

**ENHANCING PRONUNCIATION OF SUPRASEGMENTAL FEATURES
THROUGH REFLECTIVE LEARNING METHOD AT VIII GRADE OF
SMPN 2 KEJURUAN MUDA**

THESIS

By:

TRI ASTUTI

NIM: 1042011041

English Education Department



**FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
STUDIES ZAWIYAH COT KALA LANGSA
2015M/1436H**

ACKNOWLEDGMENT

First of all, all praises only belong to Allah, the Almighty God who has commanded us to spread peace for all human beings and also who has given health, strength even capability for the researcher finish this thesis. May the peace and blessing of Allah be upon Prophet Muhammad SAW, the last Prophet, who has delivered the holy message for mankind and had changed the human's life form darkness to brightness period of knowlegde.

Foremost, the researcher would like to gratefully acknowledge the enthusiastic supervisors, Mhd. Rasid Ritonga, MA and Irma Dewi Isda M.hum, who had given a tremendous support, guidance, abundantly, helpful, numerous stimulating discussions, motivation, and immense knowlegde for the researcher.

Besides, the researcher takes immense pleasure in crediting to the lecturers in English Department of Tarbiyah and Teacher Training Faculty. Her sincere gratitudes also regard to all friends and senior who had given advise and time to help the researcher in finishing her thesis.

Special thanks for the researcher's parents Sutrisno and Rohayati who always give advice, spirit and material for the research. Without effort, help, prayer, time, and their love, the researcher will get many difficulties in finishing this thesis.

Finally, the researcher expects the readers to give critic, respond, and correction for the mistakes. The researcher absolutely realizes that this thesis many mistakes. May this thesis be useful and may it be one of the references for

the next research and enhance our knowledge. May Allah SWT bless us ever after.

Amin ya Rabbal 'alamin.

Langsa, 10 September 2015

Tri Astuti

TABLE OF CONTENTS

ACKNOWLEDGMENT	i
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF APPENDIXES	vi
ABSTRACT	vii
CHAPTER I : INTRODUCTION	
A. The Background of Study	1
B. The Researchquestion of Research	6
C. The Purpose of Study	6
D. The scope of Study	6
E. The Significance of study	7
F. Hypothesis	8
G. Terminology	8
CHAPTER II : REVIEW OF LITERATURE	
A. Pronunciation	10
1. The definition of pronunciation	10
2. Types of pronunciation	10
a. Good speech	11
b. Bad speech	11
3. The classification of speech sounds	12
a. Vowel	12
b. Diphthong or cardinal vowels	13
c. Consonat	13
4. Organ of speech ``	15
5. Suprasegmental features	17
6. The Features of suprasegmental	18
a. Intonation	18
b. Stress	19
c. Rhythm	20
d. Pitch	21
e. Juncture	21
B. Reflective Learning Method	22
1. Definiton of reflective learning	22
2. Benefit of reflective learning	24
3. Procedure of reflective method	25
4. Applying method of reflective learning	26

CHAPTER III : RESEARCH METHODOLOGY	
A. Location and Time research	28
1. Location of research	28
2. Time of research	28
B. Population and Sampling	29
1. Population	29
2. Sample	31
C. Research Design and Procedure	32
1. Research Design	32
2. Research Procedure	34
D. Technique of collecting data and Instrument	36
1. The instrument of the research	37
a. Test	37
b. Observation	39
E. The Data Analysis	41
CHAPTER IV : RESEARCH FINDING AND DISCUSSION	
A. Introduction	43
B. The research description	43
C. Research Implementation	44
CHAPTER V : CONCLUSION AND SUGGESTION	
A. Conclusion	81
B. Suggestion	81
 BIBLIOGRAPHY	 83

LIST OF TABLE

Table 3.1	Population	29
Table 3.2	Description of sample taking	31
Table 3.3	Description of research procedure	34
Table 3.4	Indicators of pronunciation suprasegmental test	37
Table 4.1	Student's score of pretest and post test I and II	56
Table 4.2	The result of pre test	63
Table 4.3	The result of post test I	66
Table 4.4	The Result of post test II	68
Table 4.5	The result of post test I	71
Table 4.6	The result of post test II	72
Table 4.7	The computation of score cycle I and II	74

LIST OF APPENDIXES

Appendix 1	Student's initial name
Appendix 2	Lesson plan (cycle 1)
Appendix 3	Observation sheet meeting 1
Appendix 4	Observation sheet meeting 2
Appendix 5	Lesson plan (cycle 2)
Appendix 6	Observation sheet meeting 3
Appendix 7	Observation sheet meeting 4
Appendix 8	The instrument for post test 1 and post test 2
Appendix 9	The key answer for post test 1 and post test 2
Appendix 10	The result of post test 1
Appendix 11	The result of post test 2
Appendix 12	Surat keterangan pemimbing skripsi
Appendix 13	Surat keterangan mohon izin penelitian
Appendix 14	Surat keterangan melakukan penelitian
Appendix 15	Foto kopi sertifikat TOEFL
Appendix 16	Foto kopi kartu bimbingan skripsi
Appendix 16	Curriculum Vitae

ABSTRACT

This title of research is “enhancing pronunciation of suprasegmental features through reflective learning method at the eighth grade of SMP Negeri 2 Kejuruan Muda”. Pronunciation refers to the articulation of sounds that we use to make meaning. The students have difficulties in pronouncing the words and sentence in English. Therefore, the researcher will try to use reflective learning method as a method in increasing students’ pronunciation of suprasegmental features. The research was designed to figure out whether reflective learning method can increased students’ pronunciation of suprasegmental features. This researcher aimed to find out the improvement student’s English pronunciation of suprasegmental features through reflective learning method at the VIII grade SMP Negeri 2 Kejuruan Muda and to describe how the learning process English pronunciation of suprasegmental features by using reflective learning method at the VIII grade SMP Negeri 2 Kejuruan Muda. The research was applied to elevate student’s pronunciation. This research used Classroom Action research (CAR) as the method. This research involved the students of VIII-2 class. The class consist of 38 students. The instruments that used in this research were test and observation. Based on the research result, learning pronunciation of suprasegmental features through reflective learning method made students pronunciation of suprasegmental features increased. The result of pre-test showed that only 7 students (18,4%) who passed the KKM score, the result of post test 1 showed that 24 students (63,1%) who passed the KKM score. In the end of cycle 2, the result of post test 2 showed that 35 students (92,1%) who passed the KKM score. Based on these finding it can be concluded that reflective learning method can increased the students’s pronunciation of suprasegmental features at SMP Negeri 2 Kejuruan Muda.

Keyword : Pronunciation of suprasegmental features, reflective learning method.

CHAPTER I

INTRODUCTION

A. Background of study

Communication is the most important thing that human needs to stay connected to another people in the world. Communication is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behaviour. To make the communication connected, we need the component of communication. The most commonly component of communication is language

Sanggam siahaan states that “language is a unique human inheritance that plays the very important role in human’s life, such as in thinking, communicating ideas, and negotiating with others”.¹ Language is used to by people to communicate with others, when someone says or read the word especially in English needed good pronunciation to make people understand what he said and make them understand.

According to oxford dictionary pronunciation is the way in which a language or a particular word or sound spoken.² English pronunciation is important component that must be connected and it was viewed as an important part of communication English. Fluency can be thought of as the ability to keep going when speaking spontaneously. There are some rules

¹Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta : Graha Ilmu, 2008), P.1

² Victory Bull, *Oxford Learner’s Pocket Dictionary Fourth Edition*, (New York: University Press, 2008), P. 352

to pronounce the word in pronunciation. Consist of how the sound is produced by speaker.

Pronunciation refers to the utterances of sounds that be used to make meaning.³ Learning English pronunciation is not easy, especially for the Indonesian. In Indonesia, English is not become the primary language or the secondary language. This matter makes learners find some difficulties and problems in learning pronunciation. In this case, the learners have poor pronunciation. Poor pronunciation makes miscommunication between the speakers and the listeners. But, a perfect English pronunciation becomes the difficulty thing for the foreign language learner, since known already have the first language or native language before learning the foreign language like English. Learning English as foreign language means learning the other language which has distinction in any aspects to our native language, especially in pronunciation.

According to Morley, “Learners with good pronunciation in English are more likely be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect”.⁴ And the learners who are unable in pronunciation may be judged as inadequate and untaught though listeners are only reacting to their language.

³Ameprc Research center, “*What is pronunciation,*”public (2002): P.1

⁴Gholamreza Abbasian, and Adel Bahmanie, “*EFL Teachers and Learners Reflection on Pronunciation Factor in Teaching-Learning Process and Its Effect on Learners Motivation,*” *Elt Voices India* 2 no. 3 (Fall 2013) P.66

Based on the experience of the researcher in preliminary study, the researcher found there are some problems in teaching and learning English pronunciation. The first one is the students do not use English as their primary language, it makes them not enough time to learn about English pronunciation. The second one is sometimes the teacher uses some boring methods in teaching English such as the teacher only give task, give a speech, writing some notation from the teacher and did not focused toward the students ability in pronunciation it makes them do not pay attention to the teacher. Because pronunciation is not include in curriculum so the teacher did not focus to teach English pronunciation. Pronunciation contain some elements to able pronounce the word well, that is organ of speech, speech sound like consonant and vowel. And pronunciation it includes attention to the particular sounds of a language (segmental aspect) and aspects of speech beyond the level of the individual sound, such as intonation, pitch, stress, rhythm and juncture (suprasegmental aspects) and then how the voice is projected (voice quality), attention to gestures and expressions that are closely related to the way we speak a language.

Teaching English Pronunciation as a second and foreign language (ESL or EFL) over the last decade and has made clear meaning of suprasegmental features. From a pedagogical point of view, the speakers who get code with accenting suprasegmental features could seemingly soul their learning to an unplanted creation much effectively

than those who received message with only segmented proportionality (vowels and consonants).⁵

The researcher offered one method that can help the students increase their English pronunciation of suprasegmental features. The method is reflective learning method, “it is an approach in which instructors collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection”.⁶ This method can help students increase their pronunciation of English suprasegmental features because this method was adopted by using video as a reflective tool incorporated into oral communicative language activities.

The reflective learning method is considered as a necessary for the learners. Because this method can help students reflect or memories their error in last learning. Most teachers develop their classroom skills fairly early in their teaching careers. Teachers entering the profession may find their initial teaching efforts stressful, but with experience they acquire a repertoire of teaching strategies that they draw on throughout their teaching. There are some procedure in teaching by using reflective learning method, namely: Learners need to know why something is important to learn, learners need to have the capacity to direct themselves for learning, learners needs to be related to the learners' experiences, people will not

⁵Bertha Chela Flores, *Optimizing The Teaching of English Suprasegmentals*, (venezuela: Universidad simon bolivar) p.1

⁶Gholamreza Abbasian, and Aadel Bahmanie, p.63

learn until they are ready and motivated to learn and learners need help in overcoming inhibitions, behaviors, and beliefs.

Teaching the pronunciation of English suprasegmental features, by using reflective learning method. Students will make of their existing experience for testing ideas and assumptions exploratively. They though in uncertain situations or in trouble with such features for example : intonation, stress and rhythm which are indisputably commonly by seeking new ideas, evaluating and reflecting on their impact and trying out new practices and ways of learning to improve their own effectiveness in the learning environment. Reflective practices have also been valued in the realms of speech production and perception. Teaching and learning pronunciation too need teachers with reflective habits. Kenworthy states that “considers providing feedback as a role of an EFL pronunciation teacher”.⁷

The reseacher expects that using reflective learning method can increase student’s English pronunciation of suprasegmental features. The first is that the students have a positive response toward approaching the reflective learning method, the second is the students look enjoying and interesting with approaching the reflective learning method and the last is the students ability in pronunciation of suprasegmental features is increasing.

⁷Gholamreza Abbasian, and Aadel Bahmanie, p.63

Based on the matter above, the reseacher are encouraged to do research with title “**Enhancing the Pronunciation of English Suprasegmental Features through Reflective Learning Method at VIII grade of SMP Negeri 2 Kejuruan Muda**”.

B. Research question of study

1. Does reflective learning method enhance student’s English pronunciation of suprasegmental features at VIII grade students of SMP Negeri 2 kejuruan muda ?
2. How is learning process reflective learning method to improve students’ English pronunciation of suprasegmental features at the VIII grade SMP Negeri 2 kejuruan muda ?

C. Purpose of study

1. Tofind out the improvement student’s English Pronunciation of suprasegmental features through Reflective Learning Method at the VIII grade SMP Negeri 2 Kejuruan Muda.
2. To describe how the learning process to describe how the learning process reflective learning method to improve students’ English pronunciation of suprasegmental features at the VIII grade SMP Negeri 2 kejuruan muda

D. The Scope of study

This research focused on the implementation of reflective learning method to increase student’s English pronunciation of suprasegmental features areintonation, stress, and rythm. In tehcnical, the researcher asked

the students to read the text that has been awarded with a loud voice as a form of assessment.

E. The significance of study

For the teacher

1. This method can be used by the teacher to develop their teaching technique. Hopefully, it can give inspiration to the teacher to make some variation in teaching English, so the students would not feel bored with the lesson.

For the student

2. The students, especially for grade VIII students of SMP Negeri 2 Kejuruan Muda are expected to practice learning English pronunciation by themselves by reflective learning method. They can learn by themselves at home when they watch or listen to the recorded speech just like when they learn at the school. Hopefully it can help the students to solve their problem in learning English pronunciation.

For the researcher

3. This study is expected to enlarge the writer's knowledge about the advantages and disadvantages of using Reflective Learning method in teaching English pronunciation of suprasegmental features.

F. Hypothesis

The hypothesis is a tentative answer to the problem of research, until proven by the data collected.⁸ As we have been mentioned in of the problem, the hypothesis in this study is : “Reflective Learning Method can enhance students’ English pronunciation of suprasegmental features at the VIII grade students of SMP Negeri 2 Kejuruan Muda.”

G. Terminology

a. Enhancing

“Enhance is To improve or augment, especially in effectiveness, value or attractiveness.”⁹ In this case, the reseacher wants to extend the students’ pronunciation through Reflective learning method at SMP Negeri 2 Kejuruan Muda.

b. Pronunciation

According to Charles, “Pronunciation is concerned with the way speech sounds are organized into a system, the sound system of a specific language.”¹⁰ Students should master about pronunciation because it is the one of important elements in English. If the students practice their organ of speech by pronunciation of suprasegmental features more often they will be easy to speak in good pronunciation.

⁸Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 1998).p. 67

⁹www.thefreedictionary.com/enhance.(accessed on 11 may 2015)

¹⁰Charles W. Kreidler, *The Pronunciation of English: a Course Book* (New York :Blackwell Publishing, 1989) p.5

c. Suprasegmental features

“Suprasegmental features are characterized by the fact that they must be described in relation to other items in the same utterance.”¹¹ In pronunciation suprasegmental features are of paramount importance in spoken English.

d. Reflective learning method

“Reflective practice is probably the most valuable tool in your box of resources and enables you to think both backwards and forwards.”¹²

This method is a method which is done by teacher toward the students to help the student learn pronunciation well with the helping tool is audio to easy students reflect their memories about the last lesson. And in this method the teacher help the students increase student’s pronunciation.

¹¹Anthony fox, *Prosodic Features and Prosodic Structure The Phonology of Suprasegmentals*(New York : Oxford University press, 2000) p.2

¹²Ian Rushton, Martin Surter, *Reflective Practice For Teaching in Life Long Learning* (New York: Open University Press, 2012) p.7