knee down and turn back to Allah"

— **Saba Ishaq** —

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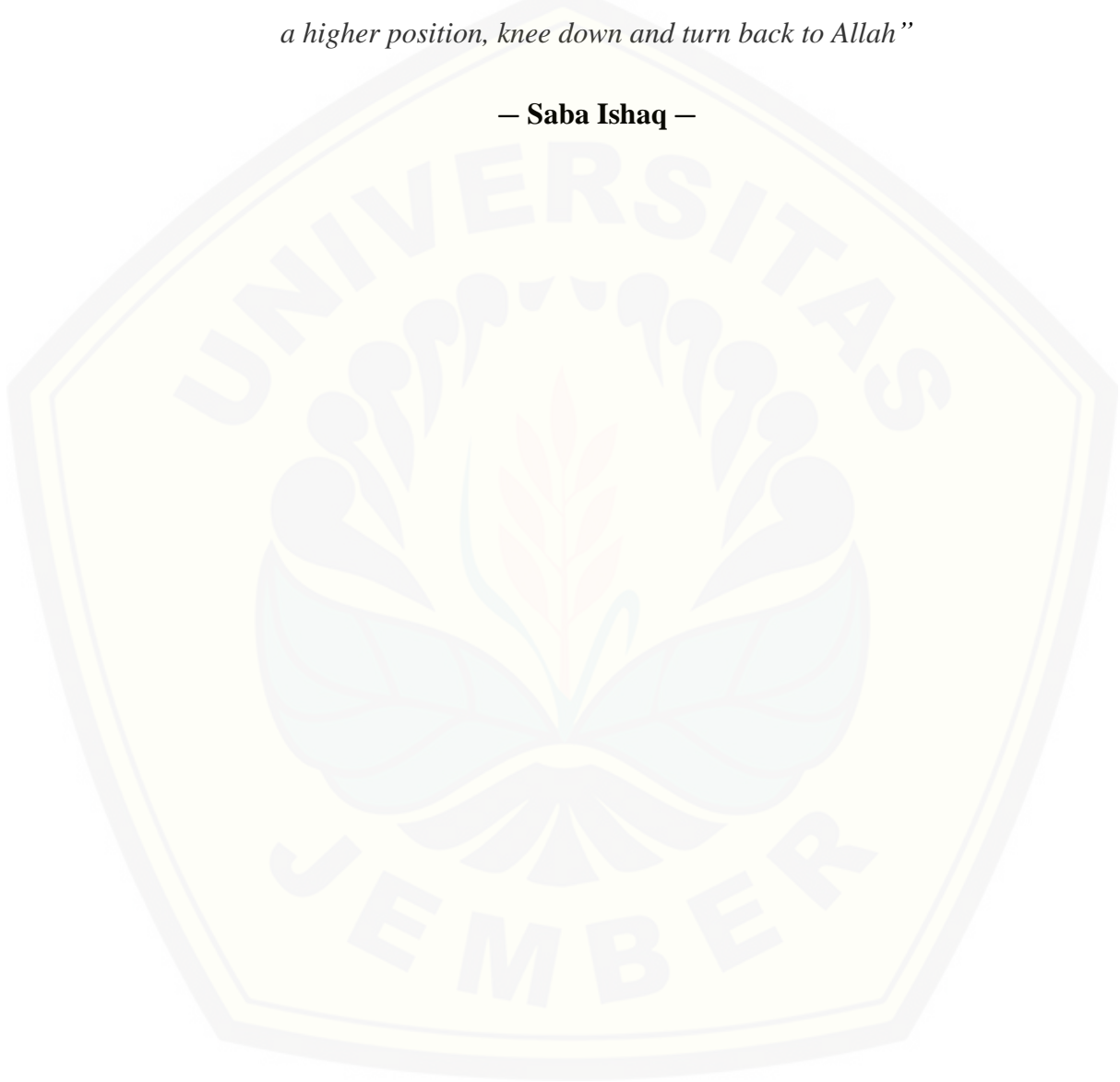
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The writer,

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NIM 120210401009

CONSULTANTS' APPROVAL

THE EFFECT OF USING JAZZ CHANTS ON THE ELEVENTH GRADE
STUDENTS' PRONUNCIATION ACHIEVEMENT AT SMA PLUS
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THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at the
English Education Study Program, Language and Arts Department,
Faculty of Teacher Training and Education, Jember University

Name	: **Moh. Rismala**
Identification Number	: **120210401009**
Level	: **2012**
Place and Date of Birth	: **Situbondo, October 25th 1994**
Department	: **Language and Arts**
Program	: **English Education**

Approved by:

Consultant 1   Consultant 2

<u>**Dra. Wiwiek Eko Bindarti, M.Pd.**</u>   <u>**Dra. Musli Ariani, M.App.Ling**</u>
NIP. 19561214 198503 2 001   **NIP. 19680602 199403 2 001**

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis entitled "The Effect of Using Jazz Chants on the Eleventh Grade Students' Pronunciation Achievement at SMA Plus Darul Hikmah Jember in the 2016/2017 Academic Year" is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Day   : Friday

Date   : September, 23th 2016

Place   : 35D 106

The Examiner Team:

The Chairperson,   The Secretary,

Dra. Zakiyah Tasnim, M.A   Dra. Musli Ariani, M.App.Ling
NIP. 19620110 198702 2 001   NIP. 19680602 199403 2 001

The Members:

1. Dra.Wiwiek Eko Bindarti, M.Pd   1. …………………
    NIP. 19561214 198503 2 001

2. Drs. I Putu Sukamaantara, M.Ed   2. …………………
    NIP. 19640424 199002 1 003

The Dean,

Faculty of Teacher Training and Education

Prof. Dr. Sunardi, M.Pd.
NIP. 19540501 198303 1 005

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In relation to the writing and finishing of this thesis, I would like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean of Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Department;
3. The Chairperson of the English Education Study Program;
4. My Consultants, Dra. Wiwiek Eko Bindarti, M.Pd. and Dra. Musli Ariani, M.App.Ling. I do really thank for your time, knowledge, guidance, patience, and careful correction that had led me compile and finish my thesis;
5. The Examination Committee;
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7. My beloved almamater, Jember University.

I believe that this thesis might have some weaknesses. Therefore, any criticism and valuable suggestions will be wisely appreciated.

Jember, September 2016

Moh. Rismala

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SUMMARY

The Effect of Using Jazz Chants on the Eleventh Grade Students' Pronunciation Achievement at SMA Plus darul Hikmah Jember in the 2016/2017 Academic Year; Moh. Rismala, 120210401009; 2016; 48 pages; English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

The design used in this research was experimental research. The purpose of conducting this research was to know whether or not there is a significant effect of using Jazz Chants on the eleventh grade students' pronunciation achievement at SMA Plus Darul Hikmah Jember in the 2016/2017 academic year. The researcher used Jazz Chants because the researcher believed that it could give effect to XI IPS 1 students' pronunciation achievement during the teaching and learning process.

In this research, the researcher used Jazz Chants as media for teaching pronunciation. Jazz Chants is a kind of songs that provide stress, rhythm, and intonation of a natural spoken language. Besides, the researcher believe that Jazz Chants could help the students to pronounce and to memorize vowel sounds ($ɪ$, $iː$, $uː$, $ə$, $æ$), consonant sounds (s, $ʃ$, $θ$, $tʃ$, $dʒ$), and diphthong sounds ($eɪ$, $ɛə$, $aɪ$, $ʊə$, $ɔɪ$. $aʊ$, $ɪə$, $əʊ$) in the English words.

This research was conducted on 5 August up to 20 august 2016. The result of homogeneity test showed that the respondents were homogenous. That is why, the researcher used lottery to decide the experimental group (XI IPS 1) and the control group (XI IPS 2). The researcher gave the treatment, that was, using Jazz Chants in teaching pronunciation to the experimental group. On the other hand, there was no media used for the control group. The researcher taught those groups in two meetings.

After the teaching and learning process, the researcher conducted a try-out test to the other class that was not the experimental and the control. The researcher gave 55 items in the form of isolated words for each student. The result of the try-out test showed that there were 50 items considered as sufficient and 5 as difficult. Therefore, the researcher omitted the 5 items and used the 50 items to be the materials for the posttest for both the experimental and the control groups.

The result of the posttest showed that the significant value on the t-test was 0.000 and it was less then 0.05. It indicated that the result of t-test analysis was significant. So it proved that there was a significant mean difference between the experimental group and control group. In general, the result of the research showed that the students in the experimental group got better scores in pronunciation achievement than those in the control group. It happened because the students in the experimental group were taught by using Jazz Chants. Thus, it could be concluded that there was a significant effect of using Jazz Chants on the eleventh grade students' pronunciation achievement at SMA Plus Darul Hikmah Jember in the 2016/2017 academic year.
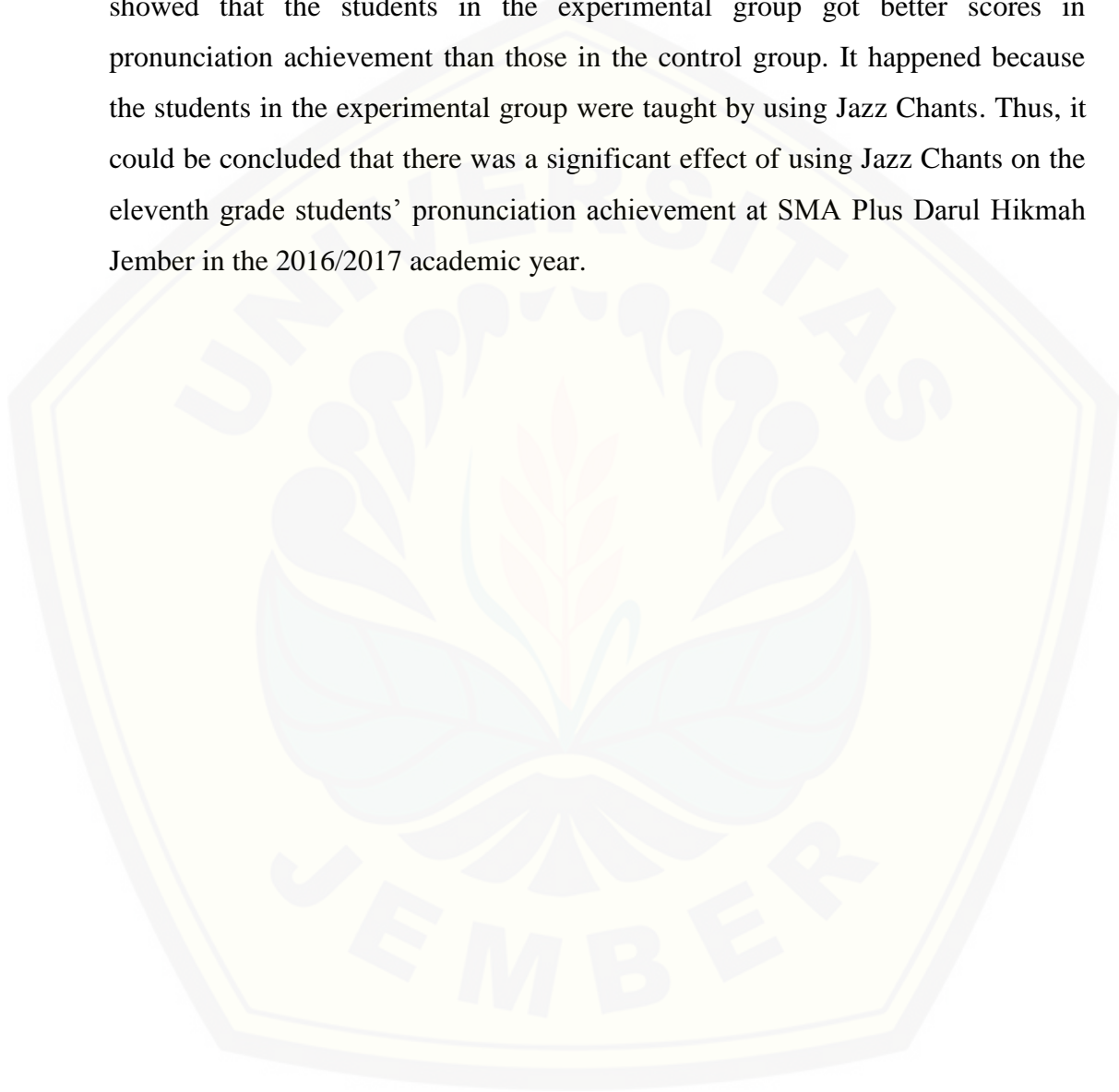
CHAPTER I
INTRODUCTION

This research is conducted to find out the effect of using Jazz Chants on the eleventh grade students' pronunciation achievement at SMA Plus Darul Hikmah in 2016/2017 academic year. The researcher uses Jazz Chants as the media because they provide a model of native speakers' natural conversation such as on stress and intonation. This chapter discusses about some aspects of the research which refer to the background of the research, the research problem, the research objective, and the significance of the research.

1.1 Research Background

The globalization era forces people to create a rapid development of technology. Finding and exchanging information become easier. Recently, most of the people around the world use it to access written, audio, or video information through the internet connection. In this case, English has an important role in spreading the information since it has been widely known as the global language of communication. English is also used as the language of business, tourism, diplomacy, education, science, computer, and printed electronic media. Boyanova (2011), in his website *studyenglishtoday.net*, reported that around 377 million people use English as the native language, 375 million people use it as the second language, and 750 million people use it as the foreign language. From now on, having a good mastery in English gives opportunities to take part in the global world, for instance helping the speaker to get closer with people in other countries or perhaps getting opportunities in expanding a job.

Recognizing the importance of English, the Indonesian government states that schools have to introduce English early. That is why, English in Indonesia is taught in elementary schools and in junior high schools up to university level. Based on the 2006 Institutional Based Curriculum, students at senior high schools should master English with the four skills of language that are listening, speaking,

reading, and writing. Besides, English has three language components, that are, vocabulary, grammar, and pronunciation. The curriculum also states that the goal of teaching English at senior high schools is to lead the students to obtain the functional level for survival communication purpose. The communication ability here covers the oral and written forms.

As one of the spoken language components, pronunciation is regarded as the useful device to develop the students' communication ability. Kenworthy (1987:13) claims that pronouncing English words correctly is very important to make intelligible communication. Intelligibility is the situation when a listener understands our speaking. Pronunciation refers to the sound of speech which deals with pitch, volume, stress and intonation in delivering the words. If a speaker does not have good pronunciation, it will cause irritation since the listener does not understand what is being said. The worst case, mispronunciation could create to different meanings which mean the message said by the speaker and received by listener is different. Therefore, in English classes, there are some benefits of learning pronunciation for the students. Firstly, learning pronunciation can improve the student's accuracy in pronouncing English words as one of the indicators in speaking test. Secondly, learning pronunciation will build students' self-confidence in their oral performance. Thus, it can be concluded that students have to enrich their knowledge of pronunciation aspects before mastering the skill in general.

Pronunciation is usually considered difficult by learners. Many students still have problems in speaking due to bad and inaccurate pronunciation. They appear to know the vocabulary but seem did not understand how to pronounce it. There may be several reasons regarding this problem. First, English has inconsistent pronunciation for some words. The examples of inconsistency of the pronunciation of English words are as follows.

('i' and 'u' sounds)

1. 'This' is pronounced as /ðɪs/ instead of /ðʌɪs/
2. 'First' is pronounced as /fəːst/ instead of /fɪːst/ or /fʌɪst/
3. 'Thus' is pronounced as /ðʌs/ instead of /ðʊs/

4. 'Cruel' is pronounced as /kruːəl/ instead of /krʌːəl/

Next reason, students might think that it is not a must for them to use the language outside the teaching learning process because they know that the environment rarely uses English in the daily lives. Therefore, it will make them undesirable to learn English. In addition, when the students want to pronounce an English word, they probably never use their dictionary to check the phonetic transcriptions to make it accurate. According to those reasons, we can conclude that the students have minimum practice and application of English. Thus, when the students are asked to perform orally in the form of monolog or dialog, they will be confused and get stuck.

Responding to the phenomena, the students have to familiarize with the language, and continually practice to reach the goal of the teaching and learning (TL). Teaching and Learning Process (TLP) is a system formed by some components which are related to each other. Pratama *et al.* (2010) state that the components of TLP are curriculum, teachers, students, materials, methods, technique, media and assessment. For example, in deciding the materials which are suitable with the standard competence, the teacher should use a technique or a method that is supported by media. From the explanation above, in teaching pronunciation especially, kinds of repetitive materials can be good which can make the students memorize the words more deeply. Besides, the teachers have to build up an entertaining and not boring atmosphere. Therefore, Jazz Chants are proposed by the researcher to help the students in gaining their pronunciation achievement as the teachnique.

Graham (2006) in Zhang (2011:564) states that Jazz Chant is a rhythmic expression of natural language which links the rhythms of spoken American English to the rhythms of traditional American jazz. The rhythms, stress and intonation pattern of the chant should be an exact replica of what the student would hear from an educated native speaker in natural conversation.

Carolyn Graham discovered Jazz Chants only by accident while playing the piano in one bar. Her friend came to her said several words in which she could feel exactly the music beat she was playing. That way she found the connection

between traditional American jazz and spoken American English. The music for chants is often taken from some traditional English songs so the children can concentrate on the words and rhythm more.

Underlying the definition and the historical aspects of Jazz Chants, it is concluded that it can help the students to improve their pronunciation by containing a real conversation of native speakers.

A study was conducted in relation of the use of Jazz Chants on student's pronunciation by Lucia Coćova (2013). This research paper aimed to find out above all if Jazz Chants could help Czech elementary learners of English improve their pronunciation of the phoneme /w/. She also reported that the learners showed a high level of interest in Jazz Chants, they actively participated in the lesson. The result showed that the success rate of pronunciation of the particular tested words practised in Jazz Chants increased by 34% in average.

Based on the background and the rationale above a research entitled "The Effect of Using Jazz Chants on the Eleventh Grade Students' Pronunciation Achievement at SMA Plus darul Hikmah Jember in the 2016/2017 Academic Year" is conducted.

1.2 Research Problem

Based on the research background above, the problem of this research is formulated as follows:

"Is there any significant effect of using jazz chants on the eleventh grade students' pronunciation achievement at SMA Plus Darul Hikmah Jember in the 2016/2017 Academic Year?"

1.3 Research Objective

In line with the research problem, the objective of this research is to know whether or not there is a significant effect of using Jazz Chants on the eleventh grade students' pronunciation achievement at SMA Plus Darul Hikmah Jember in the 2016/2017 academic year.

1.4 The significance of The Research

The result of the research is expected to be useful for the English teacher, the students, and the future researchers.

1.4.1 The English Teacher

Hopefully the result of this research can be useful for the English teacher as a reference to use Jazz Chants in teaching pronunciation because it can reduce the students' lack of confidence and create an interesting learning situation.

1.4.2 The Students

Through the activity conducted in this research, a new learning experience can enhance the students' pronunciation achievement through Jazz Chants. It is expected to build up the students' motivation, enthusiasm, and self-confidence in learning pronunciation. The students will practice stress and intonation, are highly motivating and encouraging. Besides, Jazz Chants also strengthen the students' language structures and the ability to speak every day spoken English.

1.4.3 Future Researchers

The result of this research will be useful for future researchers to conduct a further research on similar topic that can be carried out in different research designs for instance a classroom action research to improve the students' pronunciation achievement by using Jazz Chants.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter consists of the fundamental theory of pronunciation, teaching English pronunciation, the application of Jazz Chants in teaching and learning process, the procedures of using Jazz Chants in teaching pronunciation, the advantages and disadvantages of using Jazz Chants for teaching pronunciation and research hypothesis.

2.1 The Fundamental Theory of Pronunciation

2.1.1 Definition of pronunciation

Generally, pronunciation refers to how pronouncing words correctly. It has a unique system. The uniqueness makes people say that pronunciation of English is difficult. According to Roring (2000), pronunciation is one of the most important aspects that have to be mastered when learning English. Zaremba (2010:15) states that pronunciation deals with the correct way to emphasize syllables within a word.

Martinez, et al. (2008:475) state that pronunciation deals with how the sound of the word to be said and which part of the word to be stressed. Milnar (2008) claims that pronunciation is a complex synchronization of many muscles, such as primary of those in the process of expiration and inspiration (lungs and diaphragm), muscles of jaw, face, larynx, and tongue. When all speech organs are in the right position, when air form lungs makes vocal cords producing which then resonates, the sound will be produced. Therefore, we need to know how the positions of our lips, teeth and tongue, and how to control our breath while saying a sound.

According to Lado (1964:70), pronunciation is the use of a sound system in speaking and listening. The objective, actually, is not to have the students talk about the sounds of the language but to use them in utterances for communication. Here, pronunciation is not always treated as the act that happens in listening and

speaking. Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, a phrase, a sentence and a text, especially a way that is accepted or generally understood. In this case, it requires the production and reception of sounds of speech and the achievement of the meaning (Kristina and Rarasteja, 2006). From the definitions above, pronunciation contains some important keys in the words being pronounced which should be intelligible.

2.1.2   Definition of Phonology

According to Yule (2001:54), phonology is the study of the system, the patterns and the use of sounds that occur in languages in this world. Kusuma (1990:7) added that phonology is dealing with the phonemes and sequences of phonemes. A phoneme is a class of sounds. Further, Yusuf (1998:19) states that it is an abstract alphabet unit that can be used for writing a language in a systematic way, for instance, phonemes /p/ and /t/ in word pie and tie. Therefore, in order to acquire a full understanding of the use of speech sounds in English, we should study both the phonology and phonetics.

2.1.3   Definition of Phonetics

Sometimes when we are unfamiliar with the word, we are confused in how we have to pronounce that word and make a mistake while forcibly trying. In recovering the solution, phonetic is needed. Kusuma (1990:15) stated that the study of the speech sounds, the production, the transmission and the reception is the definition of phonetics. By having the definition of phonetics, we are going to know the way where the sounds of languages are formed. It may detect and correct the mistake that may occur in someone's utterances.

2.1.4   Speech Sound Production

Based on Giegerich (1992), the most usual source of energy for our vocal activity is provided by an air stream expelled from our lungs. Besides, the air stream is responsible in producing the speech sounds. The production of speech

sounds covers four processes such as initiation, phonation, oro-nasal, and articulation.

a. Initiation Process

The *initiation process* or *airstream mechanism* is the process when the air is expelled from the lungs than it goes through the trachea to the oral-nasal cavity. In English, speech sounds are the result of "a pulmonic egressive airstream" (McMahon, 1992:25). Ambercrombie in Coutsougera (2004:2) (http://punksinscience.org) says that the airstream provided the action of some organs of speech that makes audible movements of other organs. In the same journal, another expert, Catford (1994:4) states that the airstream movements of organs during the organic phase act upon the air contained within the vocal tract. They compress the air, or dilate it, and they set it moving in various ways-in rapid puffs, in sudden bursts, in a smooth flow, in a rough, eddying, turbulent stream, and soon. There are three airstream mechanisms used in world languages: pulmonic (involving lungs), velaric (involving velum and tongue) and glottalic (involving glottis and larynx)

b. The Phonation Process

The phonation process occurs at the larynx. The larynx has two horizontal folds of tissue in the passage of air; they the vocal folds. The gap between the folds is named the glottis. When glottis is closed no air can pass. Or it can have a narrow opening which can make the vocal folds vibrate producing "the voiced sounds". The examples of voiced sounds are: [b], [g]and all vowels. Finally, when the glottis can be wide opened, as in normal breathing, thus the vibration of the vocal folds is reduced, producing "*the voiceless sounds*", for instance plosive sounds such as [p], [t], and [k]

c. Oro-nasal Process

After the air has gone through the larynx and pharynx, it can go into the nasal or the oral cavity. Giegerich (1992:3-5) claims that the airstream can go either into the nasal or oral activity after having passed the larynx and the back of the throat (pharynx), and this process is called *oro-nasal*

process. The velum is the part responsible for that selection. Through the oro-nasal process, nasal consonants (/m/, /n/, /ŋ/) can be differentiated to other sounds.

d. The Articulation Process

The final process is articulation. According to Trujillo (no year:2), the articulation process takes place in the mouth and it is the process which speech sounds are distinguished form one another in terms of the place where and the manner how they are articulated. In other words, the people can distinct the oral cavity which acts as a resonator, and the articulators which can be active or passive: upper and lower lips, upper and lower teeth, tongue (tip, blade, front, back) and roof of the mouth (alveolar ridge, palate, and velum).

Based on the explanation above, this research focused on the articulation speech sounds including pronunciation and word stress appear in the English words

2.1.5   The Classification of Speech Sounds

There are many kinds of speech sounds that can be articulated. The three kinds of speech sounds are vowels, diphthongs and consonants (Jones,1995:12). According to Kenworthy (1987:46), the three kinds of speech sounds cause a perception problem to the students. The vowels produced in which the air stream can pass freely through the end out of mouth (Kusuma,1990:14). These sounds are made in which there is no hindrance to the flow of air as it passes the larynx to the lips. Based on Kelly (2000:31-33) English has twelve pure vowels. They are as follows:

a. vowels

1. [iː] – she/ʃiː/
2. [ɪ] – pick/pɪk/
3. [e] – egg/eg/

4. [æ] – man/mæn/

5. [ɜ] – shirt/ʃɜt/

6. [ə] – paper /ˈpeipə(r/

7. [ɑ] – daft /dɑːft/

8. [ɒ] - dog /dɒg/

9. [ʌ] - front /frʌnt/

10. [uː] –food/fuːd/

11. [ʊ] - book/bʊk/

12. [ɔː] –pour/pɔː(r)/

b.   diphthongs

The second category of speech sound is diphthongs. Kusuma (1990:15) stated that a diphthong is a sound made by gliding from one vowel position into another position. In other words, diphthong is a sound which consists of a movement or glide from one vowel to another. It is a union of two vowels such as: fine /faɪn/, go/gəʊ/, besides, Kelly (2000:35-36) adds that there are eight diphthongs as follows:

/aɪ/ -cry/kraɪ/

1. [eɪ] –play/pleɪ/

2. /ɔɪ/ -boy/bɔɪ/

3. /ɪə/ -deer /dɪə(r)/

4. /eə/ -bear /beə(r)/

5. /aʊ/ -cow/caʊ/

6. /ʊə/ - poor /pʊə(r)/

7. /əʊ/-show/ʃəʊ

c.   consonants

The third category of speech sound is consonants. Based on Kusuma (1990:14), consonants are speech sounds in which the air streams after having passed the larynx is either stopped for a moment and released, the examples such as: [p], [t], [k/], [b], [d], [g] or driven through such a narrow opening that we hear a friction. Haycraft (1980:160-161) states all of them are also voiced and voiceless consonants, they are:

1. [p] – pet /pet/
2. [b] – bad /bæd/
3. [t] – tea /tiː/
4. [d] – day /deɪ/
5. [k[- keep /kiːp/
6. [g] – goat /gəʊt/
7. [f] – for /fə(r)/
8. [v] – van /væn/
9. [s] – see /siː/
10. [z] – zoo /zuː/
11. [ʃ] – shoe /ʃuː/
12. [ʒ] - leisure /ˈleʒə(r)/
13. [tʃ] – chin /tʃɪn/
14. [dʒ] – jump /dʒʌmp/
15. [θ] – thick /θɪk/
16. [ð] – there /ðeə(r)/
17. [m] – make /meɪk/
18. [n] – not /nɒt/
19. [ŋ] – sing /sɪŋ/
20. [h] – hot /hɔt/
21. [l] – look /lʊk/
22. [r] – red /red/
23. [w] – water /wɔtə(r)/
24. [j] – yes /jes/

2.1.6 Aspects of Pronunciation

According to Geyser (2009), helping students to improve their pronunciation is very important. Therefore, there is little point for the students in learning a new word, learning what it means and how to use it in a sentence. If no one understands them when they say, it will be caused by poor pronunciation. In

order to make it clear, take a look at this sentence to give illustration. The sentence: "*I don't want to go there*!" that will be examined in various aspects of pronunciation. Kenworthy (1987:9-11) states that there are some aspects of pronunciation such as follows.

1. Combinations of sounds

Sometimes sounds occur in groups. Two consonants occur at the end of the word "want/wɒnt/". When this happens within a word, it is called a consonants cluster.

2. Linkage of sounds

When English people speak, they generally do not pause between each, but move smoothly form one word to the next. There are special ways to do this. For instance, a speaker saying the sentence will move directly from the "t" of "don't" to the "w" of "want" and from "t" of "want" to the "t" of "to". It can be something like this "I don' (t) wan (t) to go there! /ai/ /dɔn/ /wɒn/ /tu/ /gəʊ/ /ðeə(r)/"

3. Word Stress

When an English word has more than one syllable (a polysyllabic word) one of these is made to stand out more than other(s). This is done by saying that syllable slightly louder, holding the vowel a little longer and pronouncing the consonants very clearly. These features combine to give the syllable prominence or *stress*. In "don't", "want" and "there" the first syllables are stressed.

4. Rhythm

English speech resembles music in that it has beat. There are groups of syllables, just like bars of music, and within each group there are stronger and weaker beats. Thus, there is a tendency in English for the strong beats to fall on nouns, verbs, adjectives and adverbs (words that carry a lot of meanings) and for the weak beats to fall on prepositions, articles, and pronouns (words within a grammatical function.

5. Sentence Stress

Have a look at the conversation below:
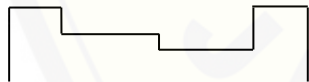
A : Mom, I have an exam tomorrow.

B : Oh, Really? I do hope that you can do the exam correctly.

Speakers often decide that they want to give more or less prominence to a particular word. A word may be given less weight because it has been said already, or it may be given more weight because the speaker wants to highlight it. B would probably give extra stress to "do" meaning: "There may be the boy can do the exam, but the mom wants to point out that she really wants the boy to pass it." This aspect of pronunciation is called "Sentence Stress".

6. Intonation

Speech is also like music in that it uses changes in pitch, speakers can change the pitch of their voice as they speak, making it higher or lower in pitch at will. They can even jump up suddenly in pitch as singers do. Cook (2000:2) states that the two basic melodies are rising and falling which are called as staircase intonation. These can be very sudden and very gradual and can be put together in various combinations (rise-fall-rise, fall-rise-fall). For example, imagine how you would say the following if someone were about to touch a dangerous button or switch:

You mustn't touch that.

(Adapted from Cook, 2000:2)

Your voice would probably start with a very high pitch and the changes in pitch would be quite extreme. In less serious circumstances, your voice pitch might be quite low and you would not use many changes in pitch. In a sentence, stress and intonation work together to help speakers send the precise message they want to send.

Geyser (2009) states that teaching pronunciation for ESL students especially for the beginners have more difficulties in four aspects of pronunciation, such as sounds, word stress, sentence stress and intonation.

2.2 Teaching English Pronunciation

Murcia *et al*. (1996), in Hermansyah (2011) stated that the objective of teaching pronunciation to the students is to be at ease intelligible. Intelligibility means the condition that the listener understands the speaking. As a speaker, he has to make his pronunciation correct and clear. It is proposed to avoid misunderstanding and make comfortable situation in which the listener can catch the meaning of the speaker's utterances. As a listener, he should listen comfortably in which he can understand what the speaker says without asking for repetition from the speaker that may bother both the speaker and listener. In other words, having a correct pronunciation is a key to have an effective communication.

Based on Hornby (1974:670), pronunciation refers to the way in which a language is spoken or the way in which a word is pronounced. Kusuma (1990:1) stated that in speaking, the students face some difficulties in the matter of pronunciation. They have to learn to memorize those foreign sounds with their organ of speech.

According to Haycraft (1980:1), there are several ways in overcoming the difficulties of pronunciation. The students themselves can solve their problem in pronunciation by ear training in order to have successful speech, to recognize the foreign sounds, to have ability in imitating the good speech. Besides, they will be sensitive to the errors made by themselves and others. The second way is that pronunciation practice can be helped by the teacher and some appropriate media focusing on pronunciation accuracy. Kenworthy (1987:1-3) suggests that teaching and learning pronunciation needs supports from both the teacher as well as the students. In this case, the English teacher and the students are required in the application of this technique in teaching and learning process. Besides, the teacher

can provide a way to the students to produce sounds, give related media for effective teaching, and give feedback for the students' performance.

Based on the 2006 Senior High School curriculum, the students at senior high school hopefully realize some goals in learning English. The main goal is to survive and to solve the problem in daily communication by reaching the functional level of communication (2006:1). According to the goals, it can be concluded that, in order to develop students' communication ability, the students should have good pronunciation to share the ideas to the listener. Therefore, the teacher should creatively use media for teaching pronunciation. The suitable media for pronunciation have some characteristics. One of them is using "Jazz Chants" as the media to train the students to pronounce English words to produce an effective communication in which the listener understands what the speaker says.

According to the explanation above, pronouncing the English sounds within the English words is very essential in order to make good communication.

2.2.1   Word Pronunciation

Mora (1999:1) states that pronunciation activities involve carefully listening and then articulation of words and word pairs. Young learners especially will probably be able to produce new sounds just by imitating what they heard, but if the students seem to be unable to imitate, then the teacher's guidance to the students may help them to attain the sounds. Kenworthy (1987:69) notes that a useful guidance to the students is one that can be followed, responded to, understood and carried out, and controlled. He adds that there is a brief list to postures and movements that people generally seem to find fairly easy to notice and control. They are as follows:

a.   Lip position: whether the lips are pursed (as in whistling) or spread (as in a smile) or wide apart (as when yawning).

b.   Contact between the tongue and teeth: whether the sides of the tongue are touching upper back teeth or whether the tip of the tongue is touching the top or bottom front teeth.

c. Contact between the tongue and the roof of the mouth: whether the tip of the tongue or the back of the tongue is touching a part of the roof of the mouth.

Apart from what kind of instructions should be given to the students, the teacher should start by pronouncing the words where the sound is at the beginning of the word, then move on to words where it occurs at the end, then the middle position (Kenworthy, 1987:70-71). It is usually easier for the students to produce a new sound in the first position. This kind of exercises should also involve self correction to individual learners where their problems lie and how to repair them. In addition, along with recognition practice, such activity may be an essential part of any language teaching as they make pronunciation an active element of the learning process and focus learners in the language they are producing (Dalton, 1997:2).

Pronouncing words can be either a single syllable or a sequence of two or more syllables, for instance:

a. The examples of single syllables:
   1. Bag   /bæg/
   2. Soap   /səʊp/
   3. Feet   /fiːt/
   4. Cat   /kæt/
   5. Cup   /kʌp/

b. The examples two or more syllables
   1. Biscuit   /ˈbiskit/
   2. Problem   /ˈprɒblem/
   3. Cabbage   /ˈkæbɪʒ/
   4. About   /əˈbaʊt/
   5. Window   /ˈwindəʊ/

2.2.2 Phrase Pronunciation

Chan (2009:1) states that drilling can improve the students' sensitivity in pronouncing short phrases. From this idea, in this research, pronouncing phrases has an important role to improve the students' pronunciation ability. According to Hummingbird (2010:1), giving practice mouth movements to the students and to produce English sounds, to pronounce words, phrases and practices mouth movements also improves students' voice quality, fluency, and conversation in English. The examples of pronouncing phrases are as follows:

1. The boy   /ðe bɔɪ/
2. Guest star   /gest stɑːr/
3. Look back   /lʊk bæk/
4. Cats eyes   /kætz ais/
5. After rate   /'ɑːtə(r) reit/
6. Pets enter   /petz 'entə(r)/

2.2.3 Sentence Pronunciation

According to Morley (1993:71), pronunciation (especially intonation) adds meaning in two ways such as showing relationship of words within and between sentences and telling something about the feelings of the speaker. Therefore, a standard pronunciation will be useful to the foreign learner of English. The examples of pronouncing sentences are as follows:

a. Sentences

1. Miss mills thinks it's big   /mis ˌmils 'θiŋkz its 'big/
2. That man ran after his hat   /ðæt 'mæn 'ræn 'ɑːtə(r) hiz 'hæt/
3. Has dad had a nap?   /həz 'dæd həd ə 'næp?/

b. Using words in contrast in the sentences

1. He shouldn't have stood on that foot.

   /hiː 'ʃʊdnt hæv stʊd ɒn ðæt fʊt/

2. This weather is getting better.

   /ðis 'weðə(r) iz get'iŋ 'betə(r)/

3. We eat steak once a week, these days.

/wiː iːt steik wʌns əː wiːk, ðiːz deis/

(Trager and Henderson, 1956:3-18)
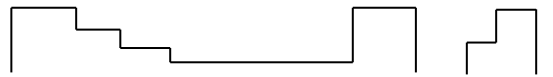
According to the kinds of pronunciation above, there are word pronunciation, phrase pronunciation, and sentence pronunciation. In this research, the researcher will only focus on word pronunciations. The materials of pronunciation will be taught to the students in this research are pronouncing English words (individual words) containing vowel sounds, diphthong sounds, and consonant sounds. Besides, the researcher also examines the students' pronunciation on the stress. The objective of teaching pronunciation to the students with those aspects is to overcome their difficulties by training their ears to distinguish those sounds, placing the right time for the stress and the intonation, and having the students imitate and produce a good speech.
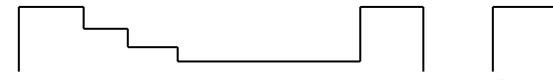
2.3 The Application of Jazz Chants in Teaching and Learning Process (TLP)

Songs are used to get the poetic effect, nursery rhymes, poem, and rapping change the language and intonation; meanwhile jazz chants give more emphasize on keeping the natural stress, rhythm, and intonation as having the main purpose to provide a model of what students hear from the native speakers (Graham, 2006:1)
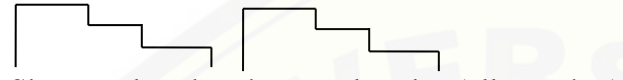
Jazz chants were discovered by Carolyn Graham only by chance while playing the piano in one bar. Her friend came to her and said several words in which she could feel exactly the music beat she was playing. That is why, she found the connection between traditional American jazz and spoken American English. This technique contains the systematic rhythms which can help the students in strengthening the memory to acquire the language (Kretz, 2003:3). Graham (2006:9) states that in accordance to the rhythm of traditional American jazz, Jazz Chants have four-beat rhythm. Each rhythm is served as the stress marking. Here is the example of jazz chants.

Shoes and Socks

What do you wear on your head?   A hat.

What do you wear on your hands? Gloves.

What do you wear on your feet? Socks.

Shoes and socks, shoes and socks. (all together)

What do you wear when it's cold? Socks.
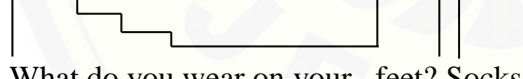
Shoes and socks. Shoes and socks

What do you wear when it's warm? Socks

Shoes and socks. Shoes and socks

Where do you wear your hat? On my head.

Where do you wear your gloves? On my hands.

What do you wear on your   feet? Socks

Shoes and socks. Shoes and socks

(Graham, 2006:1)

Notes: - the staircases represent the intonation

After we look at the chants above, the beat does not always fall at the first syllable or word of the line as it falls on may be the second or the rest the syllable Thus, Graham (2006:5) suggests that clapping, tapping, or banging a drum on

every beat in order to make the students aware of the stressed word. Take a look at the other example below.

"I feel so embarrassed"
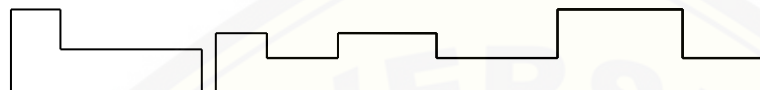
I'm frustrated! My computer's been crashing all day.

I'm heartbroken I've been fighting with my girlfriend again.
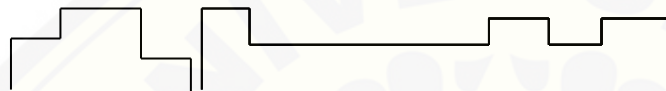
I'm   lonely   I've been living on my own for years.
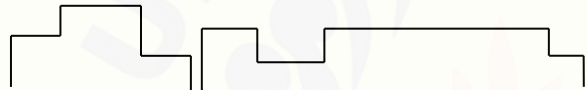
I'm confident I've been studying really hard.

I'm   furious   Someone's been using my car.

I'm exhausted I've been running in the park for an hour.

I'm   excited   I've been thinking about my vacation.
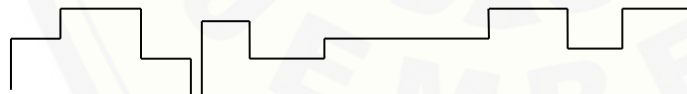
I'm   irritated He's been playing that music for hours.

I'm   confused I've been trying to read this book.
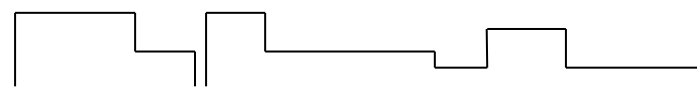
I'm embarrassed I've been wearing my jacket inside out.

(Onestopenglish, 2003)

In conclusion, the purpose of jazz chants is used as a powerful tool to strengthen the students' memory and to stimulate their sense by clapping or tapping in which lead to an enjoyable teaching and learning process.

2.4 The Procedure of Using Jazz Chants in Teaching Pronunciation

The procedure of teaching pronunciation by using Jazz Chants uses the steps as follows.

1. Distribute the lyric of the Jazz Chants
2. Ask the students to listen first and singing the Jazz Chants with the students, stress the rhythm of the Jazz Chants by clapping
3. Ask the students about the difficult pronunciation, isolate them from the rest of the text and practice it with the students only with some small chunk of the text
4. Group the students: first of all the students try the chant as a whole class, then the teacher can divide them into several groups in order to practice different parts of it.

(Adapted from Graham, 2001:5)

2.5 The Advantages of Using Jazz Chants for Teaching Pronunciation

In this research, Jazz Chants are based on a combination of repetition and learned response. Initially the students should repeat by the lines of the chant following a model provided by the video, and then the teacher will demonstrate how to practice it to the students. It is enabling students to move from the formal structure of the chant to an informal classroom improvisation, that is, using what they have learned in a situational context. According to Graham (2006), Jazz Chants have some advantages as follows.

2.5.1   Rhythm and Intonation.

Chanting is a powerful aid to memory. Jazz Chants seem to speak directly to the brain. Using rhythm to introduce new vocabulary offers students a very fast track for learning. Because of the enjoyment in doing chanting, it

is possible to include multiple repetition or words and phrases without the drudgery of repetitive drills. Thus, this is also aids memorization.

2.5.2 Memorization

Jazz Chants is a useful technique for working on the sound system of English, and in particular for developing and ear for the correct stress and intonation patterns of the spoken language. In addition, Jazz Chant is not a poetic distortion such as rapping or a nursery rhyme.

2.6 Hypothesis

Based on the problem and the review of the related literature above, the research hypothesis is formulated: There is a significant effect of using jazz chants on the eleventh grade students' pronunciation achievement at SMA Plus Darul Hikmah Jember in the 2015/2016 Academic Year.

CHAPTER III
RESEARCH METHODS

This chapter presents the research methods applied in this research that cover research design, area determination method, respondent determination method, operational definitions of the terms, data collection methods, and data analysis method.

3.1 Research Design

The research was using quasi experimental design as the aim to know whether or not there was a significant effect of using Jazz Chants on the eleventh grade students' pronunciation achievement at SMA Plus Darul Hikmah. Experimental research is a research that is endeavouring to influence a particular variable, and when it is properly applied, it can be the best type to test the hypothesis about cause – effect relationship (Fraenkel and Wallen. 2000:283). This research focused on the eleventh grade students' pronunciation achievement by using Jazz Chants at SMA Plus Darul Hikmah Jember.

In this research, the researcher used quasi experimental group design with Non-equivalent Group Post-test Only Design that involved two groups, that was, the experimental and the control groups. The two groups were selected by considering the result of homogeneity test on pronunciation. The experimental group was given the treatment by using Jazz Chants, while the control group was taught by using the technique usually used by the English teacher, that was, word drilling. After the treatment, post test was given to both groups to know the significant difference of the pronunciation achievement between those two groups. The design pattern was as follows:

Group	Treatment	Posttest
A ⟶	X ⟶	O
B ⟶		O
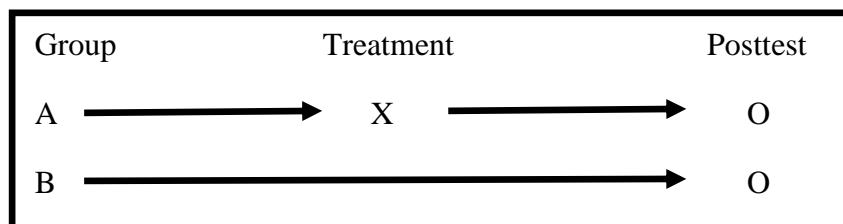
Notes:

A   : Experimental Group

B   : Control Group

X   : Treatment

O   : Posttest

(McMilan, 1992:175)

The steps of the research were as follows.

1. Administering homogeneity test in the form of pronunciation to all the eleventh grade students of SMA Plus Darul Hikmah to know the homogeneity of the population.

2. Analysing the scores of homogeneity test by using ANOVA formula.

3. Deciding two classes for the experimental and the control groups.

4. Giving treatment to the experimental group, that was, teaching pronunciation by using Jazz Chants; while the control group was taught by using word drilling.

5. Giving post-test to both the experimental and the control groups to measure the students' pronunciation achievement after the treatments.

6. Analysing the result of the post-test by using t-test formula to compare the mean scores of the two groups, whether the mean difference was significant or not.

7. Drawing a conclusion based on the data analysis to answer the research problem.

3.2 Area Determination Method

This research was conducted at SMA Plus Darul Hikmah Jember. This school was determined purposively. There were several reasons regarding with the purpose. First, from the interview with the English teacher, it was revealed that Jazz Chants had never been used to teach pronunciation. The second was that there was no research conducted using Jazz chants in teaching pronunciation at

this school. In addition, both the principal and the English teacher had given permission to the researcher to conduct the experimental research at this school.

3.3   Respondent Determination Method

The population of this research was the eleventh grade students of SMA Plus Darul Hikmah Jember in the 2015/2016 Academic Year consisting of 3 classes. Then Cluster Random Sampling was applied as the method in determining the respondents of the research. Two classes were taken after analysing the homogeneity test score using Analysis of Homogeneity Test of Variance. If the result of the score was significance, it means that the population is heterogeneous, the researcher decided two classes as the experimental and the control group based on the classes who had the closest mean scores. However, if the result of the score was not significance which means that the groups are homogenous, the experimental and the control groups among the population were determined randomly by lottery.

3.4   Operational Definitions of the Terms

In this case, to avoid misunderstanding between the researcher and the readers about the terms used, operational definition of Jazz Chants and pronunciation achievement were described below.

3.4.1   Jazz Chants

In this research, the researcher will use Jazz Chants as a technique for teaching pronunciation. Jazz Chants is a kind of songs that provide stress, rhythm, and intonation of a natural spoken language.

3.4.2   Pronunciation Achievement

Pronunciation achievement, in this research, was the result of the test of the students' pronunciation ability in pronouncing the English words done after the treatment. It could be manifested in the form of the students' scores of pronunciation test covering the material of pronouncing vowel sounds (ɪ, iː, uː, ə,

æ), consonant sounds (s, ʃ, θ, tʃ, dʒ), and diphthong sounds (eɪ, ɛə, aɪ, ʊə, ɔɪ. aʊ, ɪə, əʊ) in the English words given.

3.5   Data Collection Methods

The researcher conducted pronunciation test to get the primary data. In addition, interview and documentation was used by the researcher to get the secondary data. The following parts discussed the methods that were used in this research.

3.5.1   Pronunciation Test

To accomplish the data of the students' pronunciation achievement, pronunciation test was administered in the form of pronouncing isolated and individual words as many as fifty items. Test is an instrument presented to each subject a standard set of questions that requires the completion of cognitive task (McMilan, 1992:114). Further, Arikunto (2006:150) states that test is a set of questions or exercises or other instrument used to measure skill, knowledge, intelligence, and aptitude of an individual or groups. According to Hughes (2003:11), there are four types of test namely proficiency test, achievement test, diagnostic test, and placement test.

1. Proficiency Test

   This test is created to measure people's proficiency in a language regardless of any training they may have in that language. The content of a proficiency test, therefore, is not based on the content or objectives of language courses that people are taking the test that they may have followed. Rather, it is based on a specification of what candidates have to be able in the language in order to be considered proficient.

2. Achievement Test

   This kind of test has relation with the language courses. Its purpose is to measure how individual student, group of students, or the course themselves in achieving the objectives.

3. Diagnostic Test

   To identify students' strengths and weaknesses, diagnostic test will take place. It is intended to ensure what further teaching is necessary.

4. Placement Test

   This test is carried out to provide information which will help to place students at the stage of the teaching program most appropriate with their abilities.

   Based on the purpose, an achievement test was conducted. Hughes (2003:13) states that achievement test is designed to establish how successful individual students, groups of students, or the course themselves have been in achieving the objectives. The achievement test is given to the students when the treatment has been administered. Besides, the achievement test is administered with the consideration that the researcher wants to know the students' pronunciation achievement. He adds that there are two kinds of test based on the method of scoring; they are objective and subjective tests. If there is no judgment from the ratter to the part of the scorer, the scoring is objective. In contrast, if there is judgment and interpretation, the scoring is regarded as subjective. In this research, objective type will be applied.

   Concerning the person who constructs the test, test can be divided into two kinds. Those are teacher-made-test and standardized test (Arikunto, 2006:223). Teacher-made-test is a test made by the teacher with certain procedures. Standardized test is a test created by testing institution and has been evaluated in terms of its validity and reliability. According to Surakhmad (1990:214), unlike standardized test, a teacher made test has to be tried out first to know to what extend the test is valid and reliable. The researcher constructed a teacher-made-test to measure the students' pronunciation achievement. In this research, there were two kinds of tests administered, homogeneity test and post-test with different purposes.

a. Homogeneity Test

Homogeneity test was administered to measure whether or not the eleventh grade students' pronunciation was homogenous. Homogeneity test was administered to test whether or not the components in each category were equal in responding something. The population of this research was the eleventh grade students of SMA Plus Darul Hikmah Jember in the 2016/2017 Academic Year.

The homogeneity test was a teacher made test. The homogeneity test given was pronouncing isolated words (individual words) consisting of 10 items and the time allocation for doing the test was about 1 minutes for each students and took about 55 minutes in every class. The total hours in conducting the homogeneity test for all the students was about 3 hours administered in one day.

b. Post Test

The researcher administered a post-test which consists of 50 isolated and individual words by inviting the students one by one to read the words provided orally, and for each student took about 5 minutes. Time allocation in conducting the oral test (post test) for both groups took approximately three hours. The value of each test item was 2 points, if the word stress and pronunciation were correct. When the student had only the wrong word stress but the pronunciation was correct, the student got a half point, that was, 1 point. When the student's pronunciation was wrong and the word stress was correct, the students get 0 point. The student got 0 (zero) point too, if both the word stress and pronunciation were wrong. Therefore, the total score that the student had (without any errors/mistakes) was 100. The qualification table in scoring the test items could be seen in Table 3.1 below.

Tabel 3.1 The Quallification of Scoring

Point	Qualification
100	The total correct score
2	When the word stress and the pronunciation are correct
1	If the word stress is wrong, but the pronunciation is correct
0	When both the word stress and pronunciation are wrong or when the pronunciation is wrong although the stress is correct

From the table above, in checking the students' results of the posttest, the researcher used some codes regarding with the values. First, for 2 points, the researcher did not use any codes to represent the value. Second, point 1 was represented by a tick (✓). Third, the researcher used a cross code (✗) in representing zero points.

In another case, there was a difference that had to be highlighted in the table of scoring. The pronunciation was given more weight rather than the stress. The reason could be explained by looking at the table below.

Tabel. 3.2 The Pronunciation and The Stress Analysis 1

No.	Words	Correct Pronunciation and Correct Stress (CPCS)	Correct Pronunciation but Incorrect Stress (CPIS)
1.	Museum	/mjuˈziəm/	/ˈmjuziəm/
2.	Difficult	/ˈdɪfɪkəlt/	/dɪfɪˈkəlt/
3.	Ice Cream	/aɪs ˈkriːm/	/ˈaɪs kriːm/

By looking at Table 3.2 above, we could say that CPIS column represented correct pronunciations but incorrect stresses. In this case, even the stresses in CPIS were incorrect, they had the same meanings and the listener could understand what the speaker said. On the contrary, having incorrect pronunciation

although the stress was correct could create misunderstanding. It would be examined by three points of words on Table 3.3 below.

Tabel 3.3 The Pronunciation and The Stress Analysis 2

No.	Words	Correct Pronunciation and Correct Stress (CPCS)	Incorrect Pronunciation but Correct Stress (IPCS)
1.	Since	/sɪns/	/seɪnt/
2.	Author	/'ɔːθə(r)/	/'ʌktɔ(r)/
3.	Six	/sɪks/	/sɪk/

According to the table, the IPCS column represented the incorrect pronunciation but the correct stresses. If a speaker pronounced the words as stated in the IPCS column, then the listener would have different things in his mind because the pronunciations was incorrect. Thus, it could be concluded that different pronunciation could create different meaning. On the contrary, incorrect stress does not change the meaning of a word but it could only change the class of a word. That is why, in the table of scoring above, the pronunciation aspect was given more weight by the researcher.

Based on the main difference between them, in this research, the test focused on word stress and pronunciation (sound produced) consisting of vowel sounds (ɪ, iː, uː, ə, æ), consonant sounds (s, ʃ, θ, tʃ, dʒ), and diphthong sounds (eɪ, aɪ, ɔɪ, ɪə, əʊ) that became the target of this research.

Meanwhile, reading aloud was the technique constructed to test the students' pronunciation achievement. Here the students read the 50 items covering words in isolation focusing on two aspects (word stress and pronunciation). To analyse the students' stress and pronunciation whether it was correct or not, the researcher prepared different sheet from the students'. The students' sheets consisted of 50 words without phonetic transcription, while the researcher's sheet also consisted of 50 words with the phonetic transcription. The teacher recorded their voice by using a mobile-phone or any other recording tools. The main

function of the recording was to check and recheck the result of the students' pronunciation in reading or pronouncing the words provided. In addition, the result of the recording was used to transcribe the result of the students' pronunciation after the test was over. Besides, that was used to anticipate the difficulty the researcher might get in analysing the correct words stress and the pronunciation when the students read the words. So, he could replay the recording to analyse the students' voice to get more accurate scores.

To investigate whether the teacher-made-test fulfils the qualification of reliability and validity, the important step to do was piloting (trying out) the test first. There was 50 items for conducting the try-out test. According to Arikunto (2003:223), the purpose of establishing try out was to know: 1) the test validity, 2) the test reliability coefficient, and 3) the difficulty index.

1) The Validity of the Test

McMilan (1992:100) states that validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from the test score. The emphasis is on judging the extent to which a test is valid or not. If the test is valid, then it must also be reliable. Moreover, he also defines reliability as a consistency of score. In other words, the reliability of the test will be looked upon that the test has likely the same result when it is given in different time or occasion.

The test in this research was designed based on the material stated in the 2006 Institutional Based Curriculum for the eleventh grade students of Senior High School and the Jazz Chants given. After that, the test items were consulted to both of the consultants.

2) The Coefficient Reliability of the Test

The reliability of the test in this research was measured by conducting the try out and then analysing it by using split half odd-even technique. The procedures taken were adapted from Sudijono (1998:219) as follows.

1. Conducting the try out of the test material and scoring each item achieved by the students. The try out was done to the class that was not experimental and control class, which had the closest mean difference with the experimental and the control class.

2. Splitting the scores into two parts according to odd-even members.

3. Giving the sign (X) to the odd numbers and (Y) for the even numbers.

4. Analyzing the correlation between X and Y by using Product Moment Formula as follows.

$$r_{XY} = r_{11/12} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2}}}$$

Notes:

r_{xy} = Reliability coefficient
$\sum xy$ = The number of odd items and even items
$\sum x$ = The number of odd items
$\sum y$ = The number of even items
N = The number of respondents

(Sudijono, 1996:219)

5. Estimating the reliability index of the whole test using Spearman-Brown formula.

$$r_{11} = \frac{2r_{11/12}}{1+r_{11/12}}$$

Notes:

r_{11} = Reliability coefficient for the whole items
$r_{\frac{11}{12}}$ = Reliability coefficient for the half of the test items

(Sudijono, 1996:219)

3) The Difficulty Index

According to Daryanto (1999:179), good test items were neither too difficult nor too easy. If the test items were too easy, it would not stimulate the students' efforts to solve the test. In contrast, if the test items were too difficult, it

would make the students feel discouraged and unenthusiastic to solve the test items since they were beyond their comprehension. So, it was important to know how easy or difficult the particular items provided in the test. The result of the try-out was analysed by using the degree of test item difficulties using the following formula.

$$FV = \frac{R}{N}$$

(Heaton, 1988:132)

Notes:
FV   = the difficulty index
R   = the number of correct answer
N   = the number of students taking the test
The criteria of difficulty index as follows:
FV: < 0.20 = difficult
FV: 0.20-0.80 = sufficient
FV: > 0.80 = easy

(Djiwandono, 1996:141)

After determining the try out to the piloting class, the test items were categorized into the criteria of the difficulty index. This was in line with Arikunto's statement, stating that 0.30 up to 0.70 is considered moderate.

3.5.2 Interview

According to Arikunto (2006:155), there are three kinds of interview, they are: unstructured interview, structured interview, and free structured interview. First, unstructured interview is an interview which does not use a set of questions. It means there is no set of question list used. The interviewer may ask everything as long as they are relevant to the data that will be obtained. The second is structured interview. In this case, the interviewer should prepare a set of systematic questions to do the interview. The third, free structured interview is the combination between unstructured interview and structured interview. It means

that the interviewer can develop the questions as long as they are still related or relevant with the topic or data that will be taken.

In this research, the interview that was administered was semi structured interview in which a list of questions and details were developed to get the information needed during the process of interview. The English teacher was interviewed by the researcher using an interview guide in the form of informal conversation. The interview with the English teacher was conducted to know the English curriculum, the English books used, the techniques and the media used by the teacher in teaching English, especially in teaching pronunciation.

3.5.3 Documentation

To support the data in this research, documentation was done. Arikunto (2006:231) says that documentation is written documents, such as books, magazines, documents, rules, etc. The data of documentation needed in this research were the names of the students of the eleventh grade students of SMA Plus darul Hikmah Jember covering the experimental and the control groups.

3.6 Data Analysis Method

Data analysis method referred to the way to analyse the data. After the treatment was given, the data analysed from post-test was analysed by using independent sample t-test formula to find whether or not there was a significant effect of using Jazz Chants on the eleventh grade students' pronunciation achievement. The formula of t-test was as follows.

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum X_x{}^2 + \sum X_y{}^2}{n_x + n_y - 2}\right]\left[\frac{1}{n_x} + \frac{1}{n_y}\right]}}$$

(Arikunto, 2006:311)

Notes:
t = t-test
M_x = Mean of post-test on the experimental group

M_y = Mean of post-test on the control group

X_x = Individual score deviation of M_x

X_y = Individual score deviation M_y

n_x = The number of students in the experimental group

n_y = The number of students in the control group.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the findings and suggestions for the English teachers, the students, and the other researchers.

5.1 Conclusion

Regarding the results of hypothesis verification and the discussion in the previous chapter, it can be concluded that there was a significant effect of using Jazz Chants on the eleventh grade students' pronunciation achievement at SMA Plus Darul Hikmah Jember in the 2016/2017 academic year.

5.2 Suggestions

Since there was a significant effect of using Jazz Chants on the eleventh grade students' pronunciation achievement, Jazz Chants can be used as the teaching techniques in teaching English especially not only for teaching pronunciation but also for teaching vocabulary. Thus, the researcher proposes some suggestions to the following people.

5.2.1 The English Teachers

The English teacher of SMA Plus Darul Hikmah Jember is expected to use Jazz Chants to teach pronunciation to help the students master the pronunciation well. As Jazz Chants are effective techniques to make the students gain pronunciation mastery well in fun and interesting way. So, the students will not be bored in learning and mastering English pronunciation.

5.2.2 The Students

It is suggested that the students of SMA Plus Darul Hikmah Jember use Jazz Chants in mastering their pronunciation and improving their English skill because Jazz Chants are interesting and memorable.

5.2.3 The Other Researchers

The researcher hopes that the result of this research can be used as a consideration for other researchers to conduct further researches dealing with a similar topic by using different research area and research design such as a classroom action research to improve the students' pronunciation achievement by using Jazz Chants.

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RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Method	Hypothesis
The Effect of Using Jazz Chants on The Eleventh Grade Students' Prounciation Achievement at SMA Plus darul Hikmah Jember in the 2016/2017 Academic Year	1. Is there any significant effect of using jazz chants on the eleventh grade students' pronunciation achievement at SMA Plus Darul Hikmah Jember in the 2016/2017 Academic Year?	**Independent Variable:** The use of jazz chants in teaching pronunciation achievement. **Dependent Variable:** The eleventh grade students' pronunciation achievement	**Characteristics of jazz chants:** 1. Using real language 2. Flexible in any class size 3. Not requiring any special materials 4. Flexible in any ages 5. Not requiring musical ability (Graham, 2006) The Students' pronunciation achievement covering: 1. Stress 2. Intonation (Louma, 2009) pronouncing words	- **The subjects:** The eleventh grade students of SMA Plus Darul Hikmah in the 2016/2017 Academic year. - **Informant and collaborator:** The English teacher of the eleventh grade - **Document:** 1. The names of the subjects 2. The scores of the eleventh grade students' pronunciation achievement test	**1. Research Design:** Experimental Research using Nonequivalent Groups Pottest Only Design. (McMilan, 1992:175) **2. Area Determination Method** Purposive method **3. Respondent Determination Method** Cluster Random Sampling. Homogeneity is applied **4. Data Collection Methods:** • Pronunciation test and observation to get the primary data • Interview and documentation to get the secondary data **5. Data Analysis** Independent sample t-test will be done by using SPSS (statistical Package for Social Science)	1. There is a significant effect of using Jazz Chants on the eleventh grade students' pronunciation achievement at SMA Plus Darul Hikmah Jember in the 2016/2017 academic year.

Appendix 2

Supporting Data Instruments

Interview Guide

Interviewee : Mr. Firdausir Rahman (The English Teacher of grade 11

SMA Plus Darul Hikmah

NO	The Researcher's Questions	The English Teacher's Answers
1	What curriculum do you use in teaching English?	Institutional Based Curriculum (*KTSP*) 2006 for Junior High School.
2	What books do you use in teaching English?	Actually, there is no handbook from the school. In this case, I try to find an e-book from the internet suitable with the curriculum. I use the students' handbook *English Zone*
3	What media do you use in teaching pronunciation?	I drill the students without any media.
4	What technique do you use in teaching pronunciation?	I use lecturing technique and question-answer. I usually measure the students' pronunciation while they are reading. Besides, I do repetition drilling in order to make the students remember the pronunciation.
5	Have you ever used Jazz Chants in teaching pronunciation? Why not?	I have never used such kinds of media to teach the students pronunciation. I just use lecturing to know the students' pronunciation. I try to drill them by asking them to read a text aloud. In addition, actually I do not really understand about Jazz Chants

		and the use of for pronunciation.
6	Do you teach pronunciation integrated with the other language skills?	Yes, I teach pronunciation integrated with reading, listening, and speaking.
7	Do the students face some difficulties in learning pronunciation?	They do. They have difficulties in pronouncing the words. It seems that they are lack of vocabulary and rarely use dictionary to check the phonetic transcription.
8	How is the students' ability in learning pronunciation?	Not really good. Their ability to pronounce the words is still weak.
9	How do you measure the students' pronunciation?	While in the class, I drill them and ask them to read aloud. When they make a mistake, I will say the correct pronunciation and ask the students to repeat my words and find the correct phonetic transcriptions from their dictionary.

Appendix 3

Homogeneity Test Scores

No	XI IPA	XI IPS 1	XI IPS 2
1.	60	40	30
2.	60	70	50
3.	50	80	30
4.	35	60	50
5.	45	50	35
6.	10	40	10
7.	40	60	60
8.	60	50	40
9.	60	40	50
10.	60	20	55
11.	50	50	40
12.	45	30	55
13.	50	30	50
14.	60	70	30
15.	50	70	40
16.	40	60	40
17.	70	60	60
18.	40	40	30
19.	50	60	60
20.	-	40	50
Mean	49,21	43,25	51

LESSON PLAN 1

School	: SMA Plus Darul Hikmah
Subject	: English
Level	: Senior High School
Class/Semester	: XI/2
Language Skill	: Listening, Speaking
Language Component	: Pronunciation
Time	: 2 x 40

1. Standard Competence

1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari

3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari

2. Basic Competence

1.1 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari.

3.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

Appendix 4

3. **Indicators**

Cognitive Product

3.1 Pronouncing individual and isolated words by using correct stress and pronunciation.

Cognitive Process

3.1 Singing the Jazz Chants correctly.

3.2 Filling in the blank spaces from the words the students will hear.

3.3 Pronouncing the whole text.

3.4 Pronouncing the words in the forms of vowel sounds, consonant sounds, and diphthong in the table provided.

3.5 Classifying the words based on the sounds on the table provided.

Affective

3.1 Showing confidence in classifying the words based on the sounds on the table provided.

3.3 Showing responsibility in doing the exercises.

Psychomotor

3.1 Imitating the words pronounced by the teacher.

4. **Learning Objectives**

At the end of the lesson, the students are able to:

Cognitive Product

4.1 pronounce individual and isolated words by using correct stress and pronunciation.

Cognitive Process

4.1 sing the Jazz Chants correctly.

4.2 fill in the blank spaces from the words the students will hear.

4.3 imitate the teacher's pronunciation.

4.4 to pronounce the words based on the vowel sounds, consonant sounds, and diphthong.

4.5 classify the words based on the sounds on the table provided.

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Affective

4.1 show confidence in classifying the words on the sounds provided on the table.

4.2 show responsibility in doing the exercises.

Psychomotor

4.1 imitate the words pronounced by the teacher.

5. **Learning Material**

Learning materials are enclosed

6. **Teaching Approach and Method**

Approach   : Communicative Teaching Learning

Technique   : Teaching pronunciation through Jazz Chants.

   1. Experimental Group : Lecturing, Question and Answer, Giving exercises by using media, that is, Jazz Chants

   2. Control Group   : Lecturing, Question and Answer, Giving exercises without media.

No.	Experimental Group	Time	No.	Control Group	Time
1.	**Set Induction**		**1.**	**Set Induction**	
1.1	Greeting	1'	1.1	Greeting	1'
1.2	Giving leading questions	3'	1.2	Giving leading questions	3'
1.3	Stating the learning objectives	1'	1.3	Stating the learning objectives	1'

Appendix 4

2.	**Main Activities**		2.	**Main Activities**	
2.1	Distributing the lyric of Jazz Chant **"Shoes and Socks"** with some blank spaces to the students.	2'	2.1	Distributing a text (lyrics of jazz chant) "**Shoes and Socks**" with some blank spaces to the students.	5'
2.2	Singing the Chant: "Shoes and Socks".	4'	2.2	Reading the text (lyrics) of "Shoes and Socks".	5'
2.3	While singing the Jazz Chant for the second time, the teacher is asking the students to fill in the blank spaces.	4'	2.3	While reading the text for the second time, the teacher is asking the students to fill in the blank spaces.	4'
2.4	Discussing the answers of the missing words.	5'	2.4	Discussing the answers of the missing words.	5'
2.5	Asking the students about the difficult pronunciation	5'	2.5	Asking the students about the difficult pronunciation	4'
2.6	Dividing the students into some groups to sing each part of the Chant.	5'	2.6	Drilling the students in pronouncing the text line by line.	7'
2.7	Asking the students some leading questions related to the second lyric	4'	2.7	Asking the students some leading question related to the second lyric	4'
2.8	Distributing the lyrics	2'	2.8	Distributing the text	2'

Appendix 4

	"He's Passed His Driving Test" with some blank spaces to the students.			**"He's Passed His Driving Test"** with some blank spaces to the students.	
2.9	Singing the chant of "He's passed his driving test".	4'	2.9	Reading the lyrics "Hi's passed his driving test"	4'
2.10	While singing the Jazz Chant for the second time, asking the students to fill in the blank spaces.	4'	2.10	While reading the text for the second time, asking the students to fill in the blank spaces	4'
2.11	Discussing the answers of the missing words.	5'	2.11	Discussing the answers of the missing words.	4'
2.12	Asking the students about the difficult pronunciation	5'	2.12	Asking the students about the difficult pronunciation	3'
2.13	Inviting the students to sing the chant together.	5'	2.13	Drilling the students in pronouncing the text line by line.	4'
2.14	Asking the students to classify the answers of the missing words based on the sounds on the table provided.	10'	2.14	Asking the students to classify the answers of the missing words based on the sounds on the table provided.	10'
2.15	Asking the students to pronounce the words based on the vowel sounds, consonant	10'	2.16	Asking the students to pronounce the words based on the vowel sounds,	10

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	sounds, and diphthong.				consonants sounds, and diphthong.	
2.17	Giving the students a chance to ask question(s).	3'	2.17	Giving the students chance to ask question(s).	3'
3.	**Closure**		**3.**	**Closure**	
3.1	Leading the students to draw conclusion.	2'	3.1	Leading the students to draw conclusion	2'
3.2	Leave taking	1'	3.2	Leave taking	1'

7. Media and Sources

a. Media :

- Picture of shoes and socks, Laptop and LCD, guitar (Experimental Group)

- Picture of shoes and socks, Laptop and LCD (Control Group)

b. Sources : - Textbook : *English Zone*

- The lyrics taken from *Holiday Jazz Chant* and Onestopenglish.com

8. Evaluation

Product Evaluation: Giving some exercises to both groups, control and experimental

Jember, June …th, 2016

The Researcher

Moh. Rismala

NIM. 120210401009

Appendix 4

LEARNING MATERIAL

(Experimental Group)

Leading Questions for "Shoes and Socks"

1. Showing a pair of shoes.
2. Do you know what it is?
3. Before putting on your shoes, what do you usually wear?
4. Showing a pair of socks.
5. Writing the title of a Jazz Chant by asking the students those two things (Shoes and Socks)

Leading Questions for "He's Passed His Driving Test"

1. If you get a perfect score, do you pass or do you fail?
2. Showing a picture of someone named Jones. Then, Jones got 100 for English. Has he passed or has he failed?
3. Showing a picture of Jones in a police station. Is he having a driving test? Or is he speeding up?
4. Writing down the title of a Jazz Chant

Learning Materials

1) Fill the missing words from the lyrics of the song I am going to sing!

Shoes and Socks

What do you wear on your (1)...?   A hat.

What do you wear on your (2)....? Gloves.

What do you wear on your (3)....? Socks.

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Shoes and (4)....., shoes and socks. (all together)

What do you wear when it's (5)...? Socks.

Shoes and socks. (6)..... and socks
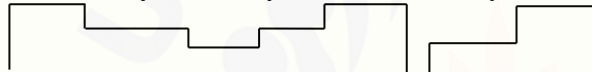
What do you wear when it's (7)...? Socks

Shoes and socks. Shoes and socks

Where do you wear your (8)...? On my head.

Where do you wear your (9)....? On my hands.

When do you wear your gloves? In January

What do you wear on (10).... feet? Socks

Shoes and socks. Shoes and socks

(Adapted from Graham, 2006:21)

He's Passed His Driving Test

Upset, (1)...,

I'm (2).... upset.

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I've had an (3)..........with my boyfriend,

I'm really upset.

Relieved, (4).......,

I'm really relieved.

I've found my (5).....,

 I'm really relieved.

Disappointed, (6)..............,

I'm really disappointed,

I've failed my (7).... test,

I'm really disappointed.

Thrilled, (8).......,

I'm really thrilled.

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I've won the (9).....,

And now I'm(10)...!

(Onestopenglish, 2003)

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Answer key "Shoes and Socks"

1. Head   /hed/
2. Hands   /hændz/
3. Feet   /fiːt/
4. Socks   /sɒkz/
5. Cold   /kəʊld/
6. Shoes   /ʃuːz/
7. Warm   /wʌːm/
8. Hat   /hæt/
9. Gloves   /glʌvz/
10. Your   /jɔː(r)/

Answer key "He's Passed His Driving Test"

1. Upset   /ˌʌpˈset/
2. Really   /ˈriːəli/
3. Argument   /ˈaːgjumənt/
4. Relieved   /riˈliːvd/
5. Wallet   /ˈwɒlɪt/
6. Disappointed   /ˌdɪsəˈpɔɪnted/
7. Driving   /ˈdraɪvɪŋ/
8. Thrilled   /θrɪld/
9. Lottery   /ˈlɒtəri/
10. Rich   /rɪtʃ

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"Shoes and Socks"

What do you wear on your (1) head?   A hat.

What do you wear on your(2) hands? Gloves.

What do you wear on your (2) feet? Socks.

Shoes and socks, shoes and (3) socks. (all together)

What do you wear when it's (4) cold? Socks.

Shoes and socks. (5) Shoes and socks

What do you wear when it's (6) warm? Socks

Shoes and socks. Shoes and socks

Where do your wear your (8) hat? On my head.

Where do you wear your (9) gloves? On my hands.

When do you wear your gloves? In January

What do you wear on (10) your feet? Socks

Shoes and short socks. Shoes and short socks

(Adapted from, Graham: 2006:21)

He's passed his driving Test

Upset, (1) upset,

I'm (2) really upset.

I've had an (3) argument with my boyfriend,

I'm really upset.

Relieved, (4) relieved,

I'm really relieved.

I've found my (5) wallet,

 I'm really relieved.

Disappointed, (6) disappointed,

I'm really disappointed,

I've failed my (7) driving test,

Appendix 4

I'm really disappointed.

Thrilled, (8) thrilled,

I'm really thrilled.

I've won the (9) lottery,

And now I'm (10) rich!

(Onestopenglish, 2003)

Appendix 4

Table Classification of Vowel, Diphthong, and Consonant

Vowels	**iː**	Feet /fiːt/
	uː	You /juː/ Do /duː/
	ɪ	It /ɪt/ With /wɪð/ Relieved /rɪˈlivd/ Disappointed /ˌdɪsəˈpɔɪnted/ Driving /draɪvɪŋ/ Rich /rɪtʃ/
	ə	Really /ˈriːəli/ Lottery /ˈlɒtəri/ Argument /ˈaːgjumənt/ The /ðə/
	æ	Hat /hæt/ Hand /hænd/ And /ænd/
Diphthongs	ɔɪ	Disappointed /ˌdɪsəˈpɔɪnted/
	aɪ	Driving /draɪvɪŋ/ My /maɪ/
	eɪ	Failed /feɪld/
	aʊ	Found /faʊnd/ Now /naʊ/
Consonants	**s**	Upset /ˌʌpˈset/ Socks /sɒkz/ Test /test/
	θ	Thrilled /θrɪld/
	ʃ	Shoes /ʃuːs/ Short /ʃɔːt/
	tʃ	Rich /rɪtʃ/
	dʒ	January /ˈdʒænjuəri/

Appendix 4

LEARNING MATERIAL
(Control Group)
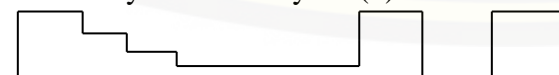
Leading Questions for "Shoes and Socks"

1. Showing a pair of shoes.
2. Do you know what it is?
3. Before putting on your shoes, what do you usually wear?
4. Showing a pair of socks.
5. Writing the title of a Jazz Chant by asking the students those two things (Shoes and Socks)
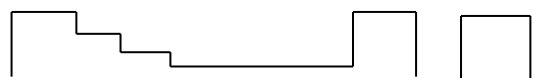
Leading Questions for "He's Passed His Driving Test"

1. If you get a perfect score, do you pass or do you fail?
2. Showing a picture of someone named Jones. Then, Jones got 100 for English. Has he passed or has he failed?
3. Showing a picture of Jones in a police station. Is he having a driving test? Or is he speeding up?
4. Writing down the title of a Jazz Chant

Learning Materials

1) Fill the missing words from what I am going to read!

Shoes and Socks
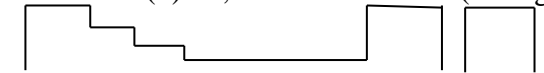
What do you wear on your (1) .....?   A hat.

What do you wear on your (2) ....? Gloves.

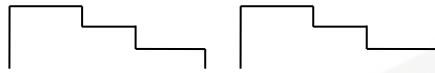What do you wear on your (3)........? Socks.

Shoes and socks, shoes and (4) .... (all together)

What do you wear when it's (5).........? Socks.

Shoes and socks. (5)........ and socks

What do you wear when it's (6).......? Socks

Appendix 4

Shoes and socks Shoes and socks

Where do your wear your (8).......? On my head.

Where do you wear your (9) ....? On my hands.

When do you wear your gloves? In January

What do you wear on (10)........feet? Socks

Shoes and socks. Shoes and socks

(Adapted from Graham:2006:21)

"He's passed his driving test"

Upset, (1) ......,

I'm (2) .... upset.

I've had an (3) .... with my boyfriend,

I'm really upset.

Relieved, relieved,

I'm really (4) ....

I've found my (5) ....,

I'm really relieved.

Disappointed, disappointed,

I'm really (6) ....,

I've failed my (7) .... test,

I'm really disappointed.

Thrilled, thrilled,

I'm really (8) ....

I've won the (9) ....,

And now I'm (10) .....!

(Onestopenglish, 2003)

Appendix 4

Answer key "Shoes and Socks"

1. Head   /hed/
2. Hands   /hændz/
3. Feet   /fiːt/
4. Socks   /sɒkz/
5. Cold   /kəʊld/
6. Shoes   /ʃuːz/
7. Warm   /wʌːm/
8. Hat   /hæt/
9. Gloves   /glʌvz/
10. Your   /jɔː(r)/

Answer key "He's Passed His Driving Test"

1. Upset   /ʌpˈset/
2. Really   /ˈriːəli/
3. Argument   /ˈaːgjumənt/
4. Relieved   /riˈliːvd/
5. Wallet   /ˈwɒlɪt/
6. Disappointed   /ˌdɪsəˈpɔɪnted/
7. Driving   /ˈdraɪvɪŋ/
8. Thrilled   /θrɪld/
9. Lottery   /ˈlɒtəri/
10. Rich   /rɪtʃ/

Appendix 4

"Shoes and Socks"

What do you wear on your (1) <u>head</u>?   A   hat.

What do you wear on your (2) <u>hands</u>? Gloves.

What do you wear on your (2) <u>feet</u>? Socks.

Shoes and socks, shoes and (3) <u>socks</u>. (all together)

What do you wear when it's (4) <u>cold</u>? Socks.

Shoes and socks. (5) <u>Shoes</u> and socks

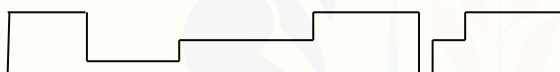What do you wear when it's (6) <u>warm</u>? Socks

Shoes and socks. Shoes and socks

Where do your wear your (8) <u>hat</u>? On my head.

Where do you wear you (9) <u>gloves</u>? On my hands.

When do you wear your gloves? In January
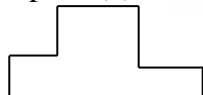
What do you wear on (10) <u>your</u> feet? Socks

Shoes and socks. Shoes and socks

(Adapted from Graham:2006:21)

"He's passed his driving test"

Upset, (1) <u>upset</u>,

I'm (2) <u>really</u> upset.

I've had an (3) <u>argument</u> with my boyfriend,

I'm really upset.

Relieved, relieved,

I'm really (4) <u>relieved</u>.

I've found my (5) <u>wallet</u>,

I'm really relieved.

Disappointed, disappointed,

I'm really (6) <u>disappointed</u>,

I've failed my (7) <u>driving</u> test,

I'm really disappointed.

Appendix 4

Thrilled, thrilled,

I'm really (8) thrilled.

I've won the (9) <u>lottery</u>,

And now I'm (10) <u>rich</u>!

(Onestopenglish, 2003)

Appendix 4

Table Classification of Vowel, Diphthong, and Consonant

Vowels	**iː**	Feet /fiːt/
	uː	You /juː/ Do /duː/
	ɪ	It /ɪt/ With /wɪð/ Relieved /rɪˈlivd/ Disappointed /ˌdɪsəˈpɔɪnted/ Driving /draɪvɪŋ/ Rich /rɪtʃ/
	ə	Really /ˈriːəli/ Lottery /ˈlɒtəri/ Argument /ˈaːgjumənt/ The /ðə/
	æ	Hat /hæt/ Hand /hænd/ And /ænd/
Diphthongs	ɔɪ	Disappointed /ˌdɪsəˈpɔɪnted/
	aɪ	Driving /draɪvɪŋ/ My /maɪ/
	eɪ	Failed /feɪld/
	aʊ	Found /faʊnd/ Now /naʊ/
Consonants	**s**	Upset /ʌpˈset/ Socks /sɒkz/ Test /test/
	θ	Thrilled /θrɪld/
	ʃ	Shoes /ʃuːs/ Short /ʃɔːt/
	tʃ	Rich /rɪtʃ/
	dʒ	January /ˈdʒænjuəri/

Appendix 5

LESSON PLAN II

School	: SMA Plus Darul Hikmah
Subject	: English
Level	: Senior High School
Class/Semester	: XI/2
Language Skill	: Listening, Speaking
Language Component	: Pronunciation
Time	: 2 x 40

1. **Standard Competence**

1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari

3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari

2. **Based Competence**

1.1 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari.

3.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

3. **Indicators**

Cognitive Product

> 1.1 Pronouncing individual and isolated words by using correct stress and pronunciation.

Cognitive Process

> 3.1 Singing the Jazz Chants correctly.
>
> 3.2 Filling in the blank spaces from the words the students will hear.
>
> 3.3 Pronouncing the whole text.
>
> 3.4 Pronouncing the words in the forms of vowel sounds, consonant sounds, and diphthong in the table provided.
>
> 3.5 Classifying the words based on the sounds on the table provided.

Affective

> 3.1 Showing confidence in classifying the words based on the sounds on the table provided.
>
> 3.3 Showing responsibility in doing the exercises.

Psychomotor

> 3.1 Imitating the words pronounced by the teacher.

4. **Learning Objectives**

At the end of the lesson, the students are able to:

Cognitive Product

> 3.2 pronounce individual and isolated words by using correct stress and pronunciation.

Cognitive Process

> 4.1 sing the Jazz Chants correctly.
>
> 4.2 fill in the blank spaces from the words the students will hear.
>
> 4.3 imitate the teacher's pronunciation.
>
> 4.4 to pronounce the words based on the vowel sounds, consonant sounds, and diphthong.
>
> 4.5 classify the words based on the sounds on the table provided.

Affective

> 4.1 show confidence in classifying the words on the sounds provided on the table.
>
> 4.2 show responsibility in doing the exercises.

Psychomotor

> 4.1 imitate the words pronounced by the teacher.

4. **Learning Material**

Learning materials are enclosed.

5. **Teaching Approach and Method**

Approach   : Communicative Teaching Learning

Technique   : Teaching pronunciation through Jazz Chants.

> 1. Experimental Group : Lecturing, Question and Answer, Giving exercises by using media, that is, Jazz Chants
> 2. Control Group   : Lecturing, Question and Answer, Giving exercises without media.

6. **Teaching Learning Activities**

No.	Experimental Group	Time	No.	Control Group	Time
1.	**Set Induction**		**1.**	**Set Induction**	
1.1	Greeting	1'	1.1	Greeting	1'
1.2	Giving leading questions	3'	1.2	Giving leading questions	3'
1.3	Stating the learning objectives	1'	1.3	Stating the learning objectives	1'

Appendix 5

2.	**Main Activities**		2.	**Main Activities**	
2.1	Distributing the lyric of a Jazz Chant **"These are My Blue Jeans"** with some blank spaces to the students.	2'	2.1	Distributing the text (lyrics of jazz chant) "**These are My Blue Jeans**" with some blank spaces to the students.	5'
2.2	Singing the Jazz Chant: "These are my blue jeans".	4'	2.2	Reading the text (lyrics) of "These are my blue jeans".	5'
2.3	While singing the Jazz Chant for the second time, the teacher is asking the students to fill in the blank spaces.	4'	2.3	While reading the text for the second time, the teacher is asking the students to fill in the blank spaces.	4'
2.4	Discussing the answers of the missing words.	5'	2.4	Discussing the answers of the missing words.	5'
2.5	Asking the students about the difficult pronunciation	5'	2.5	Asking the students about the difficult pronunciation	4'
2.6	Dividing the students into some groups to sing each part of the Chant.	5'	2.6	Drilling the students in pronouncing the text line by line.	7'
2.7	Asking the students some leading questions related the second lyric	4'	2.7	Asking the students some leading question related the second text	4'
2.8	Distributing the lyrics	2'	2.8	Distributing the	2'

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Appendix 5

	"I Feel So Embarrassed" with some blank spaces to the students.			lyrics **"I Feel So Embarrassed"** with some blank spaces to the students.	
2.9	Singing the chant of "He's pass his driving test".	4'	2.9	Reading the lyrics "Hi's passed his driving test"	4'
2.10	While singing the Jazz Chant for the second time, asking the students to fill in the blank spaces.	4'	2.10	While reading the text for the second time, asking the students to fill in the blank spaces	4'
2.11	Discussing the answers of the missing words.	5'	2.11	Discussing the answers of the missing words.	4'
2.12	Asking the students about the difficult pronunciation	5'	2.12	Asking the students about the difficult pronunciation	3'
2.13	Inviting the students to sing the Jazz Chant together.	5'	2.13	Drilling the students in pronouncing the text line by line.	4'
2.14	Asking the students to classify the answers of missing words based on the sounds on the table provided.	10'	2.14	Asking the students to classify the answers of missing words based on the sounds on the table provided.	10'
2.15	Asking the students to pronounce the words based on the vowel sounds, consonant	10'	2.16	Asking the students to pronounce the words based on the vowel sounds,	10

Appendix 5

	sounds, and diphthong.			consonants sounds, and diphthong.	
2.17	Giving the students a chance to ask question(s).	3'	2.17	Giving the students chance to ask question(s).	3'
3.	**Closure**		**3.**	**Closure**	
3.1	Leading the students to draw conclusion.	2'	3.1	Leading the students to draw conclusion	2'
3.2	Leave taking	1'	3.2	Leave taking	1'

7. Media and Sources

    a. Media :

- Picture of blue jeans, Laptop and LCD, guitar (Experimental Group)

- Picture of blue jeans, Laptop and LCD (Control Group)

    b. Sources : - Textbook : *English Zone*

                 - The lyrics taken from *Holiday Jazz Chant* and Onestopenglish.com

8. **Evaluation**

Product Evaluation: Giving some exercises to both groups, control and experimental

Jember, June …[th], 2016

The Researcher

Moh. Rismala

NIM. 120210401009

Appendix 5

LEARNING MATERIAL

(Experimental Group)

Leading Questions for "These are My Blue Jeans"

1. Showing a picture of blue jeans.

2. Asking the students what the picture is!

3. Showing a real thing of blue jeans by saying "**These are My………"**

Leading Questions for "I Feel so Embarrassed"

1. What is the English of "Malu"?

2. What is the synonym of the word "shy" or "ashamed"?

3. If you call someone but he is not the one you want, how do you feel? Happy or embarrassed?

Learning Materials

1) Fill the missing words from the lyrics of the song I am going to sing!

These are my blue jeans
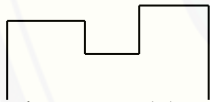
That's my (1)….

This red shirt? No, that (2)….. shirt.
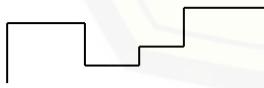
(3)…. are my shoes.
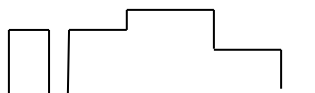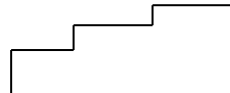
These brown shoes? No, those (4)….shoes.

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This is my(5).....

That green jacket? No, this   (6).... jacket.

That's my t-shirt.

This (7).....t-shirt? No, that   red t-shirt.

These are my (8)....

Those black jeans? No, these blue jeans.

Those are my(9).....

(10)…green shorts? No, those white shorts

(Onestopenglish, 2003)

Appendix 5

I feel so embarrassed

I'm(1)………! My computer's been crashing all day.

I'm (2)…….... I've been fighting with my girlfriend again.

I'm (3)…….... I've been living on my own for years.

I'm (4)…….... I've been studying really hard.

I'm (5)…….. Someone's been using my car.

I'm (6)………. I've been running in the park for an hour.

I'm (7)…….... I've been thinking about my vacation.

I'm (8)…….... He's been playing that music for hours.

I'm (9)…….... I've been trying to read this book.

I'm (10)……. I've been wearing my jacket inside out.

(Onestopenglish, 2003)

Appendix 5

Answer Key "These are My Blue Jeans"

1. Shirt /sɜːt/
2. Brown /braʊn/
3. Those /ðəʊz/
4. Black /blæk/
5. Jacket /ˈdʒækɪt/
6. Blue /bluː/
7. White /waɪt/
8. Jeans /dʒiːnz/
9. Shorts /ʃɔːtz/
10. These /ðiːz/

Answer Key "I Feel so Embarrassed"

1. Frustrated /frʌˈstreɪted/
2. Heartbroken /hɑːtˈbrəʊkən/
3. Lonely /ˈləʊnli/
4. Confident /ˈkɒnfɪdənt/
5. Furious /ˈfjʊəriəs/
6. Exhausted /ɪgˈzɔːsted/
7. Excited /ɪkˈsaɪted/
8. Irritated /ɪrɪˈteɪted/
9. Confused /kənˈfjuːzd/
10. Embarrassed /ɪmˈbærəsd/

Appendix 5

"These are my blue jeans"

That's my (1) <u>shirt</u>.

This red shirt? No, that (2) <u>brown</u> shirt.

Those are my (3) <u>shoes</u>.

These brown shoes? No, those (4) <u>black</u> shoes.

This is my (5) <u>jacket</u>.

That green jacket? No, this (6) <u>blue</u> jacket.

That's my t-shirt.

This (7) <u>white</u> t-shirt? No, that red t-shirt.

These are my (8) <u>jeans</u>.

Those black jeans? No, these blue jeans.

Those are my (9) <u>shorts</u>.

These (10) <u>green</u> shorts? No, those white shorts.

(Onestopenglish, 2003)

Appendix 5

"I feel so embarrassed"

I'm (1) <u>frustrated</u>! My computer's been crashing all day.

I'm (2) <u>heartbroken</u>. I've been fighting with my girlfriend again.

I'm (3) <u>lonely</u>. I've been living on my own for years.

I'm (4) <u>confident</u>. I've been studying really hard.

I'm (5) <u>furious</u>. Someone's been using my car.

I'm (6) <u>exhausted</u>. I've been running in the park for an hour.

I'm (7) <u>excited</u>. I've been thinking about my vacation.

I'm (8) <u>irritated</u>. He's been playing that music for hours.

I'm (9) <u>confused</u>. I've been trying to read this book.

I'm (10) <u>embarrassed</u>. I've been wearing my jacket inside out.

(Onestopenglish, 2003)

Appendix 5

Table Classification of Vowel, Diphthong, and Consonant

| Vowels | **i:** | These /ðiːz/ |
		Green /griːn/
		Jeans /dʒiːnz/
		Been /biːn/
	u:	Blue /bluː/
		Shoes /ʃuːz/
		Confused /kənˈfjuːzd/
	ɪ	Jacket /ˈdʒækɪt/
		Confident /ˈkɒnfɪdənt/
		Exhausted /ɪgˈzɔːsted/
		Excited /ɪkˈsaɪted/
		Irritated /ɪrɪˈteɪted/
		Embarrassed /ɪmˈbærəsd/
	ə	Those /ðəʊz/
		Confident /ˈkɒnfɪdənt/
		Confused /kənˈfjuːzd/
	æ	Black /blæk/
		Jacket /ˈdʒækɪt/
		Crashing /kræʃɪŋ/
		Embarrassed /ɪmˈbærəsd/
Diphthongs	əʊ	Those /ðəʊz/
		Heartbroken /hɑːtˈbrəʊkən/
		Lonely /ləʊnli/
	aɪ	Driving /draɪvɪŋ/
		My /maɪ/
	eɪ	Failed /feɪld/
	aʊ	Found /faʊnd/
		Now /naʊ/
Consonants	**s**	Shirt /sɜːt/
		Frustrated /frʌˈstreɪted/
		Furious /fjʊəriəs/
	θ	Thinking /θɪŋkiŋ/

Appendix 5

LEARNING MATERIAL

(Control Group)

Leading Questions for "These are My Blue Jeans"

1. Showing a picture of blue jeans.

2. Asking the students what the picture is!

3. Showing a real thing of blue jeans by saying "**These are My ……….**"

Leading Questions for "I Feel so Embarrassed"

1. What is the English of "Malu"?

2. What is the synonym of the word "shy" or "ashamed"?

3. If you call someone but he is not the one you want, how do you feel? Happy or embarrassed?

Learning Materials

1) Fill the missing words from what I am going to read!

These are my blue jeans

That's my (1)…….
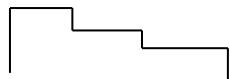
This red shirt? No, that (2) ….. shirt.

(3)….. are my shoes.

These brown shoes? No, those (4)…… shoes.

This is my (5)…...

That green jacket? No, this (6)….. jacket.

That's my t-shirt.

This (7)…… t-shirt? No, that red t-shirt.

These are my (8)…...

Those black jeans? No, these blue jeans.

Those are my (9) …...

(10) ….. green shorts? No, those white shorts

(Onestopenglish, 2003)

Appendix 5

I feel so embarrassed

I'm (1)………! My computer's been crashing all day.

I'm (2)……..... I've been fighting with my girlfriend again.

I'm (3)……... I've been living on my own for years.

I'm (4)……... I've been studying really hard.

I'm (5)…….. Someone's been using my car.

I'm (6)………. I've been running in the park for an hour.

I'm (7)……... I've been thinking about my vacation.

I'm (8)……... He's been playing that music for hours.

I'm (9)……... I've been trying to read this book.

I'm (10)……. I've been wearing my jacket inside out.

(Onestopenglish, 2003)

Appendix 5

Answer key "These are My Blue Jeans"

1. Shirt   /sɜːt/
2. Brown   /braʊn/
3. Those   /ðəʊz/
4. Black   /blæk/
5. Jacket   /ˈdʒækɪt/
6. Blue   /bluː/
7. White   /waɪt/
8. Jeans   /dʒiːnz/
9. Shorts   /ʃɔːtz/
10. These   /ðiːz/

Answer key "I Feel so Embarrassed"

1. Frustrated   /frʌˈstreɪted/
2. Heartbroken   /hɑːtˈbrəʊkən/
3. Lonely   /ˈləʊnli/
4. Confident   /ˈkɒnfɪdənt/
5. Furious   /ˈfjʊəriəs/
6. Exhausted   /ɪgˈzɔːsted/
7. Excited   /ɪkˈsaɪted/
8. Irritated   /ɪrɪˈteɪted/
9. Confused   /kənˈfjuːzd/
10. Embarrassed /ɪmˈbærəsd/

Appendix 5

These are my blue jeans

That's my (1) <u>shirt</u>

This red shirt? No, that (2) <u>brown</u> shirt.

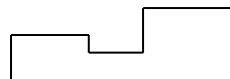(3) <u>those</u> are my shoes.

These brown shoes? No, those (4) <u>black</u> shoes.
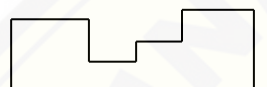
This is my (5) jacket

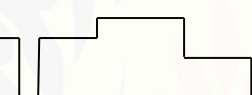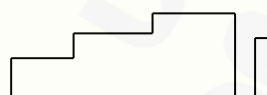That green jacket? No, this (6) <u>blue</u> jacket.

That's my t-shirt.

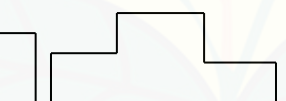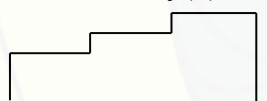This (7) <u>white</u> t-shirt? No, that red t-shirt.

These are my (8) <u>jeans</u>

Those black jeans? No, these blue jeans.

Those are my (9) <u>shorts</u>

(10) <u>these</u> green shorts? No, those white shorts

(Onestopenglish, 2003:1)

I feel so embarrassed

I'm (1) <u>frustrated</u>! My computer's been crashing all day.

I'm (2) <u>heartbroken</u> I've been fighting with my girlfriend again.

I'm (3) <u>lonely</u> I've been living on my own for years.

I'm (4) <u>confident</u> I've been studying really hard.

I'm (5) <u>furious</u> Someone's been using my car.

I'm (6) <u>exhausted</u> I've been running in the park for an hour.

I'm (7) <u>excited</u> I've been thinking about my vacation.

I'm (8) <u>irritated</u> He's been playing that music for hours.

I'm (9) <u>confused</u> I've been trying to read this book.

I'm (10) <u>embarrassed</u> I've been wearing my jacket inside out.

(Onestopenglish, 2003)

Appendix 5

Table Classification of Vowel, Diphthong, and Consonant

Vowels	**i:**	These /ðiːz/ Green /griːn/ Jeans /dʒiːnz/ Been /biːn/
	u:	Blue /bluː/ Shoes /ʃuːz/ Confused /kənˈfjuːzd/
	ɪ	Jacket /ˈdʒækɪt/ Confident /ˈkɒnfɪdənt/ Exhausted /ɪgˈzɔːsted/ Excited /ɪkˈsaɪted/ Irritated /ɪrɪˈteɪted/ Embarrassed /ɪmˈbærəsd/
	ə	Those /ðəʊz/ Confident /ˈkɒnfɪdənt/ Confused /kənˈfjuːzd/
	æ	Black /blæk/ Jacket /ˈdʒækɪt/ Crashing /kræʃɪŋ/ Embarrassed /ɪmˈbærəsd/
Diphthongs	əʊ	Those /ðəʊz/ Heartbroken /hɑːtˈbrəʊkən/ Lonely /ləʊnli/
	aɪ	Driving /draɪvɪŋ/ My /maɪ/
	eɪ	Failed /feɪld/
	aʊ	Found /faʊnd/ Now /naʊ/
Consonants	**s**	Shirt /sɜːt/ Frustrated /frʌˈstreɪted/ Furious /fjʊəriəs/
	θ	Thinking /θɪŋkiŋ/

Appendix 6

POST TEST

Level	: Senior High School
Class	: XI
Test	: Pronunciation

Read the words ONCE without reading the numbers!

No.	Words	No.	Words
1	Argument	26	Distraction
2	Answer	27	Deception
3	Activity	28	Certainty
4	Following	29	Heaven
5	Fill	30	Guess
6	Improve	31	Crowd
7	Instruction	32	Afraid
8	Talking	33	Believe
9	Handle	34	Resolve
10	Program	35	Special
11	Beginning	36	Relief
12	Classmate	37	Pain
13	Authority	38	Examination
14	Scholarship	39	Preview
15	Suggestion	40	Ignore
16	Expert	41	Suspicious
17	Enough	42	Survive
18	Structure	43	Autumn
19	Advertisement	44	Author
20	Comfortable	45	Event
21	Qualify	46	Response
22	Obligation	47	Fortune
23	License	48	Guidance
24	Nevertheless	49	Building
25	Exchange	50	Complaint

Appendix 6

Keys for Pronunciation Test (Post Test)

1. Argument /'ɑːgjumənt/
2. Answer /'ɑːnsə(r)/
3. Activity /æk'tɪvəti/
4. Following /'fɒləʊɪŋ/
5. Fill /fɪl/
6. Improve /ɪm'pruːv/
7. Instruction /ɪn'strʌkʃn/
8. Talking /'tɔːkɪŋ/
9. Handle /'hændl/
10. Program /'prəʊgræm/
11. Beginning /bɪ'gɪnɪŋ/
12. Classmate /'klɑːsmeɪt/
13. Authority /ɔː'θɒrəti/
14. Scholarship /'skɒləʃip/
15. Suggestion /sə'dʒestʃən/
16. Expert /'ekspɜːt/
17. Enough /ɪ'nʌf/
18. Structure /'strʌktʃə(r)/
19. Advertisement /əd'vɜːtɪsmənt/
20. Comfortable /'kʌmftəbl/
21. Qualify /'kwɒlɪfaɪ/
22. Obligation /ˌɒblɪ'geɪʃn/
23. License /'laɪsns/
24. Nevertheless /ˌnevəðə'ləs/
25. Exchange /ɪks'tʃeɪndʒ/
26. Distraction /dɪs'trækʃn/
27. Deception /dɪ'sepʃn/
28. Certainty /'sɜːtnti/
29. Heaven /'hevn/
30. Guess /ges/
31. Crowd /kraʊd/
32. Afraid /ə'freɪd/
33. Believe /bɪ'liːv/
34. Resolve /rɪ'sɒlv/
35. Special /'speʃl/
36. Relief /rɪ'liːf/
37. Pain /peɪn/
38. Examination /ɪg'zæmɪ'neɪʃn/

Appendix 6

39. Preview /ˈpriːvjuː/
40. Ignore /igˈnɔː(r)/
41. Suspicious /səˈspɪʃəs/
42. Survive /səˈvaɪv/
43. Autumn /ˈɔːtəm/
44. Author /ˈɔːθə(r)/
45. Event /ɪˈvent/
46. Response /rɪˈspɒns/
47. Fortune /ˈfɔːtʃuːn/
48. Guidance /ˈgaɪdns/
49. Building /ˈbɪldɪŋ/
50. Complaint /kəmˈpleɪnt/

Appendix 6

Vowels	**i:**	Believe /bɪˈliːv/ Relief /rɪˈliːf/ Preview /ˈpriːvjuː/
	u:	Improve /ɪmˈpruːv/ Fortune /ˈfɔːtʃuːn/
	ɪ	Fill /fɪl/ Beginning /bɪˈgɪnɪŋ/ Talking /ˈtɔːkɪŋ/ Enough /ɪˈnʌf/ Deception /dɪˈsepʃn/ Resolve /rɪˈsɒlv/ Event /ɪˈvent/ Response /rɪˈspɒns/ Building /ˈbɪldɪŋ/
	ə	Argument /ˈaːgjumənt/ Answer /ˈɑːnsə(r)/ Scholarship /ˈskɒləʃip/ Suggestion /səˈdʒestʃən/ Structure /ˈstrʌktʃə(r)/ Advertisement /ədˈvɜːtɪsmənt/ Comfortable əˈkʌmftəbl/ Suspicious /səˈspɪʃəs/ Autumn /ˈɔːtəm/
	æ	Handle /ˈhændl/ Distraction /dɪˈtrækʃn/ Examination /ɪgˈzæmɪˈneɪʃn/
Diphthongs	**eɪ**	Classmate /ˈklɑːsmeɪt/ Obligation /ˌɒblɪˈgeɪʃn/ Exchange /ɪksˈtʃeɪndʒ/ Afraid /əˈfreɪd/ Pain /peɪn/ Complaint /kəmˈpleɪnt/
	əʊ	Following /ˈfɒləʊɪŋ/ Program /ˈprəʊgræm/
	aɪ	Qualify /ˈkwɒlɪfaɪ/ License /ˈlaɪsns/ Survive /səˈvaɪv/ Guidance /ˈgaɪdns/
	aʊ	Crowd /kraʊd/
Consonant	**s**	Expert /ˈekspɜːt/ License /ˈlaɪsns/ Certainty /ˈsɜːtnti/ Guess /ges/

Appendix 6

	θ	Authority /ɔːˈθɒrəti/ Author /ˈɔːθə(r)/
	ʃ	Instruction /ɪnˈstrʌkʃn/ Scholarship /ˈskɒləʃip/ Structure /ˈstrʌktʃə(r)/ Distraction /dɪsˈtrækʃn/ Deception /dɪˈsepʃn/ Special /ˈspeʃl/ Suspicious /səˈspɪʃəs/ Fortune /ˈfɔːtʃuːn/
	tʃ	Children /ˈtʃɪldrən/ Suggestion /səˈdʒestʃən/
	dʒ	Suggestion /səˈdʒestʃən/

The Reliability Coefficient of Odd Numbers (X)

NO	ODD NUMBERS																												Total
	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39	41	43	45	47	49	51	53	55	
1	1	0	1	0	1	0	1	0	1	0	0	0	0	1	0	0	1	1	0	1	0	0	1	1	1	1	0	1	15
2	1	1	0	0	0	0	0	0	1	0	1	0	0	0	0	1	1	0	0	0	0	0	1	0	0	1	1	0	9
3	1	0	0	1	1	1	1	0	0	0	1	0	1	0	0	0	1	1	0	1	1	0	1	0	1	1	0	1	15
4	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	0	12
5	0	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	0	21
6	0	0	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	1	1	1	0	9
7	0	1	1	0	1	0	0	0	1	1	0	1	1	0	0	0	1	0	1	1	0	1	1	1	0	0	0	0	13
8	1	1	0	1	1	1	1	1	0	0	1	0	1	1	0	1	0	0	0	0	1	1	0	1	0	0	0	0	15
9	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	4
10	1	1	1	1	1	0	1	0	1	0	1	0	0	1	0	0	1	0	0	0	0	1	1	1	0	1	1	0	16
11	0	0	1	1	1	0	1	1	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	10
12	1	0	0	1	1	0	1	0	1	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	1	0	0	9
13	1	1	1	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	0	0	0	0	1	1	0	0	0	0	9
14	1	1	1	1	1	1	0	0	0	0	1	0	1	1	0	0	0	0	0	1	0	0	1	0	1	1	0	0	14
15	1	1	0	0	0	1	1	1	1	0	1	0	0	1	0	0	1	0	0	1	1	1	0	0	1	1	0	0	15
16	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	0	1	0	0	0	0	0	1	0	1	0	1	0	17
17	1	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	10
18	1	1	1	1	1	1	1	1	0	0	0	0	1	1	0	0	1	0	0	1	1	0	1	1	1	1	1	0	19
19	1	0	1	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	1	1	0	9
	12	9	13	12	13	8	12	9	11	2	11	4	9	9	10	5	11	4	4	8	4	4	13	7	11	12	9	8	**244**

Appendix 7

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The Reliability Coefficient of Even Numbers (Y)

NO	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50	52	54	56	58	60	Total
1	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	1	1	0	1	1	0	1	1	1	0	0	0	1	0	1	12
2	1	1	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	9
3	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	0	0	1	0	0	0	1	9
4	1	1	0	0	0	0	1	0	0	0	1	1	0	0	0	1	0	0	0	0	1	1	1	1	0	0	0	0	1	1	12
5	0	0	1	1	1	1	0	1	0	1	0	1	1	1	0	1	0	0	1	1	1	0	1	1	1	0	0	1	1	1	19
6	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	1	5
7	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	0	8
8	0	0	0	1	0	0	1	0	0	0	1	1	1	0	0	0	1	0	1	1	1	0	1	0	0	0	0	0	0	0	10
9	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	4
10	0	0	0	1	1	0	0	0	0	1	1	0	0	0	1	0	1	0	0	1	1	1	1	1	0	0	1	0	0	1	13
11	0	1	1	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	9
12	0	0	0	1	0	0	0	1	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	0	1	8
13	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	1	0	1	1	0	0	0	0	1	0	0	8
14	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	0	1	1	0	1	1	0	1	0	1	0	0	12
15	0	0	1	1	0	0	0	1	0	1	1	1	0	0	0	1	0	0	1	1	1	1	0	0	0	0	0	0	1	0	12
16	0	0	0	1	1	1	0	0	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	21
17	1	0	0	1	0	0	0	1	0	1	0	1	0	0	0	0	1	1	0	0	1	0	1	0	0	1	0	1	0	1	12
18	1	0	0	1	1	1	0	0	0	1	1	0	1	0	0	1	1	1	1	1	1	1	1	0	1	1	0	0	0	0	17
19	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	1	0	6
	5	3	4	12	4	5	3	4	3	9	8	10	5	4	4	9	14	4	7	9	10	9	12	9	4	10	4	5	5	9	**203**

Appendix 8

Appendix 9

The Division of Odd and Even Numbers

No	Names	0dd (X)	Even (Y)	$\sum X^2$	$\sum Y^2$	$\sum XY$
1	Alifil Irhastina	15	12	225	144	180
2	Amaliatul Jannah	9	9	81	81	81
3	Aprilia Dwi Anggraini	15	9	225	81	135
4	Cholilah Nurul Hidayah	12	12	144	144	144
5	Faiqotul Himmah	21	19	441	361	399
6	Firda Ningrum	9	5	81	81	45
7	Indah Rofi Aini	13	8	169	64	169
8	Indah Winarsih	15	10	225	100	225
9	Laela Nur Faiqoh	4	4	16	16	16
10	Nur Wahyuni	16	13	256	169	208
11	Nurlaili Indah Sari Maulida	10	9	100	81	100
12	Qurotul Hasanah	9	8	81	64	72
13	Siti Holisa	9	8	81	64	72
14	Sulviatul Husna	14	12	196	144	168
15	Wardatul Hasanah	15	12	225	144	180
16	Wasilatul Hayati	17	21	289	441	357
17	Siti Nur Hanivah	10	12	100	144	120
18	Siti Muyassaroh	19	17	361	289	323
19	Dinda Aprilia Ivanka	9	6	81	36	54
Total		**241**	**206**	**3377**	**2648**	**3048**

Appendix 10

The Difficulty Index of Each Item and Its Interpretation

No	N	R	FV	Criteria
1	19	12	0,631579	Sufficient
2	19	5	0,263158	Sufficient
3	19	9	0,473684	Sufficient
4	19	3	0,157894	Difficult
5	19	13	0,684211	Sufficient
6	19	4	0,210526	Sufficient
7	19	15	0,831579	Sufficient
8	19	12	0,631579	Sufficient
9	19	2	0,105263	Difficult
10	19	4	0,421053	Sufficient
11	19	8	0,421053	Sufficient
12	19	5	0,263158	Sufficient
13	19	12	0,631579	Sufficient
14	19	3	0,157894	Difficult
15	19	9	0,473684	Sufficient
16	19	4	0,210526	Sufficient
17	19	11	0,578947	Sufficient
18	19	3	0,157894	Difficult
19	19	2	0,105263	Difficult
20	19	9	0,473684	Sufficient
21	19	11	0,578947	Sufficient
22	19	8	0,421053	Sufficient
23	19	4	0,210526	Sufficient
24	19	10	0,526316	Sufficient
25	19	9	0,473684	Sufficient
26	19	5	0,263158	Sufficient
27	19	4	0,210526	Sufficient
28	19	10	0,526316	Sufficient
29	19	4	0,210526	Sufficient
30	19	5	0,263158	Sufficient
31	19	9	0,473684	Sufficient
32	19	11	0,578947	Sufficient
33	19	4	0,210526	Sufficient
34	19	4	0,210526	Sufficient
35	19	4	0,210526	Sufficient
36	19	7	0,368421	Sufficient
37	19	8	0,421053	Sufficient
38	19	9	0.571429	Sufficient

Appendix 10

The Continuation

39	19	4	0,210526	Sufficient
40	19	10	0,526316	Sufficient
41	19	4	0,210526	Sufficient
42	19	9	0,473684	Sufficient
43	19	12	0,631579	Sufficient
44	19	7	0,368421	Sufficient
45	19	9	0,473684	Sufficient
46	19	11	0,578947	Sufficient
47	19	4	0,210526	Sufficient
48	19	10	0,526316	Sufficient
49	19	9	0,473684	Sufficient
50	19	4	0,210526	Sufficient
51	19	8	0,421053	Sufficient
52	19	4	0,210526	Sufficient
53	19	5	0,263158	Sufficient
54	19	9	0,473684	Sufficient
55	19	2	0,105263	Difficult

Appendix 11

The Names of the Respondents

No.	Experimental Group (XI IPS 1)	Control Group (XI IPS 2)
1.	ANT	AW
2.	BA	AR
3.	EW	AAKH
4.	EF	AF
5.	ER	APW
6.	FTJ	AS
7.	FNS	EFH
8.	ISY	FB
9.	IMW	JLS
10.	KS	MF
11.	NNF	MJS
12.	PHDA	MAWA
13.	QS	MH
14.	RAA	MR
15.	RQ	MSP
16.	RA	MT
17.	SB	MY
18.	SNSR	YR
19.	SWH	AFP
20.	FH	LRAS

Appendix 12

The Scores of Post Test

No.	Experimental Group	Scores	Control Group	Scores
1	ANT	80	AW	30
2	BA	84	AR	40
3	EW	68	AAKH	44
4	EF	86	AF	28
5	ER	82	APW	21
6	FTJ	78	AS	18
7	FNS	74	EFH	39
8	ISY	86	FB	43
9	IMW	88	JLS	44
10	KS	88	MF	58
11	NNF	72	MJS	24
12	PHDA	82	MAWA	52
13	QS	88	MH	28
14	RAA	82	MR	34
15	RQ	84	MSP	52
16	RA	80	MT	20
17	SB	78	MY	64
18	SNSR	78	YR	30
19	SWH	84	AFP	42
20	FH	80	LRAS	40

Appendix 13

POST TEST

Level	: Senior High School
Class	: XI IPS 1/
Test	: Pronunciation
Name	: Nanifah

E1

72

Read the words ONCE without reading the numbers!

No.	Words		No.	Words	
1	Argument	/ˈɑːɡjumənt/	26	Distraction	/dɪsakʃn/
2	Answer	/ˈɑːnsə(r)/	27	Deception	/dɪˈsepʃn/
3	Activity	/ækˈvi/	28	Certainty	/ˈsɜːtnti/
4	Following	/ˈfɒləʊɪŋ/	29	Heaven	/ˈhevn/
5	Fill	/fɪl/	30	Guess	/ɡes/
6	Improve	/ɪmˈprɔv/	31	Crowd	/krɔːd/
7	Instruction	/ɪnˈstrʌkʃn/	32	Afraid	/əˈfreɪd/
8	Talking	/ˈtelkɪŋ/	33	Believe	/bɪˈliːv/
9	Handle	/ˈhændl/	34	Resolve	/rɪˈsɒlv/
10	Program	/ˈprəʊɡræm/	35	Special	/ˈspeʃl/
11	Beginning	/bɪˈɡnɪŋ/	36	Relief	/rɪˈliːf/
12	Classmate	/ˈklɑːsmeɪt/	37	Pain	/peɪn/
13	Authority	/ɔːrɪti/	38	Examination	/ekˈsæmɪˈnaɪʃn/
14	Scholarship	/ˈskɒləʃɪp/	39	Preview	/ˈpriːvjuː/
15	Suggestion	/səˈɡɡesən/	40	Ignore	/ɪɡˈnɔː(r)/
16	Expert	/ˈekspɜːt/	41	Suspicious	/səˈspɪʃiəs/
17	Enough	/ɪˈnʌf/	42	Survive	/səˈvaɪv/
18	Structure	/ˈstrʌktʃuːn/	43	Autumn	/ˈɔːtəm/
19	Advertisement	/ətəvətɪsmənt/	44	Author	/ˈɔːθə(r)/
20	Comfortable	/ˈkʌmftəbl/	45	Event	/evən/
21	Qualify	/ˈkwɒlɪfaɪ/	46	Response	/rɪˈspɒns/
22	Obligation	/əbɡəleɪʃn/	47	Fortune	/ˈfɔːtʃuːn/
23	License	/ˈlaɪsns/	48	Guidance	/ˈɡaɪdns/
24	Nevertheless	/ˌnevəðəˈləs/	49	Building	/ˈbuɪldɪŋ/
25	Exchange	/ɪksˈtʃeɪndʒ/	50	Complaint	/kəmˈpleɪnt/

Appendix 13

POST TEST

Level	: Senior High School
Class	: XI IPS 1/
Test	: Pronunciation
Name	: Risti Amalia.

E2

(80)

Read the words ONCE without reading the numbers!

No.	Words		No.	Words	
1	Argument	/ˈɑɡlumənt/	~~26~~	Distraction	/disˈtrʌkʃən/
2	Answer	/ˈɑːnsə(r)/	27	Deception	/dɪˈsepʃn/
3	Activity	/ækˈtɪvəti/	~~28~~	Certainty	/ˈsɜːnti/
4	Following	/ˈfɒləʊɪŋ/	29	Heaven	/ˈhevn/
5	Fill	/fɪl/	30	Guess	/ges/
6	Improve	/ɪmˈpruːv/	~~31~~	Crowd	/krɔd/
7	Instruction	/ɪnˈstrʌkʃn/	32	Afraid	/əˈfreɪd/
8	Talking	/ˈtɔːkɪŋ/	33	Believe	/bɪˈliːv/
9	Handle	/ˈhændl/	34	Resolve	/rɪˈsɒlv/
10	Program	/ˈprəʊɡræm/	35	Special	/ˈspeʃl/
11	Beginning	/bɪˈɡɪnɪŋ/	36	Relief	/rɪˈliːf/
12	Classmate	/ˈklɑːsmeɪt/	37	Pain	/peɪn/
13	Authority	/ɔːˈθɒrəti/	38	Examination	/ɪɡˌzæmɪˈneɪʃn/
14	Scholarship	/ˈskɒləʃɪp/	39	Preview	/ˈpriːvjuː/
15	Suggestion	/səˈdʒestʃən/	40	Ignore	/ɪɡˈnɔː(r)/
16	Expert	/ˈekspɜːt/	~~41~~	Suspicious	/suˈspɪʃən/
~~17~~	Enough	/ɪˈnʌg/	~~42~~	Survive	/dəˈrɪv/
~~18~~	Structure	/ˈstrʌktʃʊ(r)/	43	Autumn	/ˈɔːtəm/
19	Advertisement	/ədˈwɜːtɪsmənt/	~~44~~	Author	/ˈɔːθɔ(r)/
20	Comfortable	/ˈkʌmftəbl/	45	Event	/ɪˈvent/
21	Qualify	/ˈkwɒlɪfaɪ/	46	Response	/rɪˈspɒns/
22	Obligation	/ˌɒblɪˈɡeɪʃn/	47	Fortune	/ˈfɔːtʃuːn/
23	License	/ˈlaɪsns/	48	Guidance	/ˈɡaɪdns/
~~24~~	Nevertheless	/ˌnevəðəˈles/	49	Building	/ˈbɪldɪŋ/
~~25~~	Exchange	/eksˈtʃɪndʒ/	50	Complaint	/kəmˈpleɪnt/

Appendix 13

POST TEST

Level	: Senior High School
Class	: XI IPS 1/
Test	: Pronunciation
Name	: Fitri Tri Jati

E3

(78)

Read the words ONCE without reading the numbers!

No.	Words		No.	Words	
~~1~~	Argument	/ˈarjumənt/	26	Distraction	/dɪsˈtrʌkʃən/
2	Answer	/ˈaːnsə(r)/	27	Deception	/dʃˈsepʃn/
3	Activity	/ækˈtɪvəti/	28	Certainty	/ˈsɜːɜːnti/
4	Following	/fɒləʊɪŋ/	29	Heaven	/ˈhevn/
(5)	Fill	/fɪl/	30	Guess	/ges/
6	Improve	/ɪmˈpruːv/	~~31~~	Crowd	/krɒd/
7	Instruction	/ɪnˈstrʌkʃn/	~~32~~	Afraid	/əˈfreɪd/
8	Talking	/ˈtɔːkɪŋ/	~~33~~	Believe	/bəˈliːv/
9	Handle	/ˈhændl/	34	Resolve	/rɪˈsɒlv/
10	Program	/ˈprəʊɡræm/	~~35~~	Special	/ˈspeʃl/
~~11~~	Beginning	/bɪˈjɪnɪŋ/	36	Relief	/rɪˈliːf/
12	Classmate	/ˈklɑːsmeɪt/	37	Pain	/peɪn/
~~13~~	Authority	/aʊtərɪti/	38	Examination	/ɪɡˌzæmɪˈneɪʃn/
14	Scholarship	/ˈskɒləʃɪp/	39	Preview	/ˈpriːvjuː/
~~15~~	Suggestion	/səˈjesən/	40	Ignore	/ɪɡˈnɔː(r)/
16	Expert	/ˈekspɜːt/	41	Suspicious	/səˈspɪʃəs/
17	Enough	/ɪˈnʌf/	42	Survive	/səˈvaɪv/
18	Structure	/ˈstrʌktʃə(r)/	43	Autumn	/ˈɔːtəm/
~~19~~	Advertisement	/edˈvɜːtəsmənt/	~~44~~	Author	/ˈɔːsə(r)/
20	Comfortable	/ˈkʌmftəbl/	45	Event	/ɪˈvent/
21	Qualify	/ˈkwɒɪfaɪ/	46	Response	/rɪˈspɒns/
22	Obligation	/ˌɒblɪˈɡeɪʃn/	~~47~~	Fortune	/ˈfɔːʃuə/
23	License	/ˈlaɪsns/	~~48~~	Guidance	/ˈɡʊɪdəns/
24	Nevertheless	/ˌnevəðəˈles/	49	Building	/ˈbɪldɪŋ/
25	Exchange	/eksˈtʃɪndʒ/	50	Complaint	/kəmˈpleɪn/

Appendix 13

POST TEST

Level	: Senior High School
Class	: XI IPS 2/
Test	: Pronunciation
Name	: Farok Baidowi

C1

43

Read the words ONCE without reading the numbers!

No.	Words		No.	Words	
1	Argument	/a:gjumant/	26	Distraction	/dɪs'trækʃn/
2	Answer	/insər)/	27	Deception	/dɪ'sepʃn/
3	Activity	/æktɪvæti/	28	Certainty	/'sɜrtənti/
4	Following	/'flowɪŋ/	29	Heaven	/hivɛ'n/
5	Fill	/fɪl/	30	Guess	/ges/
6	Improve	/ɪm'pru:v/	31	Crowd	/krav/
7	Instruction	/ɪn'strʊkʃn/	32	Afraid	/a'freɪd/
8	Talking	/'tɔlkɪŋ/	33	Believe	/bɪ'li:v/
9	Handle	/hænd'l/	34	Resolve	/re'sɔlv/
10	Program	/'prɔgrem/	35	Special	/'speʃl/
11	Beginning	/bɪ'gɪnɪŋ/	36	Relief	/rɪ'li:f/
12	Classmate	/'klesmeit/	37	Pain	/paɪ/
13	Authority	/autɔriti/	38	Examination	/eks'semɪ'neʃn/
14	Scholarship	/'skɒləʃɪp/	39	Preview	/'previviv/
15	Suggestion	/sə'dʒestʃən/	40	Ignore	/ɪg'nɔː(r)/
16	Expert	/'eksper/	41	Suspicious	/sə'spɪʃəs/
17	Enough	/ɪ'nʌf/	42	Survive	/sʊ'rvɪv/
18	Structure	/'strʊktʊr/	43	Autumn	/au:tu'm/
19	Advertisement	/ed'vɜrtɪsmənt/	44	Author	/'au:tɔ(r)/
20	Comfortable	/'kɔmfɔrtebəl/	45	Event	/evən/
21	Qualify	/'kwɒlɪfaɪ/	46	Response	/re'spɒns/
22	Obligation	/ˌɒblɪ'geʃn/	47	Fortune	/'tɔːtʃuːn/
23	License	/'laɪsns/	48	Guidance	/'gʊrdns/
24	Nevertheless	/ˌnevəðe'les/	49	Building	/'bʊldɪn/
25	Exchange	/esens/	50	Complaint	/kɔm'plent/

Appendix 13

POST TEST

Level	: Senior High School
Class	: XI IPS 2/
Test	: Pronunciation
Name	: Efan Firriadi H

C2

(39)

Read the words ONCE without reading the numbers!

No.	Words		No.	Words	
1	Argument	/ˈeɪɡlumənt/	26	Distraction	/dɪsˈtrækʃn/
2	Answer	/ˈænsɪ(r)/	27	Deception	/dɪˈsepʃn/
3	Activity	/ækˈtɪvati/	28	Certainty	/ˈsɜːtnti/
4	Following	/ˈfɒləʊˈɪn/	29	Heaven	/ˈhevn/
5	Fill	/fɪl/	30	Guess	/ɡes/
6	Improve	/ɪmˈpruːv/	31	Crowd	/kraʊd/
7	Instruction	/ɪnstrʌkʃn/	32	Afraid	/əˈfeɪd/
8	Talking	/ˈtɔɪkɪŋ/	33	Believe	/bɪˈliːv/
9	Handle	/ˈhendəl/	34	Resolve	/rɪˈsɒlv/
10	Program	/ˈprɔɡræm/	35	Special	/ˈsəpeʃɪl/
11	Beginning	/bɪˈɡɪnɪŋ/	36	Relief	/riˈlef/
12	Classmate	/ˈklʌsmen/	37	Pain	/peɪn/
13	Authority	/aʊtɔrɪti/	38	Examination	/eɡmaɪʃn/
14	Scholarship	/ˈskɒˈrɒslp/	39	Preview	/ˈpreviuː/
15	Suggestion	/seˈdʒesən/	40	Ignore	/ɪɡˈnɔːˈ(r)/
16	Expert	/ˈekspɜːt/	41	Suspicious	/səˈspɪʃiəs/
17	Enough	/ɪˈnɔːf/	42	Survive	/suˈrvev/
18	Structure	/ˈsaʒʌktʃəʊ/	43	Autumn	/ˈauːtum/
19	Advertisement	/ədˈvɜːtɪsmənt/	44	Author	/ˈauːtɔr/
20	Comfortable	/ˈkɔmfɔrtʌblə/	45	Event	/ɪˈvənt/
21	Qualify	/ˈkulɪfəɪ/	46	Response	/rɪˈspɒns/
22	Obligation	/ˌɒblɪˈɡeɪʃn/	47	Fortune	/ˈfɔːtʃuːn/
23	License	/ˈlensens/	48	Guidance	/ˈɡuɪdens/
24	Nevertheless	/ˌnevəðʌˈles/	49	Building	/ˈbɪldɪŋ/
25	Exchange	/eɪkseɪ/	50	Complaint	/kəmˈpleɪnt/

Appendix 13

POST TEST

Level	: Senior High School
Class	: XI IPS 2/
Test	: Pronunciation
Name	: Muhammad Yahn

C3

64

Read the words ONCE without reading the numbers!

No.	Words		No.	Words	
1	Argument	/'a:gjument/	26	Distraction	/dɪs'trækʃn/
2	Answer	/'ɔ:nsa(r)/	27	Deception	/dɪ'sepʃn/
3	Activity	/æk'tɪvəti/	28	Certainty	/sɜ:bnti/
4	Following	/fɒləʊɪŋ/	29	Heaven	/hevn/
5	Fill	/fɪl/	30	Guess	/ges/
6	Improve	/ɪm'pru:v/	31	Crowd	/krɔʊd/
7	Instruction	/ɪn'strʌkʃn/	32	Afraid	/ə'freɪd/
8	Talking	/'tɔlkɪŋ/	33	Believe	/bɪ'li:v/
9	Handle	/'hærdl/	34	Resolve	/rɪ'sɒlv/
10	Program	/'prɔgræm/	35	Special	/'speʃl/
11	Beginning	/bedʒɪŋ/	36	Relief	/rɪ'li:f/
12	Classmate	/'klesmeɪt/	37	Pain	/peɪn/
13	Authority	/ɔ:θɒrəti/	38	Examination	/ɪgˌzæmɪ'neɪʃn/
14	Scholarship	/'skɒləʃɪp/	39	Preview	/'pri:vju:/
15	Suggestion	/sə'dʒestʃən/	40	Ignore	/ɪg'nɔ:(r)/
16	Expert	/'eksp3:t/	41	Suspicious	/sə'speʃɪʌn/
17	Enough	/ɪ'nʌf/	42	Survive	/sə'vaɪv/
18	Structure	/'strʌktʃʊ(r)/	43	Autumn	/'ɔ:θʊm/
19	Advertisement	/ən'vɜrtɪsmənt/	44	Author	/'ɔ:θɔ(r)/
20	Comfortable	/'kɔmfɔ:təbl/	45	Event	/ɪ'vən/
21	Qualify	/'kwɒlɪfaɪ/	46	Response	/re'spɒns/
22	Obligation	/ˌɒblɪ'geɪʃn/	47	Fortune	/'fɔ:tʃu:n/
23	License	/'leɪsns/	48	Guidance	/'gʌɪdens/
24	Nevertheless	/ˌnevəðʌ'las/	49	Building	/'bʊɪldɪŋ/
25	Exchange	/ɪks'tʃeɪndʒ/	50	Complaint	/kɔm'pleɪnt/

Appendix 14

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

2 0 JUL 2016

Nomor	: **7 8 2 6** / UN25.1.5 / LT / 2016	
Lampiran	: -	
Perihal	: Permohonan Izin Penelitian	

Yth. Kepala SMA Plus Darul Hikmah

Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama	: Moh. Rismila
NIM	: 120210401009
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "The Effect of Using Jazz Chants on the Eleventh Grade Students' Pronunciation Achievement at SMA Plus Darul Hikmah in the 2015/2016 Academic Year".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

an. Dekan
Pembantu Dekan I,

Dr. Sukatman, M.Pd.
NIP. 19640123 199512 1 001

Appendix 15

YAYASAN PONDOK PESANTREN DARUL HIKMAH AL- GHAZAALIE
SMA PLUS DARUL HIKMAH
T E R A K R E D I T A S I : B
Jl. Yos Sudarso No. 114 Sumbersari – Jember Telp. 0331 324639
Email: smaplusdarulhikmah@yahoo.co.id Jember 68132
Website: http://www.smaplusdarulhikmah.sch.id

SURAT KETERANGAN
No. 250/SMA.DH/J/K/IX/2016

Yang bertanda tangan di bawah ini Kepala SMA Plus Darul Hikmah Kranjingan Sumbersari

Jember menerangkan bahwa:

Nama	:	MOH. RISMALA
NIM	:	120210401009
Fakultas	:	Fakultas Keguruan dan Ilmu Kependidikan
Program Studi	:	Bahasa Inggris

Telah mengadakan riset / penelitian dalam rangka pengembangan kompetensi akademik, di SMA Plus Darul Hikmah Kranjingan Sumbersari Jember mulai tanggal 5 Agustus s/d 20 Agustus 2016 dengan judul :

"THE EFFECT OF USING JAZZ CHANTS ON THE ELEVENTH GRADE STUDENTS' PRONUNCIATION ACHIEVEMENT AT SMA PLUS DARUL HIKMAH JEMBER IN THE 2016/2017 ACADEMIC YEAR "

Demikian surat keterangan ini, agar dapat dipergunakan sebagaimana mestinya.

Jember, 14 September 2016

Kepala
SMA Plus Darul Hikmah

SYARIF HIDAYATULLAH, S.Pd

Appendix 16

Songs Lyric

"Shoes and Socks"

What do you wear on your head?
 A hat.
What do you wear on your hands?
Gloves.
What do you wear on your feet?
Socks.
Shoes and socks, shoes and socks.
(all together)

What do you wear when it's cold?
Socks.
Shoes and socks. Shoes and socks

What do you wear when it's warm?
Socks
Shoes and socks. Shoes and socks

Where do your wear your hat?
On my head.
Where do you wear you gloves?
On my hands.
When do you wear your gloves? In January
What do you wear on your feet?
Socks
Shoes and socks. Shoes and socks

(Adapted from Graham:2006:21)

"He's Passed His Driving Test"

Upset, upset,
I'm really upset.
I've had an argument with my boyfriend,
I'm really upset.

Relieved, relieved,
I'm really relieved.
I've found my wallet,

I'm really relieved.

Disappointed, disappointed,
I'm really disappointed,
I've failed my driving test,
I'm really disappointed.

Thrilled, thrilled,
I'm thrilled.

Appendix 16

I've won the lottery,

And now I'm rich!   *(www.onestopenglish.com)*

"These are My Blue Jeans"

That's my shirt

This red shirt? No, that brown shirt.

Those are my shoes.

These brown shoes? No, those black

shoes.

This is my jacket

That green jacket? No, this blue

jacket.

That's my t-shirt.

This white t-shirt? No, that red

t-shirt.

These are my jeans

Those black jeans? No, these blue

jeans.

Those are my shorts

These green shorts? No, those white

shorts

(www.onestopenglish.com)

"I Feel So Embarrassed"

I'm frustrated! My computer's been

crashing all day.

I'm heartbroken I've been fighting

with my girlfriend again.

I'm lonely I've been living on my

own for years.

I'm confident I've been studying

really hard.

I'm furious someone's been using

my car.

I'm exhausted I've been running in

the park for an hour.

I'm excited I've been thinking about

my vacation.

I'm irritated He's been playing that

music for hours.

Appendix 16

I'm confused I've been trying to read this book.

I'm embarrassed I've been wearing my jacket inside out.

(www.onestopenglish.com)

Appendix 17

The Schedule of Administering the Research

No	Activities	Date
1	Homogeneity Test	August, 2016
2	Analysis of Homogeneity Test	August, 2016
3	Treatment to Experimental Class	August, 10th, 16th 2016
4	Teaching the Control Class	August, 10th, 13th 2016
5	Try Out Test	August, 11th, 2016
6	Analysis of Try Out	August, 11th, 12th 2016
7	Post test for Experimental Group	August, 20th 2016
8	Post test for Control Group	August, 17th 2016
8	Analysis of Post Test	August, 18th 2016